PARK UNIVERSITY

2020
2021

GRADUATE CATALOG

Catalog Home

About Park University's Catalog

The purpose of the catalog is to provide information about the academic programs and degree requirements in effect for the academic year. The catalog includes information about courses, programs of study, policies, and services available to students. Park University offers a wide array of programs available on the Parkville campus, campus centers around the country, and online. Please browse the catalog to learn more about the University and its academic programs.

Park University
Graduate Studies
8700 NW River Park Drive
Parkville, MO 64152
(816) 559-5625
www.park.edu/grad

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Certified true and correct as to content and policy.
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Greg Gunderson, Ph.D.
President, Park University

Message from the President

Dear Graduate Students,

I am pleased to extend a cheerful welcome to you on behalf of the dedicated staff and faculty at Park University. Whether you are currently enrolled in a graduate program or just beginning your post-graduate study with Park, we thank you for choosing us as your academic home. As a national leader in higher education, Park University is proud to provide a personalized, globally relevant education that will enable you to prosper personally and professionally in your future endeavors.

Founded in 1875 in Parkville, Mo., the University established a historical prominence and sound reputation as a quality higher educational institution that embraced diversity and inclusivity. Today, we are proud to extend that service, representing undergraduate and graduate students at 41 campus centers located nationally in 21 states and globally online. In addition to serving students from 58 countries and all 50 states, Park is pleased to provide convenient access to quality education programs for our brave men and women in uniform and their dependents. The University has enjoyed and educational partnership with the United States military that stretches over 90 years, and we look forward to continuing our services.

For over 140 years, Park has been building on its substantial accomplishments and embracing ways to further distinguish the University as a leader in higher education. Ultimately, our mission is to serve you, our students, with a remarkable customer service experience, and provide you with a globally relevant education that will prepare you to meet the challenges faced by today's professionals. Park's dedicated faculty and staff members across the Country are prepared to accomplish this mission by providing you convenient access and flexibility in your pursuit of a graduate program that will best serve your interests and further enrich your careers and academic journey. We are here to serve you.

Please know that as an ambassador of Park University, you share our Core Values and embody a quality education that is truly unique and unlike any other. We are proud to call you Park Pirates.

Welcome!

Greg Gunderson, Ph.D.
President, Park University

Mission/Vision/History

Park University Promise, Mission and Vision

Park's Promise
Serving those who serve their community and country with personalized, globally-relevant education for life.

Mission Statement
Park University transforms lives through accessible, student-centered, quality higher education.

Vision Statement
Park University will meet learners' needs for a lifetime.

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

Our Motto
Fides et Labor
(Faith and Work)

Park University Graduate Studies Mission and Vision

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

Vision Statement
Park University's Graduate Studies will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.

History of Park University
Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent institution that is a national leader in higher education. In 2000, Park achieved university status and now serves nearly 17,000 students annually at 41 locations in 21 states and online, including 35 campuses at military installations across the country.
Serving an ethnically diverse student population and non-traditional adult learners has, for many years, been central to Park's educational mission. Even in its first year, Park University enrolled women students as well as men, something that was unusual at the time; and two of the original 17 students were Native

Americans. Park was also an early integrator when it welcomed African-American students to live in Park's residence halls in the 1950s.

Park continues to increase access to higher education by offering the quality undergraduate and graduate degrees students desire at locations, times and delivery formats that best serve their needs. In 2010, the University was ranked as the No. 1 value among private colleges and universities by Parents & Colleges, an online resource for parents of college-bound students — a distinction that was reaffirmed in 2012. In 2011 and 2013, Park was ranked the seventh most affordable private university/college in the nation, and first in the Midwest, for tuition and fees, according to U.S. News and World Report. Providing such access has developed considerable diversity among the student population, with 261 international students representing 58 countries, and a 45 percent student representation from racial, ethnic and cultural groups typically underrepresented in colleges and universities. The University has repeatedly been recognized as one of the top 100 American colleges/universities in the nation graduating Hispanic, African-American and American-Indian students. In addition, extracurricular activities and championship-caliber athletic programs complement Park's outstanding scholastic programs.

Park University offers numerous degree programs online, and it maintains a long-standing relationship with the U.S. military for which it has been recognized as one of the largest providers of online undergraduate education to military learners worldwide. Since 2009, Park has received international recognition each year by Military Advanced Education magazine as one of its "Top Military-Friendly Colleges and Universities," citing Park's "innovative academic degree programs steeped in excellence." In addition, in December 2012, Park was ranked No. 2 among all private colleges/universities in the country as "Best for Vets" by Military Times magazine.

Mackay Hall

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

Accreditation/Memberships

Accreditation

Park University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604 (800-621-7440).

All graduate and undergraduate programs housed under the College of Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS, 66213 (913-339-9356). The B.S. in Economics degree is not considered to be a business program and is not accredited by ACBSP. The Master of Science in Information Systems and Business Analytics was recently added to the curriculum and is not currently accredited by ACBSP.

The State of Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO, 65102 (573-751-3469) has officially approved the academic standards of Park University for teacher education and other school professional programs.

The pre-licensure Bachelor of Science degree in Nursing is approved by the Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO, 65102-0656. The Bachelor of Science degree in Nursing – both the RN-to-BSN completion program and the pre-licensure program – is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

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

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

Park University - 8700 NW River Park Drive, Box 5, Parkville, MO 64152-3795

Higher Education Agency Information and Authorizations

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Arizona

Park is authorized to operate by the Arizona State Board for Private Postsecondary Education. This agency may be contacted for a list of currently authorized programs. Authorization does not carry with it an endorsement of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the agency at the information below.

Regarding complaints against Park, for all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Arizona State Board for Private Postsecondary Education. By doing so, the student under no circumstances will suffer any adverse actions by Park University. Additionally, staff will provide information regarding powers, duties, responsibilities and credentials at Park University upon request. Please contact:

Keith Blanchard
Deputy Director/Investigator
740 W. Adams Phoenix, AZ 85007
602-542-5769
Keith.blanchard@azppse.gov
https://ppse.az.gov/complaint

The Arizona State Approving Agency (SAA) is the approving authority of education and training programs for Arizona. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office at https://dvs.az.gov/services/education.

California

Park is a private institution approved to operate by the California Bureau for Private Postsecondary Education. This agency may be contacted for a list of currently authorized programs. Authorization does not carry with it an endorsement of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the agency at the information below.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at the address below.

Regarding complaints against Park, for all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, a student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website, www.bppe.ca.gov. By doing so, the student under no circumstances will suffer any adverse actions by Park University. Additionally, staff will provide information regarding powers, duties, responsibilities and credentials at Park University upon request. Please contact:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
PO Box 980818, West Sacramento, CA 95798-0818
Sacramento, CA 95833
Telephone: (888) 370-7589 or (916) 431-6959
Fax: (916) 263-1897
www.bppe.ca.gov
https://www.bppe.ca.gov/about_us/contact.shtml
http://www.bppe.ca.gov/enforcement/complaint.shtml

The California State Approving Agency (SAA) is the approving authority of education and training programs for California. The office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the office at https://www.calvet.ca.gov/csaave.

Kansas

Park is authorized to operate by the Kansas Board of Regents. This agency may be contacted for a list of currently authorized programs. Authorization does not carry with it an endorsement of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the agency at the information below.

Regarding complaints against Park, for all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Kansas Board of Regents. By doing so, the student under no circumstances will suffer any adverse actions by Park University. Additionally, staff will provide information regarding powers, duties, responsibilities and credentials at Park University upon request. Please see:

https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process
OR
Private/Out-of-State Postsecondary Education
1000 SW Jackson, Ste. 520
Topeka, KS 66612
(785) 430-4240

The Kansas State Approving Agency (SAA) is the approving authority of education and training programs for Kansas. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office at https://www.kcva.ks.gov/.

Missouri

Park is exempt from reporting to the Missouri Department of Higher Education ("MDHE") as a private, not-for-profit institution. Regardless, Park does report the MDHE as a good-faith showing of its compliance with relevant laws and regulations. This agency may be contacted for a list of currently authorized programs. Authorization does not carry with it an endorsement of the

institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the agency at the information below. Regarding complaints against Park, for all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the MDHE complaint information. By doing so, the student under no circumstances will suffer any adverse actions by Park University. Additionally, staff will provide information regarding powers, duties, responsibilities and credentials at Park University upon request. Please contact:

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
573-751-2361
https://dhe.mo.gov/contactus.php

The Missouri State Approving Agency (SAA) is the approving authority of education and training programs for Missouri. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office at https://dese.mo.gov/adult-learning-rehabilitation-services/veterans-education.

Ohio

Park holds Certificate of Authorization by the Ohio Department of Higher Education. This agency may be contacted for a list of currently authorized programs. Authorization does not carry with it an endorsement of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the agency at the information below. Regarding complaints against Park, for all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Ohio Board of Regents. By doing so, the student under no circumstances will suffer any adverse actions by Park University. Additionally, staff will provide information regarding powers, duties, responsibilities and credentials at Park University upon request. Please contact:

Matt Exline
25 S Front St.,
Columbus, OH 43215
mexline@regents.state.oh.us
614-728-3095
https://www.ohiohighered.org/students/complaints

The Ohio State Approving Agency (SAA) is the approving authority of education and training programs for Ohio. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office at http://dvs.ohio.gov/main/state-approving-agency.html.

Texas

Park is authorized to operate by the Texas Higher Education Coordinating Board. This agency may be contacted for a list of currently authorized programs. Authorization does not carry with it an endorsement of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the agency at the information below. Regarding complaints against Park, for all students, it is highly recommended that you attempt to resolve

your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Texas Higher Education Coordinating Board. By doing so, the student under no circumstances will suffer any adverse actions by Park University. Additionally, staff will provide information regarding powers, duties, responsibilities and credentials at Park University upon request. Please contact:

Texas Higher Education Coordinating Board College
P.O. Box 12788
Austin, Texas 78711-2788
Studentcomplaints@thecb.state.tx.us
512-427-6101
http://www.thecb.state.tx.us/index.cfm?objectid=989FE9A0-2213-11E8-BC500050560100A9

The Texas State Approving Agency (SAA) is the approving authority of education and training programs for Texas. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office at http://www.tvc.texas.gov/tvc/education-home.aspx.

Memberships

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

The Hauptmann School of Public Affairs is a member of the Network of Schools of Public Policy, Affairs and Administration (NASPAA), 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 Hauptmann School is also a member of the International Association of Schools and Institutes of Administration (IASIA), an international association of organizations and individuals whose activities and interests focus on public administration and management through education and training of public administrators and managers.

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

Admission to Graduate Studies

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

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

To be admitted, each applicant must hold a bachelor's degree from a regionally accredited United States institution of higher learning or a degree equivalent to a United States bachelor's degree from an accredited foreign institution. Any student wishing to receive transfer credit for coursework undertaken at a foreign

institution must request a foreign credit evaluation from a Foreign Credential Evaluation Services company approved by either AICE (Association of International Credential Evaluators, Inc.) or NACES (National Association of Credential Evaluation Services, Inc.). Students must contact the company directly, request a detailed report with course level identification which must also be sent directly to the Office of International Education.

Graduate Admissions Requirements

The undergraduate grade point average required for admission is 2.75 on a 4.0 scale. Individual programs may have additional requirements.

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

- An application for graduate admission (www.park.edu/apply)
- An application fee (per the Tuition and Fees page).
- An official transcript of the bachelor's degree, sent directly to the Office of Graduate Admissions by the issuing institution

All documents must be sent to:
Park University
Office of Graduate Admissions
8700 NW River Park Dr., Box #104
Parkville, MO 64152

Types of Admission

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

1. **Full Admission.** Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission.** Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission.** Students may be admitted to a program on a conditional basis and their admission status will be classified as "conditional." The conditional status will be removed when applicants complete all prerequisite course requirements for admission into a graduate program, where applicable.
4. **Probationary Admission.** In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean of the college or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".
5. **Non-Degree-Seeking Students.** Non-degree status is available to those with a bachelor's degree who wish to enroll in some graduate courses for their professional advancement, but who do not plan to complete a degree or certificate program. Non-degree-seeking students must have minimum 3.0 grade point average on a 4.0 scale in their bachelor's work to be considered for admission. Lower GPA's may be considered on an individual basis by the relevant program director. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, if/when they intend to apply these courses to a degree or certificate program, the student must submit a new application and submit the required test scores, if applicable. No more than 12 graduate credits earned in a non-degree status at Park University may be applied to a master's

degree program and no more than six (6) graduate credits earned in a non-degree status at Park University may be applied to a graduate certificate program.

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

Individual programs may have admission status types which vary from the ones listed above. Refer to individual program sections for the respective admission status types.

Change of Graduate Programs at Park University

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

International nonimmigrant students studying on an F-1 visa must notify the Office of International Education (IE) within 14 days of making this change by submitting a Notification of Change of Major/Program Form. Failure to notify IE of the program change will result in the loss of lawful F-1 visa status.

If an international nonimmigrant student on an F-1 visa will not be able to complete their new program by the Program End Date listed on their I-20, they must also request an I-20 Extension from IE. The student must submit the following documentation to IE to request an I-20 Extension:

1. I-20 Extension Request Form
2. Proof of Financial Support
    1. If the funds listed in the Proof of Financial Support are not in the name of the student, an Affidavit of Support from the financial sponsor must accompany the Proof of Financial Support and I-20 Extension Request Form.

Park University Undergraduate Seniors

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

International nonimmigrant students studying on an F-1 visa who wish to engage in graduate course work while completing their undergraduate degree must continue to be enrolled in a full undergraduate course of study (at least 12 undergraduate credit hours per semester); any graduate credit hours must be taken in addition to a full undergraduate course load. Failure to maintain full-time undergraduate enrollment will result in the loss of lawful F-1 visa status.

*For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

4+1 Undergraduate to MBA, MHA or ISBA Programs

The 4+1 Program allows undergraduate students in business (all majors) and Bachelor of Public Administration majors with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in either the MBA, MHA or ISBA program, for business majors. the 4+1 programs will not only count toward fulfilling undergraduate degree requirements, but will also count toward the completion of respective graduate degree. Qualified students may take up to 12 credit hours (4 courses) from their respective 4+1 program which will reduce the time necessary to complete their respective graduate degree from two years to as little as one year following the completion of the undergraduate degree. Students must be enrolled in at least 12 semester hours combined of undergraduate and graduate classes each semester he/she is taking MBA, MHA, or ISBA credits under this option.

4+1 Bachelor to MPA Program

With the approval of the Director of the MPA Program, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during their senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.

International Student Qualifications

Park University welcomes applications for admission from international non-immigrant students from all countries. As a graduate international non-immigrant student, you may apply for graduate study as a first time graduate applicant or as a graduate transfer-in student. You are a transfer student if you have attended a college or university and have earned a bachelor's degree and are earning credits towards a graduate degree. Most programs at Park University do not require the graduate standard examination such as GMAT.

Admission standards for Graduate International Non-Immigrant Students

The following items must be received by April 1 for Fall Semester admission, or by October 1 for Spring Semester admission, if you are currently outside of the U.S.:

1. Application for Admission
2. Application fee (see Tuition and Fees page)
3. Submit official copies of academic credentials (including all previous college work) in native language and English translation. A 2.75 (overall) GPA is required for full admission.
4. Submit proof of English Proficiency in one of the following forms:
    1. A minimum TOEFL (Test of English as a Foreign Language) score of 79, with a minimum score of 20 on each section for internet based test or 550 for paper based test (Park University TOEFL code is 6574)
    2. A minimum IELTS (International English Language Testing System) score of 6.5
    3. Evidence of qualifying for an exemption from the Proof of Language Proficiency Requirement. For more information, contact International Education.
5. Submit financial statements - If you hold or intend to seek an F-1 student visa you must provide financial documentation that must be issued within the last 6 months and funds shown must be in liquid assets (readily accessible). Bank statements may be in the country of origin's currency but must be equal to the required U.S. Dollar amount.
6. Submit Affidavit of Support Form
    1. The financial affidavit of support must prove your or your sponsor's willingness to pay for tuition, registration fees, books, and living expenses (if applicable) for the duration of your studies.
7. Submit color copy of passport
8. If transferring from a school within the United States, the international student must submit the following:
    1. Copy of visa
    2. Copy of I-94 documentation
    3. Copy of I-20
    4. Transfer Form – this is completed after admission to Park University by both the prospective student and the international advising office at the current school attended.
9. For information regarding admission standards for international students email international@park.edu or gradschool@park.edu.

International Students: How to Apply

- Complete Online Application for Admission at www.park.edu

- Pay non-refundable application fee (refer to Tuition and Fees Table) by credit card or mail your check
- Submit official transcripts in a sealed envelope
- Submit TOEFL/IELTS as proof of English Proficiency for "full admission".
- Notify Office of International Education at international@park.edu if the applicant is interested in "conditional admission".
- Submit Statement of Finances
- Submit Affidavit of Support form
- Submit color copy of passport
- Transfer-In – submit copy of visa, I-94, and I-20, Transfer-In Form
- Mail your documents and/or application fee check to:
  Office of International Education
  Park University
  8700 NW River Park Dr.
  Parkville, MO 64152

Estimated Cost of Attendance for International Students (F visas)

Graduate Program (Excluding MBA)	Fall Term	Spring Term	Total
Tuition/Fees	$3,210	$3,210	$6,420
Cost of Living	$5,000	$5,000	$10,000
Books (estimated)	$500	$500	$1,000
Health Insurance	$414	$414	$828
Estimated Total	**$9,124**	**$9,124**	**$18,248**

MBA Program	Fall Term	Spring Term	Total
Tuition/Fees	$3,660	$3,660	$7,320
Cost of Living	$5,000	$5,000	$10,000
Books (estimated)	$500	$500	$1,000
Health Insurance	$414	$414	$828
Estimated Total	**$9,574**	**$9,574**	**$19,148**

- Tuition and fees are subject to change.

New international students are required to pay all costs no later than the 'confirmation date' for each term. International students are ineligible for payment plans. All Park University students who fail to pay their tuition and fees prior to the confirmation date will be dropped from all courses for non-payment.

Important Notice for International Applicants

All international non-immigrant applicants must have all required documents, application fee, financial documents, and meet all admission requirements in order for the Office of International Education (IE) to recommend your application for admission into a graduate program. Once a decision is made, Graduate admissions will notify IE office to process the acceptance or denial decision. If you are admitted for graduate study, IE will issue your Form I-20.

Questions regarding Form I-20 and visa issues should be directed to the IE at (816) 584-6820 or international@park.edu. Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions at (816) 559-5625 or gradadmissions@park.edu.

Insurance for International Students

Enrollment in the Park University sponsored health insurance is mandatory for all F-1 visa holders and their dependents (F-2 visa holders). Government sponsored students (ie: Saudi Arabian Cultural Mission [SACM] sponsored students) whose sponsoring body provides health insurance coverage are exempted from purchasing sponsored insurance through Park University.

Tuition and Fees

(Subject to change by Park University)

Graduate Tuition	$597/credit hour

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

Military *(includes Active Duty, Active Duty Dependents, Reservists and National Guard)*	$433/credit hour
Veterans *(includes Veterans and Veteran Dependents using GI Bill®, Reservist Dependents, and National Guard Dependents)*	$530/credit hour
Federal Employees *(includes Federal Government Employees and Dependents)*	$530/credit hour
Applied and Performance Music Courses	$600/credit hour

Fees and Charges (all fees are nonrefundable after the Enrollment Adjustment Period.)

Application Fee (waived for Park University graduates)	$50
Commencement/Diploma/Certificate Fee	$125
Diploma (2nd copy after one year of graduation)	$75
International Student Application/Evaluation fee (one time)	$75
Master of Business Administration Instructional Fee (per credit hour)	$75
Late Payment Charge	$20
Late Registration Fee (charged during Add/Drop Week)	$50
Transcript Request Fee	
Electronic Delivery Fee	$10
Mailed Delivery Fee	$12
Audit a course	50% of tuition and full fees
Returned Check Charge	$30
Thesis Binding Fee (if applicable)	$80

* One-time fee applicable only to international nonimmigrant students

Registration is not complete without full payment of tuition and fees. The following provisions may be available:

1. The first term each year that a student is to receive a guaranteed student loan, payment of 10 percent of tuition is due at the time of confirmation.
2. Enrollment in the 3 pay Payment Tuition Plan for 8 week courses or 4 pay Payment Tuition Plan for 16 week courses (contact the Graduate Studies student account representative for information).

Students are advised that provisions for a variety of tuition benefits, such as employer-provided vocational rehabilitation, Veterans Affairs Educational Assistance and tuition assistance for military members, may change over time. Please consult with the School of Graduate Studies Representative regarding your status in these matters.

If a student account is sent to an agency for collection and/or legal action, the account balance plus all collection fees (up to 33.3%) and legal fees will be paid by the student.

Financial Assistance

Applying for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA) by the priority date for all students by March 15. The FAFSA must be completed annually. To complete the FAFSA go to https://fafsa.ed.gov/ and input Park University's Federal School Code: 002498, this will ensure the FAFSA information will be sent to Park University.

*For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

Eligibility Requirements

- Students must be fully admitted into an eligible degree seeking program
- Students must be enrolled in at least half-time hours
- Students must be meeting Satisfactory Academic Progress (SAP). To review the SAP policy please review the policy at http://www.park.edu/student-financial-services/satisfactory-academic-progress.html
- Complete Entrance Counseling (EC) and a Master Promissory Note (MPN) for federal student loans. For more information completing the EC and MPN please visit this website www.studentloan.gov

Gainful Employment Programs

Gainful employment programs are those that are offered by Park University that lead to a certificate or other non-degree credential, and for which students may receive federal financial assistance. All programmatic gainful employment information may be found on Park's website at: https://www.park.edu/tuition-financial-aid/gainful-employment/.

Types of Federal Financial Aid for Graduate Students

Graduate and professional degree students may be eligible to receive aid from the following federal student aid programs:

- **The William D. Ford Federal Direct Loan (Direct Loan) Program** — This is the largest federal student loan program. Under this program, The US Department of Education (ED) is your lender rather than a bank or other financial institution. There are two types of Direct Loans that graduate and professional degree students may receive:
- **Direct Unsubsidized Loans** — Eligible students may borrow up to $20,500 per school year. Graduate and professional students enrolled in certain health profession programs may receive additional Direct Unsubsidized Loan amounts each academic year. Contact your school's financial aid office for details.
- **Direct PLUS Loans** — Eligible graduate and professional degree students who need to borrow more than the maximum unsubsidized loan amounts to meet their education costs may apply for a PLUS loan. A credit check will be performed during the application process.
- **Teacher Education Assistance for College and Higher Education (TEACH) Grant** — The TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. The TEACH Grant is different from other federal student grants in that it requires you to take certain kinds of classes to get the grant, and then to do a certain kind of job to keep the grant from turning into a loan.

For students in the State of Washington: For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit https://www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Attendance Policy for Financial Aid

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

Unofficial Withdrawal

The 50 percent point in the term will be used to determine the last date of attendance when students are unofficially withdrawn. The 50 percent point is used to calculate whether any Federal Title IV aid must be returned to the United States Government. The student will be provided an opportunity to provide documentation that they participated in an academic related activity beyond the 60 percent point. If a VA beneficiary is administratively withdrawn or officially withdraws from a class(es) resulting in non-punitive grades, the student will be reported to the VA. Benefit certifications for the program may be terminated and the VA beneficiary may be in debt to the VA.

Satisfactory Academic Policy for Financial Assistance

Satisfactory progress is a federally mandated process and must be met to remain eligible to receive federal and state assistance.
The complete policy is available on the Satisfactory Academic Progress link at www.park.edu/student-financial-services.

Scholarships

Scholarship selections begin in the spring for the following award year. The priority deadline for the Endowed Scholarship Application, with autobiography/personal statement and two letters of recommendation (some scholarships require that the recommendation letters be from educators and/or supervisors) is Feb.1 each year; however, applications are accepted year-round.
Applications and brochures with more detailed information are available in the Office of Student Financial Services (located on the Parkville Campus) or from the scholarship coordinator, who may be reached at (816) 584-6294.
Since some scholarships require students to demonstrate financial need, it is recommended that students complete the Free Application for Federal Student Aid. (International nonimmigrant students are eligible to receive institutional scholarships, but are not eligible to complete the FAFSA and may need to provide alternative documentation to demonstrate financial need.) For a complete list of available scholarships, visit www.park.edu/scholarships.

Graduate Assistantships

The Graduate Assistantship program at Park provides students with a meaningful professional experience that enhances their graduate education and career development.
Within this broad framework, assistantships focus on – for example:

- Teaching-related duties (providing supplemental instruction or tutoring, leading discussion groups, participating in student learning assessment);
- Research (assisting an academic program or administrative unit in conducting research, often leading to presentation and publication opportunities for the Graduate Assistant); and Administration (program development, program facilitation, and assessment). Graduate Assistants contribute significantly to the areas within the University they serve. The role supplements and enhances the work of the area served and is not intended to replace core staff duties and functions.

Note: This is not a needs-based award and is not designed to provide students with all funding for their degree; students should expect to have additional financial resources. International nonimmigrant students are eligible to receive graduate assistantships.

Qualifications for a Graduate Assistantship

Assistantships are awarded on a highly competitive basis. To be considered for a graduate assistantship, a graduate student must be fully admitted into the graduate studies with a cumulative undergraduate grade point average of 3.0 or higher and be fully accepted into a Park University graduate degree program. See www.park.edu/grad for further details.

Work Requirements

Graduate assistants are required to work at least the specified number of hours. (Please note that international nonimmigrant students on F-1 and J-1 visas may not work more than 20 hours per week while classes are in session.) Students may not be required to report to work during school breaks, unless otherwise required to do so by the supervisor.

Compensation

All graduate assistants receive a modest monthly stipend and some tuition assistance.
See www.park.edu/grad for further information regarding graduate assistantship requirements, application procedures and other information.
The Graduate Assistantship program at Park provides students with a meaningful professional experience that enhances their graduate education and career development.

Veterans Benefits

Park University permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility (COE) for entitlement to educational assistance.

Park University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the VA under Chapter 31 or 33.

In accordance with Title 38 US Code 3679©, this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch.31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certification of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Graduate Study at Park University

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

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

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

Park University launched its first graduate program in 1982 with the **Master of Public Administration** (MPA) degree. This graduate program was developed by Jerzy Hauptmann Ph.D., long-time professor and dean, after whom the Hauptmann School of Public Affairs was named. Accredited by the Accreditaton Council of Business Schools and Programs (ACBSP) and designed as a cross-sector degree with a public service values foundation, the **MPA** resides in the College of Management. The degree prepares leaders for work and contributions in various sectors of society. Students develop skills needed to interface with organizations across sectors, while acquiring the knowledge base to work in a rapidly changing global community. The MPA program graduates leaders prepared to shape the future in these times of relentless change and to make a difference in their communities and in the world.

The **Master of Education** program was launched in 1995. Originally located at the Parkville Campus and taught in an accelerated format, this program was designed to serve the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. In 2001, Park University added a degree program in Educational Administration to respond to a growing need for educational professionals certified in this area. A program in Leading Adult and Organizational Learning was added in 2004 and a two-year Urban Education program was launched in 2016.

The **Master of Business Administration** (MBA) program was launched in January 1998 and is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Park University's School of Business, which is housed in the School of Business within the College of Management, is one of the largest not-for-profit business schools in the United States. Its mission is to provide quality, innovative, application-based learning. The MBA is designed to meet the educational needs of a growing and diverse business community. Whether advancing through the ranks of an international corporation or re-entering the workplace to join an organization, the business skills and tools one acquires in the MBA program are vital for success in the modern business environment.

The **Master of Arts in Communication and Leadership** program, instituted in the fall of 2005, is designed for professionals who wish to build upon their current career skills or seek career advancement,

and for students seeking preparation for doctoral work. The degree blends the practical and theoretical knowledge needed to serve in corporate settings, the military, the nonprofit sector, government, politics, or to continue in a doctoral program.

The **Master of Healthcare Administration** (MHA) program at Park University is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). MHA programs were offered for the first time in the fall of 2006. This program resides in the School of Business which is housed within the College of Management and is designed to prepare learners for the health challenges of a global society, by teaching them innovative approaches to healthcare leadership. Graduates of this program will find themselves prepared to deal with the evolving issues of today's healthcare environment in a wide variety of public, private and nonprofit organizations.

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

The **Master of Science in Information Systems and Business Analytics** provides students with the technical, managerial, and strategic acumen necessary to leverage information technology and data to maintain a competitive advantage and improve operational outcomes.

The **Master of Social Work** program is designed to prepare graduates with the knowledge, values and skills needed to deliver effective and efficient advanced social work practice with individuals, families, groups, organizations and communities. The Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE), 1701 Duke St. , Suite 200, Alexandria, VA, 22314.

Graduate Programs Offered Online

Online Programs
During the fall of 2002, Park University began offering its graduate degree programs 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 through our blended courses which combine traditional and online class formats, in a manner that suits their needs and enhances their educational experiences. *Note: International students wishing to complete a Park University degree entirely online may do so from their home countries. International nonimmigrant students present in the U.S. on F-1 student visas are not eligible to pursue online degrees.*

Master's Thesis Procedures

The writing of a thesis is a highly valued academic exercise especially suitable for students who wish to continue their graduate education in pursuit of a doctorate degree after completing the master's degree. The thesis is traditionally regarded as the culminating activity in a master's degree program. Students may earn up to six hours of graduate credit for writing a thesis, earned through fixed or variable credit courses, depending on the graduate program offered. Continuous enrollment for an additional one hour is possible, with the approval of the thesis committee chair.
Students should carefully plan their activities, in order to ensure that they develop a workable proposal, conduct the research, write the thesis and get it approved by the thesis committee, in a timely manner. A copy of the completed thesis should be submitted to the major adviser no later than six weeks prior to the date of Commencement. College dean should receive a copy for final approval no later than three weeks prior to the day on which the degree is to be conferred.

Thesis Committee

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

Thesis Procedures

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

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

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

Proposal Defense and Submitting the Proposal to the dean of the College

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

Submitting the Proposal

The student must work with the Committee chair in submitting the proposal to the Committee members for their approval. Once approved by the Committee, the chair will forward the proposal to the dean of the College at least one semester prior to the semester in which the student is expected to graduate.

Human Subjects Protection and IRB Review

In preparing the thesis proposal, students must be aware that any research which involves human subjects must be approved by the Institutional Review Board of the University in order to ensure compliance with

applicable federal regulations and University policies. The proposal must be reviewed and approved by the IRB according to the University procedure. Failure to gain the IRB approval will result in denial of the proposal. It is a violation of the procedures to contact human subjects prior to the IRB approval of the proposal. It is highly recommended that the IRB approval be received prior to the submission of the proposal. Additional information related to the IRB may be found at www.park.edu/irb.

Data Collection

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

Thesis Defense

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

Enrollment in XX 799 (1 cr.)

When additional time is needed to complete the thesis work, enrollment in XX 799 is permitted, in consultation with the chair. For additional information on the thesis procedure, please consult the director of your graduate program.

Academic Regulations and Policies

The provisions of this catalog are subject to change at the discretion of Park University. A record of any change will be maintained in the Academic Affairs office and the Office of the Registrar. The following are not intended to be an exhaustive source of information on the policies and standards governing graduate education at Park University. Students may consult their academic advisors or Graduate Program Directors for clarification and additional information.
The Graduate Council recommends policies and procedures to govern graduate programs at Park University, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

Academic Honesty

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current-students

Definitions

Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, unauthorized possession or distribution of academic materials, and other acts intentionally designed to provide unfair advantage to the student.
Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or paraphrasing another's work without acknowledging and documenting the source.

Falsifying academic records includes, but is not limited to, altering grades or other academic records. Unauthorized possession or distribution of academic materials may include the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that a faculty member did not authorize for release to students. Unauthorized distribution of academic materials also includes preparing, offering to prepare, selling, or distributing material with the knowledge, or under circumstances in which s/he should reasonably have known, that such material is to be submitted by another person for academic credit at any college, university, or education institution.

Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

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):
1. Verbal and/or written formal reprimand.
2. A lower or failing grade for the particular assignment.
3. 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:
1. Fail the student for the particular comprehensive exam, final project or thesis.
2. 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:
1. Administrative withdrawal from the course.
2. Academic probation for a specified period of time.
3. Academic suspension for a specific period of time.
4. Dismissal from the program.
5. Expulsion from the University.
    1. The sanctions listed above may result in the violation of the lawful visa status of F-1 students which may result in the Termination of their SEVIS Record.

Procedure

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

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

Appeal

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

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

Academic Records

The Office of the Registrar maintains for each enrolled student an academic record and a degree audit. All official academic transactions are recorded.

A degree audit reflecting all completed courses will be available on request. A copy of the degree audit may also be obtained through MyPark. Any student may obtain copies of a transcript by filing an official transcript request along with the per copy fee. No transcripts will be issued unless at least one graded Park University course appears on the transcript. No outstanding balance may show on the student's account. Students may obtain an unofficial copy of their transcript through MyPark.

Park University's Records Retention Policies are designed to protect and maintain necessary records. The University permanently maintains grade, degree, and transcript records for all students. (Transcripts may be requested at www.park.edu/transcript.) Additionally, the University permanently maintains records of legal name changes. Other demographic information, including address records, are maintained for a minimum of ten years after last term of attendance/graduation. Other academic records, such as degree program offerings and degree requirements, are maintained in accordance with the University's Document Retention policy.

Academic Standards

Graduate students are expected to make satisfactory progress toward a degree. Determination of satisfactory progress is based on the following criteria.

- Continuous enrollment in most Park University graduate programs 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.
  - International nonimmigrant students on F-1 visas must enroll full-time each fall and spring semester. Readmission for international students is required after one year.
- Successful completion of all required program coursework and electives with a minimum 3.0 grade point average (GPA). (Programs may have a higher grade point average or grade requirements than the minimum University requirements for graduation. Refer to the Academic Degree Programs section of the catalog for program-specific requirements.)
- Students may have no grade lower than a "C" and no more than six (6) credit hours graded "C" in their declared graduate degree program coursework at the time of graduation.
- Students are not permitted to repeat any course in which the student earns a grade "B" or better. A course in which a student earns a grade "C" or lower may be repeated one time. No more than six (6) credit hours may be repeated in a declared program.

- Fulfillment of all program requirements (as outlined in the catalog), including but not limited to the successful completion of comprehensive examinations, thesis, portfolio, Major Field Test, final assessment or a final project.

In order to ensure that students are making satisfactory progress, academic status is assessed twice annually, at the end of the Fall and Spring semesters. These are referred to as Review Periods. The Fall Review Period includes coursework taken in summer and fall sessions, while the Spring review period includes spring sessions.

Academic Probation

To remain in good academic standing, graduate students must maintain a 3.0 cumulative GPA. If the cumulative GPA for Park graduate courses falls below 3.0, the student will be placed on Academic Probation. Academic status is assessed only for review periods in which the student is enrolled in and attended courses. Students have two Review Periods in which to return to good academic standing by achieving a 3.0 cumulative GPA. To remain on Academic Probation and continue enrollment, students must maintain a GPA of 3.0 or higher in their coursework during each review period(s). Students whose academic program cumulative GPA at the end of any review period is above 3.0 are removed from Academic Probation and return to good academic standing.

Academic Suspension

A student will be suspended from the program for any of the following reasons:
- Failure to maintain a GPA of 3.0 or higher, for courses that the student enrolled in and attended, taken during each Review Period after being placed on Academic Probation.
- Failure to raise their cumulative GPA to a 3.0 or higher within two Review Periods that the student enrolled in and attended.

Academic Suspension Appeal

A student who has been suspended from a graduate program at Park University may petition for an exception from Academic Suspension policy.
Domestic students who have been academically suspended from a graduate program at Park University may petition for reinstatement, but will not be allowed to enroll in the following semester until their appeal is adjudicated.
International students placed on academic suspension will be permitted to enroll in the following semester upon submitting a formal petition to appeal the suspension. International nonimmigrant students on F-1 visas who are suspended are in violation of the lawful visa status, which may result in the termination of the SEVIS record.
All appeals must be at least one-page in length, typed, double spaced, with standard margins. It must be submitted within one week following formal notice of being placed on academic suspension to the Director of their program. The appeal should include explanation of those circumstances that contributed to the academic suspension, explaining the reasons why the student was not successful academically. Supporting documents should be presented as evidence in support of the appeal if available and appropriate. The student should provide a clear and achievable plan for their regaining academic good standing.
A committee chaired by the student's graduate Program Director and of two other graduate program directors will adjudicate the appeal and notify the student of their decision prior to the beginning of the following semester.

Grading Policy/Quality of Work

The official grades issued by Park University to indicate the assessment of the student's performance are as follows: (per semester hour) A grade point average of 3.0 or higher is required for satisfactory academic standing in all graduate programs.

A - Excellent	4 grade points
B - Good	3 grade points
C - Unsatisfactory	2 grade points
D - Poor	1 grade point
F - Failure	No grade points
I -	Incomplete
P -	Pass
S -	Satisfactory Progress
W - Withdrawal	Withdrawal without assessment of performance-issued between the last date to officially enroll and a date not later than the 10th week of the semester or 5th week of a term. Not available for two week sessions. No later than the third week of a four week session. The "W" is a student initiated withdrawal.
WF - Withdrawal	Withdrawal issued after the 10th week of a 16-week semester, 5th week of an 8-week term or 3rd week of a four-week summer session. Not available for two-week session. The "WF" may be student-initiated or instructor-initiated and will receive the same grade points as an "F". Instructors will initiate a "WF" when a student does not officially withdraw from the course but failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.
AU -	Audit
NR -	Not Reported

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

*For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

Grade Appeal Procedure

Careful, criterion-based and timely assessment of individual student performance and the assignment of an appropriate grade are a part of the faculty's teaching responsibilities. It is presumed that the assigned grade is based solely on the student's performance in the course and that the instructor's professional judgment is valid.

The appeal process is intended for the final course grade, not for specific assignments in the course. Students who believe that the instructor's evaluation of their final course grade was unfair or done in error may appeal the matter according to the provisions of this procedure. Students must exhaust the informal grade appeal process before a formal appeal can begin. A grade appeal must have a solid basis. It is inappropriate if based solely on the student not sharing the instructor's judgment about the quality of his or her work. Raising questions about fairness in this context is not to be understood as questioning the high standards that are expected, but rather as arbitrariness or capriciousness in evaluation and assigning a grade. The burden of proving arbitrariness or capriciousness rests on the student who wishes to appeal the grade. The following types of situations constitute grounds for the charge of arbitrariness or capriciousness:

1. The grade was influenced by factors that were irrelevant to student performance in the course.
2. Different standards than those used to evaluate other students were applied to determine this particular student's grade.
3. Stated grading standards in the syllabus were not followed or were altered significantly after the course was under way and without prior, written and sufficient notice.

Informal Grade Appeal

It is the responsibility of the student to work to resolve the matter with their instructor informally within 30 calendar days subsequent to posting of grades. The instructor should correct the grade if an error was made

or communicate with the student and explain the rationale for the grade. If the problem is not resolved informally in discussion with the instructor, the student may file an appeal by submitting, in writing and using the Grade Appeal Form, to the appropriate graduate program director, within 45 calendar days subsequent to the posting of the grade. *Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the time limit constitutes waiver of the right to appeal.*

Exception: *If the instructor is unavailable because of death, prolonged illness or absence, or is no longer employed with the University, the program director or designee shall handle the situation in place of the faculty. In such a situation, the program director or designee may correct an obvious error, or in consultation with a colleague who is knowledgeable in the discipline, make a grade adjustment if it is warranted.*

Formal Grade Appeal

- **Step 1:** If the problem is not resolved informally with the instructor, the student may appeal the grade formally to the appropriate graduate program director. The formal grade appeal request must be made in writing, using the Grade Appeal Form and submitted within 45 calendar days subsequent to the posting of grades in an attempt to resolve the matter. *Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the deadline constitutes waiver of the right to appeal.* The appeal should clearly state and document the informal effort made to resolve the problem, reasons for the appeal and relevant documents such as a copy of the course syllabus, copies of exams, quizzes, assignments, etc., which the student believes are necessary to support the appeal. The appeal may also include a statement as to what the student feels should be the appropriate grade. The appropriate program director will promptly notify, in writing, the faculty member of the appeal, requesting a written response, with all supporting documentation. The response and documentation should be received from the faculty member by the program director within five business days of receiving the notice. If the program director was the instructor of the course, the student files the appeal with the dean of the College in which the graduate program resides.
- **Step 2:** Within 10 business days of receipt of the appeal, the program director or designee shall make a recommendation for or against the grade change, with justification in writing, and send the recommendation to the dean of the College in which the student is enrolled.
- **Step 3:** Within 10 business days of receiving the recommendation, the dean of the College shall inform the student of the final decision. The dean reserves the right to appoint a grade appeal committee to assist in the decision-making process. If such a committee is appointed, a recommendation must be forwarded in writing to the dean of the College within five business days of completing the review. The dean resolves the case either by affirming the committee's recommendation or by modifying it if necessary. The dean will inform the student in writing of the final decision within five business days of receiving the committee's recommendation or after the dean has determined the outcome. *The dean's decision on the appeal is final with no other appeal process available for either the student or faculty member.*

Grade Change Policy

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

A grade may be changed, prior to the deadline, for the purpose of correcting clerical or administrative errors, or to correct an error in the calculation or recording of a grade. A change of grade will not occur as a result of additional work performed or re-examination beyond the established course requirements.

Remote Proctoring

Park University has instituted remote virtual proctoring of the final exam for online students only in certain classes (not all Park online courses require proctoring – check the course's syllabus for requirements). Final exams in these designated courses (see: https://pdl.park.edu/proctor/) are taken online under the virtual supervision of the ProctorU during a specific window of time set in the course modules. Students will need both to register with ProctorU and to schedule each exam with ProctorU at least 72 hours ahead of time. ProctorU creates an academic record for each test-taker that is handled with the strictest adherence to Family Educational Rights and Privacy Act (FERPA) (URL: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) guidelines. All of ProctorU proctors are required to complete FERPA training and ProctorU was successfully audited for FERPA compliance by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (URL: http://www.aacrao.org). Park University policies related to remote virtual proctoring are publically viewable here: Park Distance Learning – Academic Policies – Park University Online Proctoring Policy Page. URL: https://www.park.edu/academics/park-distance-learning/academic-policies/#Proctor Policy

Incomplete Notations

The notation of "I" indicates that the coursework was not completed in the time allotted in the semester/term, through no fault of the student (as determined by the instructor). This notation may be issued only in exceptional situations and accompanied by appropriate documentation. Requests for Incompletes are initiated by the student. Incompletes may be issued only upon the approval of the instructor and with a "Contract for Incomplete," signed by the student and the instructor, before the end of the final examination. Once signed by the instructor and the student, the Contract is placed on file in the office of the Registrar. An incomplete will not be issued to a student who has unexcused absences recorded for a course. If a student cites a medical or a disability reason for being unable to complete the coursework, the instructor will contact Disability Services for confirmation. An incomplete cannot be granted as a disability accommodation unless approved by Disability Services. The final assessment of the grade is postponed to no later than one 16-week semester or two 8-week terms after the last day of the semester/term in which the "I" was received. Failure on the part of the student to complete the work within the time limit will result in a grade of "F". A student may submit a written request for one 30-day extension. Exceptions to the extension request can only be made upon review and approval of the dean of the appropriate school. After approval by the instructor, the request for extension is filed in the office of the program director, with a copy sent to the Registrar's office. The final assessment of the grade is submitted by the instructor and approved by the program director or dean.
Note: Students on financial aid or graduate assistantship are advised that an "I" (Incomplete) may suspend the student's financial aid or graduate assistantship.

Attendance

Graduate students are expected to attend all classes, laboratories and field work for which they are enrolled, and complete all work assigned by the instructor. This policy applies to all online and face-to-face classes. For additional information refer to Attendance Policy for Financial Aid.

Audit Course Policy

The designation of *"Audit"* is a registration status used when students officially register for a class without earning a grade or credit. Online courses are not eligible for audit. Students must request course audits in writing prior to end of the course add period for the session. Audits are permitted only if space is available within the course. Students are charged one-half of the regular tuition rate and full fees for audited courses. Audited courses do not apply to degree requirements and are not eligible for federal financial aid. Students may not receive credit by exam or VLE (Validated Learning Experience) credit for audited courses.

Classroom Conduct and Disciplinary Action

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

Comprehensive Exam

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

Cancellation of Classes

Any course may be cancelled at the discretion of the Provost or Campus Center Director. When a class is cancelled, students are notified so they may make necessary adjustments.

Pregnancy Disclosure Policy

Park University provides pregnant students with at least the same special services as it provides to students with temporary disabilities and prohibits the harassment and discrimination of students based on sex, which includes pregnancy, childbirth, and related conditions, including breastfeeding. Park also provides reasonable accommodations to qualifying students with disabilities related to pregnancy and childbirth. Students may request accommodations through the Park University Disability Services office at disabilityservices@park.edu. Please refer to Park's Pregnancy and Parenting Accommodations policy and Student Housing policy for more information, available at http://www.park.edu/terms-and-regulations/disability-guidelines.html.

Study Abroad

Through participation in a study abroad program, Park students have the opportunity to earn Park credit abroad while attending one of Park's international partner institutions. Park University offers study abroad opportunities in numerous countries around the world. Bilateral, direct and study abroad consortia agreements are in place and continue to be updated to satisfy the need of students.
Students can study abroad for a semester, a year, or a summer program. The credits taken abroad are counted towards the students' degree requirements and calculated into their GPA.

Athletic Participation Policy

Athletic participation is an important component of student life. Athletes are required to abide by all NAIA and Park University rules and regulations in order to participate in athletics. Athletes are expected to attend class sessions and are only permitted to miss class for athletic purposes when University-sanctioned competitions (including travel to or from the destination) conflict with classes. (It is not permissible for student-athletes to miss class for on campus practices, weight training, or related activities.) The student-athlete is responsible to notify his/her instructor at least one week prior to the missed class period(s) and to make arrangements for missed coursework. Providing the faculty member has been notified by the student-athlete, the faculty member will make arrangements for class assignments, quizzes, exams, or other assignments that conflict with contest or related travel dates. Faculty are encouraged to allow the student to make up missed exams and/or assignments upon the student's return or, in some cases, may require that the work be submitted by the established deadline. All make up work and exams must be submitted by the last day of the session. If student-athletes have difficulty making arrangements with instructors to complete

course requirements resulting from University-sanctioned competitions, students should contact the Associate Vice President and Dean of Students, Dr. Jayme Uden (jayme.uden@park.edu).

Complaints / Grievances Policy

Park University has a variety of procedures for complaints/grievances related to harassment, disciplinary actions, financial aid appeals, and traffic violation appeals. Students should use these processes when appropriate, contacting the Student Success Center for guidelines, procedures, etc. Students who use these procedures will not be permitted to use the following procedures on the same incident or issue. However, students may choose instead to use this procedure in which the treatment rather than the outcome is being challenged.

It is the policy of Park University to provide equal opportunity for all enrolled students without discrimination on the basis of race, color, religion, gender, marital status, sexual orientation, national origin, age, disability, or veteran status. Students who feel that they have been discriminated against should file a student complaint with Student Life: www.park.edu/student-life.

Higher-education institutions delivering courses by distance education are required to provide the contact information for official entities or agencies within each state designated to handle complaint resolution. States are required by the US Department of Education (34 CFR 668.43(b)) to have a complaint process available to any enrolled or prospective student. Students enrolled in online and distance courses, as well as on-campus courses, should attempt to resolve complaints by following the Grievance Procedure(s) as outlined in the University's Catalogs (available here: https://www.park.edu/academics/undergraduate-catalog/). If students wish to file a complaint about the University with its accreditor regarding issues of institutional quality, students may do so by following the instructions on the Higher Learning Commission website (information available here: https://www.hlcommission.org/StudentResources/complaints.html). For distance education students ONLY who have exhausted all processes described above, please email the Missouri Department of Higher Education at Amy.Werner@dhe.mo.gov or (573) 522-1377.

Park University has developed the following procedures for assuring that the student has the opportunity to have his/her concerns addressed.

Complaint

A complaint is an informal claim of discriminatory treatment. The complaint form is available on the Park University website at www.park.edu.

Grievance

A grievance is the written allegation of discrimination that is related to:

- Treatment while enrolled in an educational program
- Employment as a student on campus or in campus-based programs
- Financial aid awards
- Participation in clubs and/or organizations
- Other matters relating to campus life or student life.

Please note: If the grievance is related to a Student Harassment Policy or Title IX Policy situation, please refer the matter immediately to the Dean of Students, who serves as the Title IX Deputy Coordinator. More information on these policies is available on the Park website at www.park.edu/student-life. Students will not be subjected to adverse actions by any school officials as a result of initiating a complaint.

All students with complaints should follow the outlined grievance procedures. If the complaint is not resolved at the institutional level, students may send the complaint, in writing, to the appropriate state higher education board. For contact information, refer to the State Authorizations section in the catalog.

Procedures

1. Students wishing to make an informal complaint or file a grievance should contact their Student Success Advisor or Campus Center Director for the correct procedures to be followed, or complete the online Concern/Complaint Form, available at:

https://my.park.edu/ICS/Student/ConcernComplaint/. Record-keeping will be the responsibility of the appropriate Student Success Advisor or Campus Center Director.

2. In the case of complaints, the Dean of Students (or the designee) will either: a. direct the complainant to the supervisor of the area where the alleged incident occurred or b. contact the supervisor on the student's behalf.
3. Students filing a grievance will be instructed to send a written statement which documents the alleged discrimination to the Dean of Students and to the immediate supervisor of the area where the alleged incident occurred. A written response from the supervisor will be made within ten working days.
4. If after reviewing the written response the student wishes to pursue the matter further, copies of the entire file are to be forwarded to Park University's Human Resources Officer. This officer will be free to interview those directly involved, and will be free to contact any who have information, in order to resolve the matter. The student's right to appeal stops with the Human Resources Officer. The goal of this procedure is to prevent reoccurrence. However, in instances where an individual is found responsible for serious discriminatory action, the Human Resources Officer will consult with the President regarding sanctions.
5. The President may choose to impose a variety of sanctions, including verbal warnings or letters of reprimand or dismissal from employment or enrollment at Park University. Please refer to the Academic Regulations and Policies section for material specifically relating to academic grievances and grade appeals.

To contact and/or submit a grievance to your state higher education board, please see the contact information on Accreditation/Memberships under State Authorizations.

Graduate Student Course Load

Full-time graduate student status is met by enrolling in and completing six or more credit hours during a 16-week semester. *[NOTE: This definition of full-time status governs graduate assistantship awards.]*
Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Two credit hours of enrollment during the semester will constitute part-time status.
A semester is a 16 week timeframe during which courses are offered in both a 16-week term and in two 8-week terms. *[NOTE: At times, specialized term configurations are put into place to accommodate a course. These terms take place within the semester framework.]*
A minimum of six credit hours in any combination during a 16-week semester is considered full-time graduate enrollment by Park University.

- This definition of full-time graduate student status does **not** meet the federally mandated full-time enrollment requirements for students receiving federal financial aid and/or student loans, or for international nonimmigrant students on F-visas.
- The definition of full-time graduate student status mandated by the federal government for students receiving financial aid and/or student loans and for international nonimmigrant (F-1) students **supersedes** the definition of the University's full-time graduate student status.

As graduate courses at Park University are offered in 16-week and 8-week terms, and as the credit hours per course vary from one to three, the following examples are provided for clarity:
Park University's graduate students full-time status requirement examples:

Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
Option #1 enrollment credit hours	2 three credit hour courses			6
Option #2 enrollment credit hours		1 three credit hour course	1 three credit hour course	6
Option #3 enrollment credit hours	1 three credit hour course	1 three credit hour course		6

Option #4 enrollment credit hours	1 three credit hour course		1 three credit hour course	6
Option #5 enrollment credit hours		1 one credit hour course	1 five credit hour course	6
Option #6 enrollment credit hours		1 two credit hour course	1 four credit hour course	6

Federal Financial Aid and/or Student Loan full-time status requirement example:

Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
1st 16-weeks of enrollment credit hours	2 three credit hour courses			6
2nd 16-weeks of enrollment credit hours		1 three credit hour course	1 three credit hour course	6

Total Credit Hours for 2 consecutive 16 week periods**12**

International Nonimmigrant (F-1) Student full-time status requirements example:

F-1 Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
1st 16-weeks of enrollment credit hours	2 three credit hour courses			6
2nd 16-weeks of enrollment credit hours		1 three credit hour courses	1 three credit hour courses	6

Total Credit Hours for 2 consecutive 16 week periods **24**

- The minimum 6 credit hours of enrollment each 16-week semester for international nonimmigrant students must be in face-to-face courses (online courses do not fulfill federal full-time enrollment requirements); online courses may only be taken in addition to the minimum 6 face-to-face credit hours.
- International nonimmigrant students who wish to enroll in credits for the second 8-week term of any semester must be enrolled in those credits at the beginning of the 16-week semester; failure to meet the full-time enrollment requirement at the beginning of each 16-week semester will result in the Termination of the student's SEVIS Record and loss of their lawful visa status.

These standards apply to all graduate programs at Park University.

Definition of Credit Hour

Active student engagement with other students, the instructor, and the course content is required to throughout the entire semester/term in all modalities, face-to-face, online, and blended, as indicated on the academic calendar.

16-week: All courses are valued in semester hours. Fifty minutes of classroom or direct faculty instruction and two hours out-of-class student work each week for 15 weeks, plus 50 minutes reserved for a final exam, for one semester hour of credit.

8-week: All courses are valued in semester hours. One hundred minutes per week of classroom or direct faculty instruction and 240 minutes out-of- class student work each week for 8 weeks for one hour of credit. In eight-week courses, students and instructors are required to interact and complete educational objectives through the final day of the eighth week of the term as indicated on the academic calendar.

These semester/term interaction requirements are equally applied to face-to-face, online, and blended courses. In blended courses, this means that in addition to the final face-to-face meeting, students and instructors are required to continue instructional activities via virtual seat time through the final day of the calendar term (i.e., Sunday of the eighth week).

For online and blended courses, active student engagement with other students, the instructor, and the course content combine to form the equivalent amount of time (100 minutes per week required for each of

all eight weeks throughout the calendar term). For blended courses, this means that in addition to the final face-to-face class meeting, students are required to complete virtual seat time requirements up through the final day (i.e., Sunday) of the eighth week of the calendar term. Finally, in keeping with the requirements for face-to-face courses, in online and blended courses, students complete other out-of-class requirements designed to achieve course learning outcomes for the approximately 240 minutes of such work for each one hour of credit, throughout the entire eight weeks of the calendar term.

Courses scheduled for a different number of weeks and other academic activities such as laboratory work, internships, practica, and studio work, have an equivalent number of hours as reflected in the combination of direct faculty instruction and out of class student work for the same amount of credit as listed above.

Enrollment Adjustment Period

The first eight calendar days of a semester/ term constitutes the Enrollment Adjustment Period. Students are entitled to 100% refund of tuition and fees during the enrollment adjustment period. Within this time, the student will be permitted to evenly exchange class(es) during the first four calendar days. The final day to add or exchange a course (face-to-face or online) will be the fourth (4) day of a semester/term. Within this time, students are permitted to exchange classes without financial penalty. For any adjustments other than an even exchange, the student will be responsible for charges associated with the registration adjustment, as detailed in the *Refund Policy* section. The last day to drop a course will be the eighth (8) day of a semester/term. The adding or dropping of a class must be done by the student as directed by the Graduate School staff. A student using Veterans Affairs educational benefits may drop a course, without penalty by the VA, during the Enrollment Adjustment Period.

Graduate Council

The Graduate Council, recommends policies and procedures to govern graduate programs at Park University, reviews and recommends changes to graduate program curriculum, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

Transfer of Graduate Credit

No more than nine (9) hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements at Park University, unless such transfer is governed by interuniversity agreement. Transfer is granted only after an evaluation of the appropriateness of the courses by the program director. Other criteria that must be met in order for credits to be considered are:
1. Transfer course content is appropriate to the program. Only transfer credit earned from a regionally-accredited institution of higher education, or its equivalent, if the institution is a foreign university or college, is accepted.
2. The grade earned in the course is "B" or better.
3. The credit is not more than seven years old. A program director may waive this requirement on a course by course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
4. Park University uses the American Council on Education (ACE) recommendations and university transferability guidelines to assess credit for U.S. military service and training for undergraduate students. No transfer credit is awarded for vocational certificate category ACE recommendations. Please contact the Office of the Registrar for more information: 816-584-6275 or registrar@park.edu.
5. Transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.
6. Refer to specific program for details and additional information related to allowable credit. A program director reserves the right to deny or limit transfer of credit.
7. No more than 25% of the hours required for certificate program may be transferred from another regionally accredited institution.

Interdisciplinary Graduate Work

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

Independent Study

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

1. Be a degree-seeking student at Park University in good academic standing with a grade point average of 3.0 or higher.
2. Have completed 25 percent of the degree requirements, unless an exception is granted by the program director or dean. If qualified, the student must request an Independent Study Agreement from the program director. A student is allowed a maximum of six (6) credit hours through independent study to complete the requirements. The program director must approve all independent study courses. All charges, regardless of funding, must be paid in full when the independent study is approved.
3. Submit a draft syllabus proposing the topic, readings, assignments and scheduled meetings, to the graduate program director.

Responsible Conduct of Research and Scholarship

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

Withdrawals

Academic withdrawals are student-initiated requests to discontinue enrollment in classes. There are two types of academic withdrawals: 1) Course Withdrawals and 2) Session/University Withdrawals. Both types of withdrawals may have implications for financial aid. Students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the catalog. Park University follows the VA's policy on how withdrawals will affect beneficiaries. The VA's policy generally requires that withdrawals, 5 Revised 12/27/18 adjustments, and/or terminations are VA-certified within 30 days of the last date of attendance. The VA has sole determination with regard VA debt-related issues, but Park University may explain the circumstances that resulted in the VA debt. Additionally, international nonimmigrant students who are withdrawn from a course(s) may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

1. Course Withdrawal
   A course withdrawal is an official, student-initiated request to discontinue enrollment in one or more, but not all, courses in a session (Fall 1, Fall 2, Spring, Maymester, etc.). The notification to discontinue enrollment in a course(s) occurs after the enrollment adjustment period and, therefore, results in a grade of "W" (withdrawn) or "WF" (withdraw failure). Students who withdraw within

the first two-thirds of the session receive a "W". Students who withdraw during the last third of the session receive a "WF". Home campus and distance students must request a course withdrawal through the Student Success Center or by e-mailing gradschoolsuccess@park.edu. Students at campus centers must notify their campus center or student success coach.

2. Session/University Withdrawal
A session/university withdrawal is a student-initiated request to discontinue all courses within a session (Fall 1, Fall 2, Spring, Maymester, etc.). To request a session/university withdrawal, students must complete the Request for Session/University Withdrawal form in the MyPark portal under My Student Academic Tools>Academic Information>Request for Session/University Withdrawal Form or contact the registrar's office (3rd floor Mackay; academiccompliance@park.edu; 816-584-6270). Students are able to initiate a session/university withdrawal until the last day of the session.When requesting a session/university withdrawal, refunds (if applicable, see refund policy) and grades (see grading policy) for all withdrawn courses are based on the date the withdrawal request form is submitted or the date the student provides official notification to the registrar's office of intent to withdraw from a session. Students who are unable to officially withdraw due to military deployments, hospitalization, or other extenuating circumstances must submit supporting documentation to academiccompliance@park.edu, preferably at the time of the withdrawal request but no later than five business days following submission of the request. Exceptions to the grading and/or refund policies are granted at the sole discretion of the University.

Administrative Withdrawals

Administrative withdrawals are initiated by Park University for reasons such as non-attendance, non-payment, academic suspension, or
misconduct. Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically related activity in a class during the first two weeks of the session. If a student does not initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks, the University will initiate an administrative withdrawal from the respective course(s) with no record on the transcript.

Unofficial Withdrawals

Unofficial withdrawals occur when students cease to attend class(es) but do not officially withdraw. Refer to the Unofficial Withdrawal section for information about how unofficial withdrawals affect financial aid.

Graduate Studies Withdrawal

In order to totally withdraw from graduate studies students must first initiate a withdrawal from all classes. Withdrawals must be requested in writing via correspondence, e-mail or fax. Withdrawals by telephone will not be accepted.

Refund Policy

Students who drop or withdraw from one of more courses may be entitled to a tuition refund. To determine if a student is eligible for a refund, the student must notify Park University as described in the *Academic Withdrawal* policy. Refunds are prorated based on the date in which the student formally requests the drop/withdrawal. Refunds are calculated based on the Refund Schedule below.
The return of federal funds formula provides for a return of Title IV aid, if the student received federal financial assistance in the form of a federal loan (Unsubsidized, Stafford, Perkins or other Title IV programs) and withdrew on or before completing 60 percent of the semester/term. If funds were released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants or loans released to the student.
Students who withdraw officially, or who are withdrawn administratively, from any or all hours in a term will have tuition refunded according to the following schedule:

PARK UNIVERSITY REFUND CALCULATION SCHEDULE PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL – Effective 8/1/2018 –				
	16-Week	9 or 8-Week	5 or 4-Week	2-Week
First 8 calendar days of term	100%	100%	50%	50%
Day 9 through conclusion of Week 2	75%	30%	20%	10%
Week 3	50%	20%	10%	
Week 4	25%	10%	0%	
Week 5	20%	5%	0%	
Week 6	20%	0%		
Week 7	10%	0%		
Week 8	10%	0%		
Week 9	5%			
Week 10	5%			
Weeks 11-16	0%			

16-Week 60% point is Week 10
9 or 8-Week 60% point is Week 5
5 or 4-Week 60% point is Week 3
2-Week 60% point is Week 2

When students with federal financial awards withdraw from Park University, the University will comply with the federal regulations as stated in the Federal Register. Park University distributes funds back to federal programs in the following order: Federal Loans: Unsubsidized Stafford, Subsidized Stafford, Perkins and other Title IV programs. Institutional awards are redistributed after the federal programs.
Note: All fees are non-refundable. Room and board will be prorated on a daily basis. A $100 "break of housing agreement" fee will be charged to any student breaking the residence hall agreement.

Minimum Graduation Requirements
In order to graduate with a master's degree, students must complete the following:
1. All necessary coursework with a 3.0 grade point average.
2. All program specific graduation requirements, which may include: comprehensive examinations, thesis, portfolio, final project, internships, etc.
Note: The time limit for completing a master's degree at Park University is seven years. No course older than seven years, unless specifically approved by the graduate program director, will be applied to a master's degree program.

Graduation and Commencement
An Application for Graduation is required of all students who expect to complete a certificate or degree. Additionally, students who wish to participate in commencement and/or receive a diploma are required to pay the graduation/diploma fee. The Application for Graduation is accessible in MyPark. Students must submit an application for each credential they expect to earn. Students may contact their advisors for assistance.
Students who plan to participate in a commencement ceremony must adhere to the following deadlines:
- For Kansas City Area students and those participating in the commencement ceremony for the main campus, the graduation application is due March 15th for Spring commencement and October

15th for Fall commencement. If this date falls on a weekend, the deadline is extended to the next business day following the 15th.

- Graduation applications for Campus Center commencement ceremonies are due 60 days prior to the ceremony the student plans to attend.
- Students who apply by the deadline will have their names published in commencement booklet. Those who apply after the deadline may not appear in the commencement publication.

Students not participating in a commencement ceremony must apply no later than the final day of the session in which the student plans to graduate. Applications received after the session ends will be conferred at the end of the following session.

Students who need to change data from their graduation application (such as diploma name or address, commencement location, or expected graduation session) must contact the Office of the Registrar (registrar@park.edu) to have their record updated.

Degree Check and Graduation

Once the graduation application is filed, the Office of the Registrar will perform a degree check of the student's coursework. Any outstanding requirements are noted on the graduation/diploma application. Degrees are conferred at the end of each primary session (Fall 1, Fall, Spring 1, Spring, and Summer). In order to be considered for graduation, all coursework and other degree requirements must be completed as of the final day of the session to meet graduation requirements for that session. Outstanding transcripts, test scores, Incomplete contracts, and other relevant materials must be received by the Office of the Registrar within three weeks of the end of the session in order for the student to graduate that session. If transcripts or test scores are received after that, degrees will be conferred at the end of the following session.

All correspondence concerning graduation and commencement will be sent to the student's Park University email address. Students are responsible for checking their Park email.

Commencement Ceremony Participation

Park University commencement ceremonies for Kansas City area graduates are conducted in December and in May, as well as annually at Park's campus centers across the country. Students planning to participate in a commencement ceremony at one of the campus centers must contact the director of the campus they plan to attend as early as possible. Be aware that seating for guests may be limited at some locations.

In order to participate in commencement ceremonies, students must be enrolled in their last coursework with satisfactory progress provided that all other University and program graduation requirements listed above have been met. If there are special circumstances the student may petition the Office of the Registrar.

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* and on the Park University website: www.park.edu/policies.

The mission of Park University is to transform lives through accessible, student-centered, quality higher education. 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.

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

1. **Acts of Dishonesty.** Acts of dishonesty, including but not limited to the following:
   1. **Academic Dishonesty.** Cheating, plagiarism, or other forms of academic dishonesty. Please note that Academic Honesty is a policy that is also enforced by the faculty member of the course. A detailed description is included under "Academic Honesty" in the Catalog and on the Park website.
   2. **False Information.** Furnishing false information to any University Official.
   3. Forgery. Forgery, alteration, or misuse of any Park University document, record, or instrument of identification.
2. **Sexual Misconduct.** Includes sexual harassment, sexual violence, stalking, and domestic/dating violence as defined by the Park University Title IX policy.
3. **Retaliation.** Any behavior, direct or indirect, perceived as an attempt to harass, intimidate, or improperly influence any individual associated with the student conduct process or any other University grievance or complaint process.
4. **Threatening, Abusive, or Harassing Behavior.** Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the physical health, mental health, or safety of any person. This includes bullying and cyberbullying behaviors that are not protected by freedom of expression.
5. **Disruption.** Causing or attempting to cause disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities, including its public service functions.
6. **Theft.** Attempted or actual theft of property belonging to Park University or a member of the Park University community, or other personal or public property.
7. **Damage and Destruction.** Attempted or actual damage to property of Park University or a member of the Park University community, including vandalism.
8. **Lewd or Disorderly Conduct.** Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at University-sponsored activities.
9. **Hazing.** Any behavior which constitutes hazing, whether such behavior occurs on University Premises at University Activities or off campus.
10. **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.
11. **Unauthorized Entry.** Unauthorized possession, duplication or use of keys to any University Premises or unauthorized entry to or use of University Premises.
12. **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.
13. **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. (See Drugs and Alcohol Use policy.)

14. **Alcohol.** Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication on University Premises or during any University Activity. (See Drugs and Alcohol Use policy.)
15. **Firearms/Weapons.** All of the University Community are strictly prohibited from possessing, manufacturing, transferring, selling, storing, or using any Weapons on University Property and University Facilities and in vehicles, including inside of company-owned or personal vehicles, regardless of whether one possesses a valid Concealed Carry permit.
16. **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. (See Information Technology Acceptable Use Policy.)
17. **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.)
18. **Abuse of Student Conduct System.** Abuse of the Student Conduct System, including failure to comply with the sanction(s) imposed under the Student Code.
19. **Residential Life Policy** Violation of any published Resident Life and Education polices found at http://www.park.edu/residence-life-and-education.
20. **Policy Violation.** Violation of any other published University policies or rules which appear in full in the Park University Catalog, and/or Park University website.
21. **Local, State and Federal Agencies.** Park University will cooperate with local, state and federal criminal agencies, and may initiate criminal investigations into the conduct of Park University Students when deemed appropriate.

Interpretation and Revision
1. Any question of interpretation or application of the Student Code shall be referred to the dean of 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.

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

Sanctions
The following sanctions may be imposed upon any student found to have violated the Student Code:
1. **Warning** — A notice in writing to the student that the student is violating or has violated Institutional regulations.
2. **Probation** — A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any Institutional regulation(s) during the probationary period.
3. **Loss of Privileges** — Denial of specified privileges for a designated period of time.
4. **Fines** — Previously established and published fines may be imposed.
5. **Restitution** — Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. **Discretionary Sanctions** — Work assignments, essays, service to the University or other related discretionary assignments.
7. **Assessment** – Student may be required to complete an alcohol or drug assessment (at their own expense).

8. **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.
9. **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.
10. **Residence Hall Expulsion** — Permanent separation of the student from the residence halls.
11. **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.
12. **University Expulsion** — Permanent separation of the student from Park University.
13. **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.
14. **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.

Appeals

1. A decision reached or sanction imposed by the Student Conduct Officer that is academic in nature may be appealed by the accused student(s) or complainant(s) to the provost 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 designee.
2. A decision reached or sanction imposed by the Student Conduct Officer that is not academic in nature may be appealed by the accused student(s) or complainant(s) to the Dean of Students within five school days of the decision. Such appeals shall be in writing and shall be delivered to the Dean of Students or designee.
3. Except as required to explain the basis of new information, an appeal shall be limited to a review of the record of the Student Conduct Hearing and supporting documents for one or more of the following purposes:
    1. To determine whether the Student Conduct 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.
    2. 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.
    3. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
    4. 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 Hearing.
4. If an appeal is not upheld, the matter shall be considered final and binding upon all involved. If an appeal is upheld by the Provost or Dean of Students, the appeal officer may take any of the following actions:
    1. Affirm the charge;
    2. Impose greater or lesser sanctions; or
    3. Order a new Student Conduct Hearing
5. The actions of the appeal officer will be communicated to the student in writing and shall be considered final and binding.

Additional details on the appeals process and the Student Conduct code is available on the Park website at: www.park.edu/student-conduct-code.

Equal Opportunity

Non-Discrimination Policy

Park University prohibits discrimination on the basis of race, sex, color, national origin, sexual orientation, marital status, disability, religion and age in employment, and in its admission, education, programs and activities of students under state and federal law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Titles VI and VII of the Civil Rights Act of 1964, as amended. Title IX specifically prohibits discrimination and harassment on the basis of sex. Park University will not tolerate sex discrimination or harassment of applicants, students or employees, whether by students, faculty, staff, administrators, contractors or outside vendors. Park University recognizes not only its legal responsibilities, but also its moral and ethical responsibilities to prohibit discrimination and harassment on the basis of sex and to take appropriate and timely action to ensure an environment free of such inappropriate conduct and behavior. Additionally, Park University will not tolerate retaliation in any form against an applicant, student or employee for reporting a violation of this policy or assisting in the investigation of a complaint. Inquiries or concerns about the Non-Discrimination Policy may be directed to the dean of student life or the Office of Human Resource Services, Park University, 8700 NW River Park Drive, Parkville, MO 64152, or call (816) 741-2000.

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

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

Permanent Disability Guidelines

- *Notification of Disability* — Students must submit notification of disability at least six weeks prior to the beginning of classes in the academic term the student wishes to attend. This will allow time to make all necessary arrangements prior to the initial class meeting. Documentation should be submitted to the director of academic support services, CMB 46, or fax (816) 505-5445. Documentation will be retained in the student's electronic file.
- **Learning Disabilities** — In order to receive special accommodations for learning disabilities, students must provide supporting diagnostic test results from a licensed psychologist or a certified specialist in learning disabilities. This evaluation must detail the student's specific learning disability or disabilities. The accommodations request should be detailed. This information should be as current as possible, preferably not more than three years old. Park University will evaluate, but may reject, documentation more than three years old.
- **Physical Disabilities** — Students must provide documentation from a physician that specifies the nature of the disability or disabilities. The documentation should include prescriptive information from a qualified specialist as to the exact nature of all accommodations necessary to meet the needs of the student. This information should be as current as possible. Park University reserves the right to request updated verification of disability and necessary accommodations.
- **Psychiatric Disabilities** — Students should provide documentation from a licensed professional qualified to diagnose and treat psychological/psychiatric disorders. The documentation should include a diagnosis, date of diagnosis, date of the diagnostician's last contact with the student, and a summary of the present symptoms and a prognosis. Documentation should describe how the

psychiatric condition functionally interferes with, or impacts the student's ability to participate in an educational setting and give suggestions of academic accommodations that might be appropriate in an educational setting, supported by a disability-related rationale.

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

Temporary Disability Guidelines

In the case of temporary disabilities, every effort will be made to provide reasonable accommodations for the duration of any disability. To insure prompt and appropriate action, the assistant director of academic support services should be notified immediately of the arrangements believed to be necessary to accommodate a given temporary disability. Full information concerning Park University's policies and procedures related to disability services can be found at www.park.edu/disability.

Student Records and FERPA

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

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

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy may be found in the Office of the Registrar or as outlined here.

1. **Policy Intent**
    1. The Park University student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.
    2. The Park University student record policy is formulated to protect the privacy of the student information that is maintained and yet provide access to student records for those having a legitimate purpose to view such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.
    3. "Records" refers to those files and their contents that are maintained by official units of the University. Generally, students have the right to review any official record that the University maintains on them. Access to records by others, without student permission, is limited to purposes of an educational nature. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:
        1. Confidential letters of recommendation placed in the student's files before January 1, 1975, and those letters for which students have signed a waiver of his/her right of access. Unless authorized by a University Administrator, access to student records, including access to all course materials, by faculty members is limited only to the faculty member actually teaching that course. Faculty members may not access course materials or other student records for courses they are not currently teaching without express authorization from a University

administrator. Any unauthorized access to student records, including course materials, is a violation of this policy.
2. Parent's confidential financial statements.
3. Personal files and records of members of faculty or administrative personnel, "which are in sole possession of the maker thereof and which are not accessible or revealed to any person except a substitute."
4. Records of the Office of Admissions concerning students admitted but not yet enrolled at the University. Medical/psychological records used in connection with treatment of the student. Such records are, however, reviewable by a physician or psychologist of the student's choice.
4. Only the following offices are authorized to release non-directory information: Registrar, Career Services, Counseling Services, Financial Aid, Vice President for Academic Affairs, Dean of Students, Vice President of Enrollment and Student Services, Provost, and President.
2. **Access to Student Records by the Student**
1. Students have the right to inspect their records (as defined by A3 above) and are entitled to an explanation of any information therein.
2. Documents submitted to the University by or for the student will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the University. Records should be requested by the student from the originating institution.
3. Official records and transcripts of the University (signature and/or seal affixed) are mailed directly to other institutions or agencies the student requests. When circumstances warrant, official records may be given directly to the student at the discretion of the proper University official. In such cases, the record will be clear.

Facilities and Services

Park University's Parkville Campus is located high on a bluff commanding an inspiring view of the Missouri River, which sweeps in a broad curve around the quiet, small town of Parkville, Mo. To the south and southeast, the skyline of Greater Kansas City is visible. The 700-acre Parkville Campus is a site of great natural beauty, with woodlands, waterfalls and wildflowers.

Academic Support Center

The Academic Support Center offers services to graduate students including writing help, disability services and tutoring for some graduate courses. Graduate students may access the Canvas course "Park Tutoring Help" for more information. The ASC is located on the Parkville Campus in the Norrington Center. Visit www.park.edu/academic-support-center or call (816) 584-6330 for more information.

Bookstore

All books required for graduate courses are available for purchase from MBS Direct, http://bookstore.mbsdirect.net/PARK.htm.

Career Development Center

The Career Development Center assists students in all stages of career development, including career assessment, résumé and cover letter preparation, interviewing skills and job search strategies. The objective is to give students the skills and opportunities necessary for a successful job search. For a list of services, contact the Career Development Center, located in room 224 of the Mabee Learning Center/Academic Underground on the Parkville Campus. Contact careerdevelopment@park.edu or (816) 584-6407, or visit www.park.edu/career-development-center.

Counseling

The Counseling Center supports student mental health and wellness through limited individual counseling services, consultation and referral services. Located in Dearing Hall on the Parkville campus, the Counseling Center also houses a resource library with self-help and wellness materials. For students in need of intensive services or specialized care, Licensed Professional Counselors on staff can help connect students with mental health facilities and providers in the community. For more information, contact counselingappointments@park.edu or visit www.park.edu/counseling-center.

McAfee Memorial Library

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

- **Collections** – Our collections include more than a quarter million books, ebooks, videos and periodical and research databases. Electronic resources are available 24/7 at www.park.edu/library. Additional materials can be obtained via interlibrary loan and/or reciprocal borrowing agreements with local and regional libraries.
- **Services** – Reference and instruction librarians are available to help with basic research and the use of electronic resources on-site, via phone, email and live chat (seven days a week). They also offer classroom instruction in basic research, in the use of electronic resources and in support of course assignments. Contact one of our reference and instruction librarians to schedule an instruction session. Instructional videos in the use of electronic resources can also be found on the library website.
- **Parkville Campus** – The library, located in the Norrington Center, provides a comfortable environment for individual and group study, including individual study carrels, tables, seminar and group study rooms. Computers and a network printer/copier/scanner are also available for use.
- **Special Collections and Campanella Gallery** – The library also administers the Fishburn Archives, located in the Academic Underground, which consists of manuscripts, print material, photographs, scrapbooks, artwork, and artifacts including furniture, sports trophies and textiles, documenting the founding and history of Park University and Parkville, Missouri, and is available by appointment. It also houses the Campanella Gallery, which features art exhibits from Park students and faculty and local artists.
- **Library Hours** – Hours during Fall and Spring terms are CST/CDT (Hours are subject to change.)

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

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

Testing Center

The Testing Center, located in room 221 of the Mabee Learning Center/Academic Underground on the Parkville Campus, handles CLEP, DSST and the proctoring of final exams for Kansas City area online students. Tests are given by appointment. Graduate students at a distance should consult their graduate program for instructions regarding examinations. For more information, visit www.park.edu/testing-center or contact testingcenter@park.edu or (816) 584-6887.

Other University-Wide Facilities

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

Campus Security

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

Annual Security Report

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

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

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

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

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

Timely Warning Policy

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

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

Anyone with information warranting a timely warning shall report the circumstances to the Office of Campus Safety at (816) 584-6444, or in person at the Campus Safety office in Thompson Commons on the Parkville Campus, or with the campus center director of your respective campus.

Policy for Reporting the Annual Disclosure of Crime Statistics

The Park University Office of Campus Safety prepares and publishes a report of certain crime statistics for the entire University, in compliance with the *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act* (The Clery Act). The crime statistics for the past three years can be found on our website at www.park.edu/campus-safety. A more detailed report can be found on the U.S. Department of Education website at www.ope.ed.gov/security.

This report is prepared with local law enforcement agencies surrounding the Parkville Campus and all campus centers. Other select campus authorities also contribute to this report. Campus crime, arrest and referral statistics include those reported to the Park University Office of Campus Safety, local law enforcement and designated campus officials, included but not limited to campus center directors, Office of Student Life staff, athletic coaches, residence hall staff, advisors to student organizations, and the director of human resource services.

Each year, an e-mail notification is made through the University e-mail system to all faculty, staff and students that provide web access to this report.

To Report a Crime

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

	PARKVILLE CAMPUS	
Director of Campus Safety	(816) 584-6226	Thompson Commons, 1st Floor
Director of Student Life	(816) 584-6465	Thompson Commons, 2nd Floor
	DOWNTOWN CAMPUS	
Security Emergency	(816) 283-9781	Commerce Tower, Lower Level

Confidential Reporting Procedures

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

Access Policy

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

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

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

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

Campus Police Authority and Jurisdiction

The Park University Office of Campus Safety does not have arrest powers. However, they will respond to and investigate all reports of crime on campuses located in the Kansas City metropolitan area.

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

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

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

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

General Procedures for Reporting a Crime or Emergency

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

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

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

Security Escort Services

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

Security Awareness Programs

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

Crime Prevention Programs

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

Off-Campus Fraternity and Sorority Organizations

Park University does not have any fraternities or sororities.

Policy on Alcoholic Beverages

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

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

Policy on Illegal Drugs

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

Alcohol and Substance Abuse Information

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

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

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

Sexual Assault Policy

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

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

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

Sexual Offender Registration

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

Park University is required to inform the community that a registration list of sex offenders will be maintained and available at the Park University Office of Campus Safety office located on the first floor of Thompson Commons on the Parkville Campus. For other campuses, a list will be maintained by the campus center director.

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

Missouri:

www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html

Graduate Studies Contact Information

General inquiries should be directed to:

Park University
Graduate Studies
8700 NW River Park Drive, Parkville, MO 64152
Telephone: (816) 559-5625
Fax: (816) 472-1173
E-mail: gradschool@park.edu
Application for admission is available at: www.park.edu/apply.

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

College of Education and Health Professions

Geri Dickey, Ph.D., Interim Dean
Park University
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Park University
Graduate Education Programs
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Master of Education
Jana Neiss, Ed.D., Director

Master of Social Work
Geri Dickey, Ph.D., M.S.W. Director

Park University
Master of Social Work

Telephone: (816) 584-6843
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College of Management

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College of Liberal Arts and Sciences

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Master of Arts in Communication and Leadership

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Master of Healthcare Administration

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Master of Music Performance

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Master of Public Administration

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Master of Science in Information Systems and Business Analytics

Dmitry Gimon, Ph.D. Director

Colleges and Schools

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School of Behavioral and Health Sciences

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Hauptmann School of Public Affairs
School of Business

School of Behavioral and Health Sciences

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

Geri Dickey, Ph.D., Interim Dean, College of Education and Health Professions

Social Work

Master of Social Work, M.S.W.

Jay Memmott, Ph.D., Director, Master of Social Work Program
Park University's Master of Social Work program is designed to prepare graduates with the knowledge, values and skills needed to deliver effective and efficient advanced social work practice with individuals, families, groups, organizations and communities. The advanced practice concentration is in Behavioral Health. Within this concentration, students are given the opportunity to expand their knowledge and skills in one of three areas of emphasis: gerontological social work, military social work or social work with children and families. **The Master of Social Work (MSW) program at Park University earned full initial accreditation at the February, 2016 meetings of the Council on Social Work Education (CSWE) Commission on Accreditation (COA).**

Mission
The mission of Park's Master of Social Work program is to prepare graduates for effective and efficient advanced social work practice in behavioral health. Guided by the purpose of the profession, the program promotes social and economic justice, equal access to community resources, equal opportunity and the attainment of individual and community well-being.

Vision
The Master of Social Work program will be committed to enhancing the physical, social, psychological and spiritual well-being of all people, particularly those who have experienced oppression, exclusion and discrimination, and who have experienced the impact of poverty upon their health, well-being and sense of fulfillment.

Purpose of the Program
Social workers are called upon to intervene and assist large numbers of people while federal and state allocations for social welfare and treatment are being cut or drastically reduced. Therefore, social workers must become ever-more effective and efficient in the development and delivery of interventions. Moreover, they must become even more focused on advocacy efforts designed to promote access to naturally occurring, sustainable resources. Social workers who possess the knowledge and skills to engage, assess, intervene and evaluate comprehensive, individualized interventions will be in demand.
Park University identifies three areas of emphasis in Behavioral Health social work practice. These areas were identified based on current and future projections relative to demand for behavioral health services and treatment:
- Military Social Work: The social/psychological impact of serving in the military on service members and their families is profound.
- Gerontological Social Work: The demographic data illustrates that the demand for effective social work practice with older persons will continue to grow.
- Social Work with Children and Families: There is a growing recognition of the need for effective and efficient behavioral health interventions with children and families.

In summary, the mission of Park's Master of Social Work program reflects the values of the profession and of the University, and it is developed within the context of current and future demand for effective and efficient social work interventions in behavioral health.

Program Goals
- Establish collaborative partnerships with community agencies that provide students with opportunities to enhance their knowledge, values and skills in behavioral health social work practice, with emphasis on effective and efficient interventions in military social work, gerontological social work or social work with children and families.
- Educate students regarding the principles, philosophy and behavioral health advanced practice applications of the strengths perspective for social work practice to enhance individual and community well-being, social and economic justice, equity and equal opportunity for all people.

- Infuse and model the social work code of ethics and the six core values of the profession as guiding concepts in all aspects behavioral health interventions with individuals, families, groups, organizations and communities, with particular attention to factors that impact the well-being of service members/veterans, children and families, and older persons.
- Graduate advanced social work practitioners that are prepared to assume leadership roles in providing effective and efficient multilevel behavioral health interventions that reflect mastery of the 10 competencies.

Admission Requirements

Regular Study (60 credit hours)
- An undergraduate degree from a regionally accredited college or university.
- A minimum cumulative grade point average of at least 3.0 is preferred; or a GPA of at least 3.0 for the last 60 credit hours of the baccalaureate program. *Note: lower GPA's will be considered for probationary admission.*
- Three professional or academic references who can assess your potential for graduate study in social work.
- A copy of your résumé.
- Submit three written narratives (see next page for more information).

Advanced Standing Program (33 credit hours)
- A Bachelor of Social Work degree from a Council on Social Work Education accredited program.
- A minimum cumulative grade point average of at least 3.0 is preferred; or a GPA of at least 3.0 for the last 60 credit hours of the baccalaureate program. *Note lower GPA's will be considered for probationary admission.*
- Three professional or academic references who can assess your potential for graduate study in social work. One reference must be from your practicum instructor, field liaison or the director of field education.
- A copy of your résumé.
- Submit three written narratives (see next page for more information).

For both above programs, once accepted, all Master of Social Work students will be required to submit to a background check. *Note: The GRE is not required.*

Application Narratives

Each applicant completes all three narratives, each two to three pages in length utilizing APA format.
- Ethical Critique: Describe an ethical dilemma that you have encountered in your personal or professional life. Using appropriate confidentiality, define the parties involved, the ethical dilemma, the values that informed your decisions and how the dilemma was addressed and/or resolved. Discuss how the experience and outcome affected you, in particular any lessons you learned. *The National Association of Social Workers Code of Ethics may be found at: www.socialworkers.org/pubs/code/.*
- Personal Statement: What are the significant experiences that influenced your decision to enter social work? What are your short-term (3-5 years) and long-term (10-plus years) goals, and how does a Master in Social Work degree prepare you to meet those goals? How will you meet the demands of graduate academic responsibilities (20-plus hours per week in class and task completion for coursework, and 15 to 24 practicum hours per week). Do you anticipate any barriers to meet these expectations and how do you plan to address these barriers?
- Professional Statement: What is your concept of social work as a profession? Discuss a current societal concern, including contributing/causal factors, and why this concern warrants public attention and resources from the social work community. What intervention do you believe will successfully address this situation (direct practice, policy change, etc.)? What positive or negative results may occur following this intervention? Discuss your rationale and what role you might be involved in if such an intervention were to be employed.

Graduation Requirements

The curriculum for the Master of Social Work degree consists of two core tracks: Advanced Standing (for Bachelor of Social Work graduates only) and Regular Study.
- Completion of 33 to 60 credit hours with a minimum cumulative 3.0 grade point average.

- A grade of "D" is not acceptable for any course required.
- Students may have no grade lower than a "C" and no more than six hours graded "C" in graduate courses taken at Park University at the time of graduation. A course in which a student earns a "C" or lower may be repeated no more than once. No more than six credit hours may be repeated.

Learning Outcomes Assessment / Program Assessment

The Master of Social Work program has established practice behaviors for both the foundation and advanced years of the program that measure student attainment of the 10 competencies established by the Council on Social Work Education. Each course delineates learning objectives which correspond with the foundation or advanced year practice behaviors and the CSWE competencies, respectively. The overall attainments of the practice behaviors and competencies are assessed through the following:

- Integrative Seminar Project — Students are expected to integrate all 10 competencies in the planning, development, implementation, evaluation and dissemination of the ISP. This project will relate directly to the chosen emphasis of working with either gerontological, military, or children and family service participants, and will be tied to their field practicum.
- Field Learning Education Plan — This is designed to be both an ongoing guide to the activities and tasks for the student in their practicum experience, as well as an overview of the competencies and the practice behaviors.
- Student Self-Assessment — Students are asked to complete the self-assessment near the end of the spring semester of the advanced year.

Advanced Standing

Requirements For: Master — 33 Hours, 3.0 GPA

Core

- SW 600 - Bridging Practice, Theory, Policy and Research **Credits:** 3
- SW 610 - Advanced Practice I **Credits:** 3
- SW 615 - Social Work in Behavioral Health **Credits:** 3
- SW 630 - Program Evaluation and Grant Writing **Credits:** 3
- SW 640 - Current Diagnostic Trends: Integrating the DSM-5 with the Strengths' Perspective **Credits:** 3
- SW 650 - Advanced Field Education I **Credits:** 3
- SW 660 - Advanced Practice II **Credits:** 3
- SW 670 - Leadership, Supervision and Entrepreneurial Opportunities in Social Work **Credits:** 3
- SW 680 - Advanced Field Education II **Credits:** 3
- SW 690 - Integrative Seminar **Credits:** 3

Total 33 cr.

Regular Study

Requirements For: Master — 60 Hours, 3.0 GPA

Core

- SW 500 - Social Work and Social Welfare **Credits:** 3
- SW 510 - Policy Analysis and Policy Practice **Credits:** 3
- SW 520 - Human Behavior in the Social Environment I **Credits:** 3
- SW 530 - Generalist Practice I **Credits:** 3

- SW 540 - Generalist Field Education I **Credits:** 3
- SW 550 - Social Work Research **Credits:** 3
- SW 560 - Human Diversity and Social Justice **Credits:** 3
- SW 570 - Human Behavior in the Social Environment II **Credits:** 3
- SW 580 - Generalist Social Work Practice II **Credits:** 3
- SW 590 - Generalist Field Education II **Credits:** 3
- SW 610 - Advanced Practice I **Credits:** 3
- SW 615 - Social Work in Behavioral Health **Credits:** 3
- SW 630 - Program Evaluation and Grant Writing **Credits:** 3
- SW 640 - Current Diagnostic Trends: Integrating the DSM-5 with the Strengths' Perspective **Credits:** 3
- SW 650 - Advanced Field Education I **Credits:** 3
- SW 660 - Advanced Practice II **Credits:** 3
- SW 670 - Leadership, Supervision and Entrepreneurial Opportunities in Social Work **Credits:** 3
- SW 680 - Advanced Field Education II **Credits:** 3
- SW 690 - Integrative Seminar **Credits:** 3

Elective 3 cr.

(select one for both above programs of study)
- SW 620 - Gerontological Social Work **Credits:** 3
- SW 621 - Military Social Work **Credits:** 3
- SW 622 - Social Work with Children and Families **Credits:** 3

Total 60 cr.

Psychology

Master of Arts, Industrial-Organizational Psychology, M.A.

What is Industrial-Organizational (I-O) Psychology?
I-O psychologists use science and statistics to solve workplace and organizational issues to help workers thrive. They help organizations by thoroughly analyzing job tasks, selecting the best employees, training employees, objectively rating employee performance, determining what factors retain good employees, discovering what stressors make jobs difficult, and through finding and developing great managers and leaders. In addition, I-O psychologists explore how compensation affects performance, how to make workplaces safer, and by analyzing what can help an organization grow, change, and adapt.

What is special about Park's MA in I-O Program?
Park University's MA in I-O program will specifically focus on creating I-O leaders who focus on social justice in the workplace. Coursework will address equity, diversity, and inclusion as it pertains to all people and all aspects of the workplace.

Requirements for Masters - 33 hour, 3.0 GPA

- PS 523 - Introduction to Social Justice **Credits:** 3
- PS 527 - Applied Research Methods **Credits:** 3
- PS 567 - Critical Analysis I **Credits:** 3
- PS 570 - Critical Analysis II **Credits:** 3
- PS 602 - Organizational Leadership **Credits:** 3

- PS 609 - Personnel Psychology **Credits:** 3
- PS 616 - Organizational Dynamics and Ethics **Credits:** 3
- PS 622 - Training and Performance **Credits:** 3
- PS 626 - Individual Assessment **Credits:** 3
- PS 670 - Organizational Attitudes and Behavior **Credits:** 3
- PS 699 - Internship **Credits:** 3-6
  A comprehensive exam is required.

School of Business

College of Management: School of Business

Kirby Brown, M.S., Dean, College of Management
Greg Moore, D.B.A., Associate Dean, Business Graduate Programs and; Edward F. Lyle Professor of Finance;
Stacy Yeager-Okosi, Ph.D., Director, Master of Business Administration Program;
Alla Adams, Ph.D., Director, Master of Healthcare Administration Program
Dmitry Gimon, Ph.D., Director, Master of Science in Information Systems and Business Analytics
The School of Business, which resides within the College of Management, at Park University is one of the largest not-for-profit business schools in the United States, and is accredited by the Accreditation Council for Business Schools and Programs. Students in the School of Business can take courses at any of the University's Kansas City area locations or online. In addition, the School of Business delivers education to its campus centers throughout the U.S. In keeping with our mission, Park School of Business faculty members are academically qualified with the appropriate terminal degrees, as well as have relevant work experience at the managerial, executive and professional levels. Faculty members seamlessly integrate business theory and practice, and students are the beneficiaries of these unique experiences.

Vision
The School of Business at Park University's vision is to prepare learners for the 21st century global economy as entrepreneurial thinkers who can influence the world as socially responsible business leaders.

Mission
The School of Business at Park University's mission is to provide quality, innovative, application-based learning to prepare a diversity of learners who can support free enterprise in a socially responsible manner in a global community.
The Master of Business Administration and the Master of Healthcare Administration programs are accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

Sequential Master's Degrees Option
A student who has earned a master's degree from Park University or another regionally accredited college or university (or its international equivalent) may earn another master's degree, substituting up to twelve (12) hours of graduate credit awarded by Park University through the first master's degree (or nine (9) hours of transfer credit from another regionally accredited institution of higher education) to meet requirements for the sequential degree.
All courses approved for substitution/transfer must be approved by the program director.
1. The applicant must meet admission requirements for the second master's degree.
2. Petitioners for substitution or transfer from a completed master's degree must have successfully completed all requirements for the initial master's degree.
3. The petition for substitution must be submitted prior to the applicant's admission into a second master's degree program.
4. The earned grade in any course to be substituted must be a "B" or better.

5. The program director reserves the right to deny or limit any course substitution.
6. The students in the sequential program must meet the graduation requirements for the second degree program.

Prerequisites may still be required for completion of the subsequent master's degree.

Park University Undergraduate Seniors/Non-Degree-Seeking Students

Park University seniors with a 3.6 cumulative grade point average, while completing their bachelor's degree, may be admitted to take up to nine (9) graduate credit hours in a non-degreeseeking status. Financial aid will not be available for courses taken as a non-degree-seeking student. These credits will be applied to the appropriate graduate program, after the student has received his/her undergraduate degree and has been admitted to a graduate program. Please contact the Graduate Admissions office at (816) 559-5625 for more information.

*For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

4+1 Bachelor to MBA

4+1 Undergraduate to MBA

The 4+1 Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MBA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count toward the completion of the MBA program. Qualified students may take up to 12 credit hours (4 courses) from the MBA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MBA credits under this option.

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MBA courses.

MBA Courses

- MBA 515 - Accounting for Management Decisions **Credits:** 3 *
  (Equivalent Undergraduate Course: AC 380, *Cost Accounting*)
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
  (Equivalent Undergraduate Course: MG 371, *Management and Organizational Behavior*)
- MBA 615 - Managerial Finance **Credits:** 3
  (Equivalent Undergraduate Course: FI 360, *Financial Management*)
- MBA 630 - Strategic Marketing **Credits:** 3
  (Equivalent Undergraduate Course: MK 351, *Principles of Marketing*)
- MBA 576 - Operations Management **Credits:** 3
  (Equivalent Undergraduate Course: MG 375, *Production and Operations Management*)

Note:

* MBA 515 is a prerequisite for MBA 615
Alternative Course pairings may be possible but are subject to the approval of the MBA Program Director and area coordinators prior to enrollment.

For additional information about the 4+1 Program and to get started, contact your undergraduate Student Success Advisor.

Master of Business Administration, Business Analytics, M.B.A.

Master of Business Administration, M.B.A.

Park University's Master of Business Administration degree program was founded in 1998. Park's MBA program offers a student centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment. It prepares students as entrepreneurial thinkers to enhance business competitiveness in a global environment. Significance is placed on applying business knowledge and techniques to implement decisions.
Park's MBA faculty and students come from all continents and have diverse professional backgrounds, enriching the educational experience. Whether advancing through the ranks of a multinational corporation, joining a small nonprofit organization or re-entering the workplace, business applications and tools acquired in the MBA program are vital to student success in today's fast-paced global business environment.
To meet students' personal and professional needs, the MBA degree may be earned entirely through the blended face to- face delivery method, through online delivery or through a combination of these methods. Face-to-face courses are offered as evening courses one night a week at our campuses in the Kansas City, Mo., area, Lenexa, Kansas, Austin, Texas, El Paso, Texas, Camp Pendleton in California, and Defense Supply Center Columbus (DSCC), Ohio. Online courses offer flexibility, without sacrificing rigor and academic excellence.
The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.
The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands on knowledge through projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Vision Statement

The vision of Park University's Master of Business Administration program is to use a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment.

Mission Statement

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.

- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit.

Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3

- MBA 695 - Strategic Management **Credits:** 3

Concentrations

All students complete all core courses to provide a common foundation; therefore, the program's policy is not to waive any of the core courses.

The general MBA program offers the flexibility to tailor electives to the student's professional interests. Ample choices allow a broad choice or a focus, such as finance, entrepreneurship, global business or information systems.

Alternatively, the student may select one of the following formal areas of concentration:
1. Business Analytics Concentration
2. Disaster and Emergency Management Concentration
3. Finance Concentration
4. Global Business Concentration
5. Human Resource Management Concentration
6. Management Accounting Concentration
7. Management Information Systems Concentration
8. Marketing Concentration
9. Project Management Concentration
10. Public Accounting Concentration
11. Quality and Innovation Management Concentration

Business Analytics Concentration, M.B.A.

Core Courses (6 Credits)

- MIS 605 - Management Information Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

Electives (6 Credits)

Select two of the following:
- CIS 606 - Applied Data Mining and Analysis of Big Data **Credits:** 3
- CIS 607 - Survey of Predictive Analytical Techniques **Credits:** 3
- CIS 608 - Web and Marketing Analytics **Credits:** 3
- CIS 609 - Data Visualization **Credits:** 3

Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.

Master of Business Administration, M.B.A.

Park University's Master of Business Administration degree program was founded in 1998. Park's MBA program offers a student centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment. It prepares students as entrepreneurial thinkers to enhance business competitiveness in a global environment. Significance is placed on applying business knowledge and techniques to implement decisions.

Park's MBA faculty and students come from all continents and have diverse professional backgrounds, enriching the educational experience. Whether advancing through the ranks of a multinational corporation, joining a small nonprofit organization or re-entering the workplace, business applications and tools acquired in the MBA program are vital to student success in today's fast-paced global business environment.

To meet students' personal and professional needs, the MBA degree may be earned entirely through the blended face to- face delivery method, through online delivery or through a combination of these methods. Face-to-face courses are offered as evening courses one night a week at our campuses in the Kansas City, Mo., area, Lenexa, Kansas, Austin, Texas, El Paso, Texas, Camp Pendleton in California, and Defense Supply Center Columbus (DSCC), Ohio. Online courses offer flexibility, without sacrificing rigor and academic excellence.

The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.

The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands on knowledge through projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Vision Statement

The vision of Park University's Master of Business Administration program is to use a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment.

Mission Statement

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit.

Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Concentrations

All students complete all core courses to provide a common foundation; therefore, the program's policy is not to waive any of the core courses.

The general MBA program offers the flexibility to tailor electives to the student's professional interests. Ample choices allow a broad choice or a focus, such as finance, entrepreneurship, global business or information systems.

Alternatively, the student may select one of the following formal areas of concentration:

1. Business Analytics Concentration
2. Disaster and Emergency Management Concentration
3. Finance Concentration
4. Global Business Concentration
5. Human Resource Management Concentration
6. Management Accounting Concentration
7. Management Information Systems Concentration
8. Marketing Concentration
9. Project Management Concentration
10. Public Accounting Concentration

11. Quality and Innovation Management Concentration

Disaster and Emergency Management Concentration

The concentration in Disaster and Emergency Management is designed to prepare the graduate student with the knowledge, skills, and abilities (KSAs) to competently mitigate, prepare, respond, and assist communities and their organizations in recovering from natural and man-made disasters. An array of potentially hazardous events now more than ever confront businesses and include, but are not necessarily limited to homeland security issues; failures of complex technology; and a wide range of natural hazards. Ultimately, this concentration is intended to prepare graduates to design and improve emergency management capabilities and command and control operations within firms, so that they're better prepared to handle major and catastrophic disasters that threaten to disrupt business continuity.

Course Requirements 12 cr.

- DEM 551 - Principles of Disaster and Emergency Management **Credits:** 3
- DEM 552 - Public Policy and Disaster **Credits:** 3
- DEM 553 - Disaster and Society **Credits:** 3
- DEM 557 - Continuity of Operations in Public and Private Sectors **Credits:** 3

Master of Business Administration, Executive Master of Business Administration, M.B.A.

Executive Master of Business Administration

Graduates of the program focus on projects designed to develop an ability to think critically and to understand global business strategies linking North America with the rest of the world.
The Executive MBA includes:
- An academic curriculum designed to sharpen business executives' critical thinking with a global perspective.
- An accelerated course of study that can be completed in just one year.
- Opportunities to network with American and international business executives and leaders through formal and informal networking events.

Requirements For: Master – 33 Hours, 3.0 GPA

Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Electives 12 cr.

(select three of the following)
- GB 500 - European Business Environment **Credits:** 3
- GB 501 - Business Strategies for Latin America **Credits:** 3

- GB 502 - Business Environments in Sub-Saharan Africa **Credits:** 3
- GB 503 - Doing Business in Asia **Credits:** 3

Total 33 cr.

Note:

For more information about the Executive MBA program, visit www.park.edu/gemba.

Master of Business Administration, Finance Concentration, M.B.A.

Master of Business Administration, M.B.A.

Park University's Master of Business Administration degree program was founded in 1998. Park's MBA program offers a student centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment. It prepares students as entrepreneurial thinkers to enhance business competitiveness in a global environment. Significance is placed on applying business knowledge and techniques to implement decisions.

Park's MBA faculty and students come from all continents and have diverse professional backgrounds, enriching the educational experience. Whether advancing through the ranks of a multinational corporation, joining a small nonprofit organization or re-entering the workplace, business applications and tools acquired in the MBA program are vital to student success in today's fast-paced global business environment.

To meet students' personal and professional needs, the MBA degree may be earned entirely through the blended face to- face delivery method, through online delivery or through a combination of these methods. Face-to-face courses are offered as evening courses one night a week at our campuses in the Kansas City, Mo., area, Lenexa, Kansas, Austin, Texas, El Paso, Texas, Camp Pendleton in California, and Defense Supply Center Columbus (DSCC), Ohio. Online courses offer flexibility, without sacrificing rigor and academic excellence.

The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.

The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands on knowledge through projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Vision Statement

The vision of Park University's Master of Business Administration program is to use a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment.

Mission Statement

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the

profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.

- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit.

Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3

- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Concentrations

All students complete all core courses to provide a common foundation; therefore, the program's policy is not to waive any of the core courses.
The general MBA program offers the flexibility to tailor electives to the student's professional interests. Ample choices allow a broad choice or a focus, such as finance, entrepreneurship, global business or information systems.
Alternatively, the student may select one of the following formal areas of concentration:
1. Business Analytics Concentration
2. Disaster and Emergency Management Concentration
3. Finance Concentration
4. Global Business Concentration
5. Human Resource Management Concentration
6. Management Accounting Concentration
7. Management Information Systems Concentration
8. Marketing Concentration
9. Project Management Concentration
10. Public Accounting Concentration
11. Quality and Innovation Management Concentration

Finance Concentration

The MBA Finance concentration provides graduates with broad professional competence and skills for careers in executive positions at financial institutions and other organizations. This concentration offers students extensive understanding of core skillsets in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary for modern corporate finance positions and consulting. By incorporating critical strategies and techniques in areas such as investment and commercial banks, financial, general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates are primed for financial challenges in national and international arenas. This concentration allows students to tailor their program to their professional goals and prepare them for career opportunities such as:
- *Investment Management.* Prepares candidates for a career as a security analyst, money manager, brokerage firm analyst, insurance company representative or other financial job function.
- *Corporate Financial Management.* Prepares candidates to be financial managers with responsibilities in risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

Course Requirements 12 cr.

Core

- FIN 621 - Advanced Corporate Finance **Credits:** 3
- FIN 625 - International Finance **Credits:** 3
- FIN 640 - Investment Management **Credits:** 3
- FIN 644 - Financial Markets and Institutions **Credits:** 3

Master of Business Administration, General, M.B.A.

Master of Business Administration, M.B.A.

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To meet students' personal and professional needs, the MBA degree may be earned entirely through the blended face to- face delivery method, through online delivery or through a combination of these methods. Face-to-face courses are offered as evening courses one night a week at our campuses in the Kansas City, Mo., area, Lenexa, Kansas, Austin, Texas, El Paso, Texas, Camp Pendleton in California, and Defense Supply Center Columbus (DSCC), Ohio. Online courses offer flexibility, without sacrificing rigor and academic excellence.

The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.

The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands on knowledge through projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Vision Statement

The vision of Park University's Master of Business Administration program is to use a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment.

Mission Statement

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.

- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

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Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Concentrations

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8. Marketing Concentration
9. Project Management Concentration
10. Public Accounting Concentration
11. Quality and Innovation Management Concentration

General (No Concentration): MBA Electives (12 Credits)

Choose four courses (12 credits) from the following:

- ACC 510 - Accounting Research and Analysis **Credits:** 3
- ACC 613 - Internal Auditing and Control Mechanisms **Credits:** 3
- ACC 617 - Advanced Managerial Accounting Issues **Credits:** 3
- ACC 626 - Management Accounting Leadership-Role of the Chief Financial Officer **Credits:** 3
- DEM 551 - Principles of Disaster and Emergency Management **Credits:** 3
- DEM 557 - Continuity of Operations in Public and Private Sectors **Credits:** 3
- FIN 621 - Advanced Corporate Finance **Credits:** 3
- FIN 625 - International Finance **Credits:** 3
- FIN 640 - Investment Management **Credits:** 3
- FIN 644 - Financial Markets and Institutions **Credits:** 3
- GB 500 - European Business Environment **Credits:** 3
- GB 501 - Business Strategies for Latin America **Credits:** 3
- GB 502 - Business Environments in Sub-Saharan Africa **Credits:** 3
- GB 503 - Doing Business in Asia **Credits:** 3
- HRM 634 - Planning and Staffing **Credits:** 3
- HRM 635 - Training, Development, and Evaluation **Credits:** 3
- HRM 636 - Change Management and Conflict Resolution **Credits:** 3
- HRM 637 - Compensation Management **Credits:** 3
- MBA 611 - Green Marketing **Credits:** 3
- MBA 620 - Leadership in Organizations **Credits:** 3
- MBA 670 - Special Topics in Business **Credits:** 1-3
- MIS 603 - Information Security and Risk Management **Credits:** 3
- MIS 605 - Management Information Systems **Credits:** 3
- MIS 608 - Topics in Information Systems **Credits:** 3
- MIS 609 - Database Management Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3
- PM 690 - Integration, Scope, and Quality Management **Credits:** 3
- PM 691 - Time and Cost Management **Credits:** 3
- PM 692 - Communications, Risk, and Stakeholder Management **Credits:** 3
- PM 693 - Human Resource and Procurement Management **Credits:** 3
- QM 684 - Principles of Quality Management **Credits:** 3

- QM 685 - Innovative Techniques in Quality Management **Credits:** 3
- QM 686 - Innovative Project Management **Credits:** 3
- QM 687 - Collaborative Innovation Strategies **Credits:** 3

Master of Business Administration, Global Business Concentration, M.B.A.

Master of Business Administration, M.B.A.

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Park's MBA faculty and students come from all continents and have diverse professional backgrounds, enriching the educational experience. Whether advancing through the ranks of a multinational corporation, joining a small nonprofit organization or re-entering the workplace, business applications and tools acquired in the MBA program are vital to student success in today's fast-paced global business environment.

To meet students' personal and professional needs, the MBA degree may be earned entirely through the blended face to- face delivery method, through online delivery or through a combination of these methods. Face-to-face courses are offered as evening courses one night a week at our campuses in the Kansas City, Mo., area, Lenexa, Kansas, Austin, Texas, El Paso, Texas, Camp Pendleton in California, and Defense Supply Center Columbus (DSCC), Ohio. Online courses offer flexibility, without sacrificing rigor and academic excellence.

The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.

The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands on knowledge through projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Vision Statement

The vision of Park University's Master of Business Administration program is to use a student-centered learning environment to produce responsible, innovative business leaders in an ever-changing global environment.

Mission Statement

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
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- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.

- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
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- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
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Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

Types of Admission

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Sequential Degree

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Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3

- MBA 695 - Strategic Management **Credits:** 3

Concentrations

All students complete all core courses to provide a common foundation; therefore, the program's policy is not to waive any of the core courses.
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9. Project Management Concentration
10. Public Accounting Concentration
11. Quality and Innovation Management Concentration

Global Business Concentration

The MBA Global Business concentration focuses on how globalization has affected the way business is done. Whether a student wishes to advance in a large, multinational conglomerate or work with foreign organizations and businesses, the Global Business concentration provides the tools to operate in a multinational/multicultural environment.

Course Requirements 12 cr.

Core

- GB 500 - European Business Environment **Credits:** 3
- GB 501 - Business Strategies for Latin America **Credits:** 3
- GB 502 - Business Environments in Sub-Saharan Africa **Credits:** 3
- GB 503 - Doing Business in Asia **Credits:** 3

Master of Business Administration, Human Resource Management Concentration, M.B.A.

Master of Business Administration, M.B.A.

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Vision Statement

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Mission Statement

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Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
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Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
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- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Concentrations

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10. Public Accounting Concentration

11. Quality and Innovation Management Concentration

Human Resource Management Concentration

The MBA Human Resource Management concentration provides graduates with exposure to the theoretical and practical knowledge needed for managerial and executive positions in human resource management in both public and private sector organizations. This concentration offers students qualitative and quantitative practice in:
- Planning and staffing;
- Training, development and evaluation methods;
- Change management, conflict resolution and consulting interventions; and
- Strategically and systematically practicing human resource management for optimal outcomes.

Course Requirements 12 cr.

Core

- HRM 634 - Planning and Staffing **Credits:** 3
- HRM 635 - Training, Development, and Evaluation **Credits:** 3
- HRM 636 - Change Management and Conflict Resolution **Credits:** 3
- HRM 637 - Compensation Management **Credits:** 3

Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Business Administration, Innovation and Quality Management Concentration, M.B.A. Locations

Master of Business Administration, M.B.A.

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11. Quality and Innovation Management Concentration

Innovation and Quality Management Concentration

The MBA Innovation and Quality Management concentration is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for variations, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs, making it virtually impossible to forecast revenues, and contributing to poor quality goods and services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Course Requirements 12 cr.

Core

- QM 684 - Principles of Quality Management **Credits:** 3
- QM 685 - Innovative Techniques in Quality Management **Credits:** 3
- QM 686 - Innovative Project Management **Credits:** 3
- QM 687 - Collaborative Innovation Strategies **Credits:** 3

Master of Business Administration, Management Accounting Concentration, M.B.A.

Master of Business Administration, M.B.A.

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Park's MBA faculty and students come from all continents and have diverse professional backgrounds, enriching the educational experience. Whether advancing through the ranks of a multinational corporation, joining a small nonprofit organization or re-entering the workplace, business applications and tools acquired in the MBA program are vital to student success in today's fast-paced global business environment.

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The MBA program offers a combination of eight-week and four-week sessions, allowing completion of the program in as few as 15 months (or 11 months for the Executive Master of Business Administration degree), enabling graduates to take advantage of current market demands.

The MBA curriculum is designed with the working professional in mind. Students are expected to engage in team assignments and are given the opportunity to obtain hands on knowledge through projects and case study analysis. Each concentration is designed to meet the educational needs of the growing and varied business sectors.

Vision Statement

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Mission Statement

The mission of Park University's Master of Business Administration program is to prepare business leaders as entrepreneurial thinkers who enhance business competitiveness in a global environment.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.

- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission statuses:

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Sequential Degree

The MBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit.

Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Concentrations

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Management Accounting Concentration

The MBA Management Accounting concentration is designed to prepare students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, budget analysts or directors. More specifically, students will develop an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to decision-making, profit planning, budget forecasting and preparation, and broadening leadership skills. In acquiring skills for the CFO function within a variety of organizational structures, this concentration will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics.

Course Requirements 12 cr.

Core

- ACC 510 - Accounting Research and Analysis **Credits:** 3
- ACC 613 - Internal Auditing and Control Mechanisms **Credits:** 3
- ACC 617 - Advanced Managerial Accounting Issues **Credits:** 3
- ACC 626 - Management Accounting Leadership-Role of the Chief Financial Officer **Credits:** 3

Master of Business Administration, Management Information Systems Concentration, M.B.A.

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Management Information Systems Concentration

The MBA Management Information Systems concentration offers a unique combination of business intelligence and industry standards through practical project-oriented instruction. The rationale is to produce quality MBA graduates with in-depth knowledge and hands-on understanding of the essentials of managing today's information technology systems. Students study the foundations of business so they can apply management information system technology to create efficient, effective business enterprises capable of competing in a global setting.
In addition, students are exposed to the concepts and applications of data analytics, security and privacy of big data, and project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Course Requirements 12 cr.

Core

- MIS 603 - Information Security and Risk Management **Credits:** 3
- MIS 605 - Management Information Systems **Credits:** 3
- MIS 609 - Database Management Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

Master of Business Administration, Marketing Concentration, M.B.A.

Master of Business Administration, M.B.A.

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Marketing Concentration M.B.A.

- MKT 631 - Consumer Behavior **Credits:** 3
- MKT 632 - Strategic Brand Management **Credits:** 3
- MKT 634 - Strategic Marketing Simulation **Credits:** 3

Marketing Elective

Select one:
- CIS 608 - Web and Marketing Analytics **Credits:** 3
- MKT 633 - Digital and Social Media Marketing **Credits:** 3

Master of Business Administration, Project Management Concentration, M.B.A.

Master of Business Administration, M.B.A.

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Project Management Concentration

The MBA Project Management (PM) concentration is designed to prepare students with the knowledge, skills, and abilities (KSAs) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM concentration intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the 5 process groups, 10 knowledge areas, and 47 processes of project management.

Course Requirements 12 cr.

Core

- PM 690 - Integration, Scope, and Quality Management **Credits:** 3
- PM 691 - Time and Cost Management **Credits:** 3
- PM 692 - Communications, Risk, and Stakeholder Management **Credits:** 3
- PM 693 - Human Resource and Procurement Management **Credits:** 3

Master of Business Administration, Public Accounting Concentration, M.B.A.

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Students will be admitted to the Master of Business Administration program with one of the following admission statuses:
1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit.

Requirements For: Master - 33 Hours, 3.0 GPA

General Core 21 cr.

- MBA 515 - Accounting for Management Decisions **Credits:** 3
- MBA 522 - Organization Behavior and Leadership **Credits:** 3
- MBA 524 - Business Law and Ethics **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MBA 615 - Managerial Finance **Credits:** 3
- MBA 630 - Strategic Marketing **Credits:** 3
- MBA 695 - Strategic Management **Credits:** 3

Concentrations

All students complete all core courses to provide a common foundation; therefore, the program's policy is not to waive any of the core courses.
The general MBA program offers the flexibility to tailor electives to the student's professional interests. Ample choices allow a broad choice or a focus, such as finance, entrepreneurship, global business or information systems.
Alternatively, the student may select one of the following formal areas of concentration:
1. Business Analytics Concentration
2. Disaster and Emergency Management Concentration

3. Finance Concentration
4. Global Business Concentration
5. Human Resource Management Concentration
6. Management Accounting Concentration
7. Management Information Systems Concentration
8. Marketing Concentration
9. Project Management Concentration
10. Public Accounting Concentration
11. Quality and Innovation Management Concentration

Public Accounting Concentration

The MBA Pubic Accounting concentration will prepare students for the CPA exam through additional courses aimed at graduate hours in accounting. The concentration will include a total of twelve (12) semester hours, which will include four (4) courses focused on the four parts of the CPA exam.
*Must have already earned a B.S. in Accounting.

Course Requirements 12 cr.

Core

- ACC 621 - Advanced Auditing **Credits:** 3
- ACC 622 - Advanced Business Environment and Concepts **Credits:** 3
- ACC 623 - Advanced Financial Accounting and Reporting **Credits:** 3
- ACC 624 - Advanced Regulation **Credits:** 3

4+1 Bachelor to MHA

The 4+1 MHA Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MHA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count towards the completion of the MHA program. Qualified students may take up to 12 credit hours (4 courses) from the MHA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MHA credits under this option.
The admission criteria for participation in the 4+1 program are as follows:
- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MHA courses.

MHA Course to Take

- HA 509 - Management of Health Information Systems **Credits:** 3
  (Equivalent Undergraduate Course: IS 310, Business Applications)
- HA 515 - Marketing and Consumer Driven Healthcare **Credits:** 3 *
  (Equivalent Undergraduate Course: MK 351, Principles of Marketing)
- HA 516 - Healthcare Finance **Credits:** 3
  (Equivalent Undergraduate Course: FI 360, Financial Management)
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3
  (Equivalent Undergraduate Course: HC 466, Planning and Organizing Community Health Services)
- HA 603 - Healthcare Research Methods for Managerial Decision-Making **Credits:** 3 *
  (Equivalent Undergraduate Course: MG 315, *Advanced Business Statistics*)

- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3 *
  (Equivalent Undergraduate Course: HC 451, Healthcare and the Political Process)
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
  (Equivalent Undergraduate Course: MG 371, Management and Organizational Behavior)
- HA 612 - Healthcare Operations Management **Credits:** 3
  (Equivalent Undergraduate Course: MG 375, Production and Operational Mangement)

Note:

Alternative course pairings may be possible but are subject to the approval of the MHA Program Director and area coordinators prior to enrollment.
For additional information about the 4+1 program and to get started, contact your undergraduate Student Success Advisor.

Master of Healthcare Administration, Business Analytics Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.

- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:
1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:

- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Business Analytics Concentration, M.H.A.

- MIS 605 - Management Information Systems **Credits:** 3
- CIS 607 - Survey of Predictive Analytical Techniques **Credits:** 3
- CIS 609 - Data Visualization **Credits:** 3
- HA 509 - Management of Health Information Systems **Credits:** 3

Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements
Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.

- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3

- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:

- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Disaster and Emergency Management Concentration

The concentration in Disaster and Emergency Management is designed to prepare graduate students with the knowledge, skills, and abilities (KSAs) to competently mitigate, prepare, respond, and assist communities and their organizations in recovering from natural and man-made disasters. An array of potentially hazardous events now more than ever confront businesses and include, but are not necessarily limited to homeland security issues; failures of complex technology; and a wide range of natural hazards. Ultimately, this concentration is intended to prepare graduates to design and improve emergency management capabilities and command and control operations within firms, so that they're better prepared to handle major and catastrophic disasters that threaten to disrupt business continuity.

Required Courses 12 cr.

- DEM 551 - Principles of Disaster and Emergency Management **Credits:** 3
- DEM 552 - Public Policy and Disaster **Credits:** 3
- DEM 553 - Disaster and Society **Credits:** 3
- DEM 557 - Continuity of Operations in Public and Private Sectors **Credits:** 3

Master of Healthcare Administration, Finance Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision

The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission

The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals

The graduates will consistently be able to:

- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:
- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Finance Concentration

The MHA Finance concentration provides graduates with broad professional competence and skills for careers in executive positions at financial institutions and other organizations. This concentration offers students extensive understanding of core skillsets in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary for modern corporate finance positions and consulting. By incorporating critical strategies and techniques in areas such as investment and commercial banks, financial, general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates are primed for financial challenges in national and international arenas. This concentration allows students to tailor their program to their professional goals and prepare them for career opportunities such as:
- *Investment Management.* Prepares candidates for a career as a security analyst, money manager, brokerage firm analyst, insurance company representative or other financial job function.
- *Corporate Financial Management.* Prepares candidates to be financial managers with responsibilities in risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

Required Courses 12 cr.

- FIN 621 - Advanced Corporate Finance **Credits:** 3
- FIN 625 - International Finance **Credits:** 3
- FIN 640 - Investment Management **Credits:** 3
- FIN 644 - Financial Markets and Institutions **Credits:** 3

Master of Healthcare Administration, General, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components

of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements
Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:
- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

General (No Concentration): MHA Electives (12 credits)

Select four courses from below and/or from the other MHA concentrations. Additional elective coursework is available for selection from the graduate Master of Business Administration, Master of Public Administration, Master of Education and Master of Arts in Communication and Leadership programs, to offer flexibility in content for MHA students' interests. Use of courses from other programs must be discussed and approved by the MHA Program Director prior to enrollment.
- HA 511 - Leadership and Management in Healthcare Systems **Credits:** 3
- HA 514 - Accounting for Management Decisions **Credits:** 3
- HA 515 - Marketing and Consumer Driven Healthcare **Credits:** 3
- HA 521 - Special Topics in Healthcare Administration **Credits:** 1 - 3
- HA 532 - Healthcare Services and Systems for Diverse Populations **Credits:** 3
- HA 533 - Managerial Epidemiology **Credits:** 3
- HA 537 - Health Policy and Politics **Credits:** 3
- HA 557 - Nursing Dimensions of Healthcare Administration **Credits:** 3
- HA 573 - Quality Improvement and Outcomes Assessment in Healthcare Settings **Credits:** 3
- HA 603 - Healthcare Research Methods for Managerial Decision-Making **Credits:** 3
- HA 607 - Data Analytics in Healthcare Administration **Credits:** 3
- HA 611 - Mediation, Negotiation and Conflict Management **Credits:** 3
- PA 503 - Emerging Issues in Public Affairs **Credits:** 1 to 3
- PA 545 - Management of Nonprofit and Nongovernmental Organizations **Credits:** 3

TOTAL 36 CR.

Master of Healthcare Administration, Global Business Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a

variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision

The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission

The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals

The graduates will consistently be able to:

- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:
- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Global Business Concentration

The MHA Global Business concentration focuses on how globalization has affected the way business is done. Whether a student wishes to advance in a large, multinational conglomerate or work with foreign organizations and businesses, the Global Business concentration provides the tools to operate in a multinational/multicultural environment.

Required Courses 12 cr.

- GB 500 - European Business Environment **Credits:** 3
- GB 501 - Business Strategies for Latin America **Credits:** 3
- GB 502 - Business Environments in Sub-Saharan Africa **Credits:** 3
- GB 503 - Doing Business in Asia **Credits:** 3

TOTAL 36 CR.

Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision

The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission

The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals

The graduates will consistently be able to:

- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants

submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.

3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:

- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Human Resource Management Concentration

The MHA Human Resource Management concentration provides graduates with exposure to the theoretical and practical knowledge needed for managerial and executive positions in human resource management in both public and private sector organizations. This concentration offers students qualitative and quantitative practice in:

- Planning and staffing;
- Training, development and evaluation methods;
- Change management, conflict resolution and consulting interventions; and
- Strategically and systematically practicing human resource management for optimal outcomes.

Required Courses 12 cr.

- HRM 634 - Planning and Staffing **Credits:** 3
- HRM 635 - Training, Development, and Evaluation **Credits:** 3
- HRM 636 - Change Management and Conflict Resolution **Credits:** 3
- HRM 637 - Compensation Management **Credits:** 3

TOTAL 36 CR.

Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Healthcare Administration

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Vision

The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements
Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission
Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:
1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants

submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.

3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:

- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Innovation and Quality Management Concentration

The MHA Innovation and Quality Management concentration is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for the variations, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs making it virtually impossible to forecast revenues, as well as contributing to poor quality goods or services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Required Courses 12 cr.

- QM 684 - Principles of Quality Management **Credits:** 3
- QM 685 - Innovative Techniques in Quality Management **Credits:** 3
- QM 686 - Innovative Project Management **Credits:** 3
- QM 687 - Collaborative Innovation Strategies **Credits:** 3

Note:

Additional elective coursework is available for selection from the graduate Master of Business Administration, Master of Public Administration, Master of Education and Master of Arts in Communication and Leadership programs, to offer flexibility in content for MHA students' interests. Use of courses from other programs must be discussed and approved by the MHA Program Director prior to enrollment.

TOTAL 36 CR.

Master of Healthcare Administration, Management Accounting Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a

variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements
Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
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3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

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Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:
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- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Management Accounting Concentration

The MHA Management Accounting concentration is designed to prepare students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, budget analysts or directors. More specifically, the students will develop an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to decision making, profit planning, budget forecasting and preparation, and will broaden their leadership skills. In acquiring skills for leading the CFO function within a variety of organizational structures, this concentration will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics.

Required Courses 12 cr.

- ACC 613 - Internal Auditing and Control Mechanisms **Credits:** 3
- ACC 617 - Advanced Managerial Accounting Issues **Credits:** 3
- ACC 626 - Management Accounting Leadership-Role of the Chief Financial Officer **Credits:** 3
- HA 514 - Accounting for Management Decisions **Credits:** 3

TOTAL 36 CR.

Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.

Master of Healthcare Administration

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management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
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Mission
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Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements
Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Note: The only admission requirements waived for Park University alumni are the application fee and submission of official transcripts.
For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission
Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:
- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Management Information Systems Concentration

The MHA Management Information Systems concentration offers a unique combination of business intelligence and industry standards through practical project-oriented instruction. The rationale is to produce quality MHA graduates with in-depth knowledge and hands-on understanding of the essentials of managing today's information technology systems. Students study the foundations of business so they can apply management information systems technology to create efficient, effective business enterprises capable of competing in a global setting. In addition, students are exposed to the concepts and applications of data analytics, security and privacy of big data, and project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Required Courses 12 cr.

- MIS 603 - Information Security and Risk Management **Credits:** 3
- MIS 605 - Management Information Systems **Credits:** 3
- MIS 609 - Database Management Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

TOTAL 36 CR.

Master of Healthcare Administration, Marketing Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision

The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission

The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals

The graduates will consistently be able to:

- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants

submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.

3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:

- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Marketing Concentration, M.H.A.

- MKT 631 - Consumer Behavior **Credits:** 3
- MKT 632 - Strategic Brand Management **Credits:** 3
- HA 515 - Marketing and Consumer Driven Healthcare **Credits:** 3

Marketing Electives

Select One:
- MKT 633 - Digital and Social Media Marketing **Credits:** 3
- CIS 608 - Web and Marketing Analytics **Credits:** 3

Master of Healthcare Administration, Nonprofit Management Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals

The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements
Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:
- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Note: The only admission requirements waived for Park University alumni are the application fee and submission of official transcripts.
For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission
Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:
1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.
- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:

- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration

- Project Management Concentration
- Quality and Innovation Management Concentration

Nonprofit Management

Nonprofit Management Concentration
The concentration in nonprofit management is beneficial for those students interested in learning more about creating strategies for nonprofits to fulfil their unique missions, leading and managing nonprofit organizations. This concentration offers students extensive understanding of core skillsets in reviewing community needs, nonprofit incorporation and regulation, governance process, marketing to various stakeholders, funding sources for community and nonprofit services, budgeting, financial recordkeeping, tax provisions governing financial management controls, cost analysis, financial reporting, and preparation for audits.
- PA 542 - Social Policy **Credits:** 3
- PA 545 - Management of Nonprofit and Nongovernmental Organizations **Credits:** 3
- PA 593 - Financing Nonprofit/Community Services **Credits:** 3
- PA 594 - Financial Management for Nonprofit/Community Organizations **Credits:** 3

Master of Healthcare Administration, Project Management Concentration, M.H.A.

Master of Healthcare Administration

The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of healthcare, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders.

Vision
The Master of Healthcare Administration program is designed to prepare learners for the challenges of a global society, including utilization of innovative approaches to managing and leading, solving complex problems, and adhering to the ethical and professional standards of the healthcare system.

Mission
The Master of Healthcare Administration program provides healthcare administrators the tools to ensure efficient and effective delivery of quality health-related products and services to diverse communities.

Program Goals
The graduates will consistently be able to:
- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.

- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum admission requirements for Park University's Master of Healthcare Administration program, which include:

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 2.75 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission statuses:

1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.

- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Requirements For: Master – 36 Hours, 3.0 GPA

Core Courses 24 cr.

- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3 *(recommended first course)*
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 605 - Healthcare Organizational Behavior and Leadership **Credits:** 3
- HA 612 - Healthcare Operations Management **Credits:** 3

Capstone Course

- HA 616 - Healthcare Strategic Management and Marketing **Credits:** 3

Concentrations 12 cr.

Students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus. In lieu of the general MHA, students may select one of the following concentrations:
- Business Analytics Concentration
- Disaster and Emergency Management Concentration
- Finance Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Management Accounting Concentration
- Management Information Systems Concentration
- Marketing Concentration
- Project Management Concentration
- Quality and Innovation Management Concentration

Project Management Concentration

The MHA Project Management (PM) concentration is designed to prepare students with the knowledge, skills, and abilities (KSAs) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM concentration intends to adequately prepare students to take the Project Management Professional (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge

(PMBOK, 5th edition) and introduces students to the 5 process groups, 10 knowledge areas, and 47 processes of project management.

Required Courses 12 cr.

- PM 690 - Integration, Scope, and Quality Management **Credits:** 3
- PM 691 - Time and Cost Management **Credits:** 3
- PM 692 - Communications, Risk, and Stakeholder Management **Credits:** 3
- PM 693 - Human Resource and Procurement Management **Credits:** 3

TOTAL 36 CR.

Master of Science, Information Systems and Business Analytics, M.S.

Vision Statement

Park University's Master of Science in Information Systems and Business Analytics will be the premier provider of graduate education in information systems and analytics.

Mission Statement

Park University's Master of Science in Information Systems and Business Analytics provides students with the technical, managerial, and strategic acumen necessary to leverage information technology and data to maintain a competitive advantage and improve operational outcomes.

Program Learning Outcomes

The graduates will be able to:

- Develop and maintain the information systems necessary to support the functional, operational, and strategic needs of domestic and multinational organizations.
- Determine the most efficient and effective methods of leading and managing the resources to support a firm's information systems and technology.
- Evaluate technology alternatives to resolve complex problems in an information systems context while taking into consideration internal and external constraints and the ethical implications.
- Formulate a plan to effectively collaborate and communicate with key stakeholders (business, HIMS, and IT professionals) in order to achieve corporate or functional level goals and objectives.
- Establish an organization-wide information security risk management program designed to isolate significant internal and external threats while concurrently designing and implementing contingency, business continuity, and disaster recovery plans.
- Evaluate the usefulness of information technology to achieve a competitive advantage, efficient operations, and effective decision-making.
- Analyze large datasets for the purpose of uncovering hidden patterns, predicting future trajectories, and then using the resultant information to aid organizations in making well-informed operating, marketing, financing, and strategic decisions.

Admission Requirements

The Master of Science in Information Systems and Business Analytics will require applicants to meet the same admissions requirements as any other Park University graduate program in business.

- A baccalaureate degree from a regionally accredited college or university in the U.S. or from an accredited foreign institution of higher learning.
- Minimum of a 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be required by the Program Director.

Admission to Park University's Master of Science in Information Systems and Business Analytics program is open to graduates of all fields of undergraduate study.

Types of Admission
Students will be admitted to the Master of Science in Information Systems and Business Analytics program with one of the following admission statuses:
1. **Full Admission** – Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission** – Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission** – In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".

Sequential Degree
The MS in ISBA program is a participant of the Sequential Degree option. This provides an opportunity for graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MS in ISBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours on transfer credit. Additional information can be found in the graduate catalog.

Graduation Requirements
Students in the Master of Science in Information Systems and Business Analytics program will be required to meet the following requirements in order to be conferred their degree:
1. Completion of a total of 36 credit hours of graduate coursework, which includes 24 hours in the core curriculum and 12 hours in the concentration.
2. Must have a minimum cumulative graduate grade point average of 3.0 (on a 4.0 scale) after completing all required coursework.
3. May have no grade lower than a "C" and no more than six (6) hours in graduate courses taken at Park University with a grade of "C" at the time of graduation.
4. Must submit application for graduation within the established deadlines.

Format of Courses
- Online: Students can meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom as well as the online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to each class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts. Blended courses are offered in Kansas City, MO.
- The MS in ISBA courses are offered in the 8-week accelerated format.

Requirements For: Master – 36 Hours, 3.0 GPA

Degree Requirements 24 cr.

- CIS 601 - Systems Analysis and Design **Credits:** 3
- CIS 604 - Project Management for Information Technology **Credits:** 3
- CIS 610 - Capstone in Information Systems **Credits:** 3
- MBA 576 - Operations Management **Credits:** 3
- MIS 603 - Information Security and Risk Management **Credits:** 3
- MIS 605 - Management Information Systems **Credits:** 3
- MIS 609 - Database Management Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

Business Analytics 12 cr.

The concentration in Business Analytics is designed to prepare the graduate student to use big data to revolutionize business operations, in much the same way as information and communication technologies (ICT) have changed corporate America. Students will learn to undertake big data projects intended to improve operational performance; strengthen managerial decision-making; predict demand and outcomes; and leverage the resultant information to gain a distinct competitive advantage in the marketplace.

- CIS 606 - Applied Data Mining and Analysis of Big Data **Credits:** 3
- CIS 607 - Survey of Predictive Analytical Techniques **Credits:** 3
- CIS 608 - Web and Marketing Analytics **Credits:** 3
- CIS 609 - Data Visualization **Credits:** 3

Business Analytics, Graduate Certificate

The graduate certificate in Business Analytics is housed in the School of Business. The certificate is aimed to provide students with the skills and knowledge in Business Analytics, which will allow them bridging technologies and data-driven decision-making in Business and other relevant fields. The certificate will prepare students to understand how technology helps working with data; how to convert analytical questions in to a set of actions, and how to use appropriate tools to perform them. Students will have the opportunity to practice working with big data, data mining, predictive models, data visualization, and/or conduct analysis of marketing or web data.

REQUIREMENTS FOR: CERTIFICATE - 12 HOURS, 3.0 GPA

Core Courses (6 Credits)

- MIS 605 - Management Information Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

Electives (6 Credits)

- CIS 606 - Applied Data Mining and Analysis of Big Data **Credits:** 3
- CIS 607 - Survey of Predictive Analytical Techniques **Credits:** 3
- CIS 608 - Web and Marketing Analytics **Credits:** 3
- CIS 609 - Data Visualization **Credits:** 3

Finance, Graduate Certificate

The Graduate Certificate in Finance is housed in the School of Business within the College of Management. The certificate will assist students in achieving the chartered financial analyst certification and/or obtaining a greater flexibility in training for future careers in finance.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- MBA 615 - Managerial Finance **Credits:** 3
- FIN 621 - Advanced Corporate Finance **Credits:** 3
- FIN 625 - International Finance **Credits:** 3
- FIN 640 - Investment Management **Credits:** 3

Total 12 cr.

Global Business, Graduate Certificate

The Graduate Certificate in Global Business is housed in the School of Business within the College of Management. This certificate is designed for those who wish to improve their knowledge of global business issues. Additionally, it will prepare students to sit for the National Association of Small Business International Trade Educators certification.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- GB 500 - European Business Environment **Credits:** 3
- GB 501 - Business Strategies for Latin America **Credits:** 3
- GB 502 - Business Environments in Sub-Saharan Africa **Credits:** 3
- GB 503 - Doing Business in Asia **Credits:** 3

Total 12 cr.

Health Services Management and Leadership, Graduate Certificate

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

Course Requirements
The curriculum consists of two foundation courses (6 credit hours) and two theory integration courses (6 credit hours).

Requirements For: Certificate – 12 Hours, 3.0 GPA

Foundation Courses 6 cr.

- HA 511 - Leadership and Management in Healthcare Systems **Credits:** 3
- HA 518 - Organization of Healthcare Delivery Systems **Credits:** 3

Theory Integration Courses 6 cr.

(select two courses):
- HA 509 - Management of Health Information Systems **Credits:** 3
- HA 515 - Marketing and Consumer Driven Healthcare **Credits:** 3
- HA 516 - Healthcare Finance **Credits:** 3
- HA 517 - Legal and Ethical Issues in Healthcare Administration **Credits:** 3
- HA 521 - Special Topics in Healthcare Administration **Credits:** 1 - 3
- HA 532 - Healthcare Services and Systems for Diverse Populations **Credits:** 3
- HA 533 - Managerial Epidemiology **Credits:** 3
- HA 537 - Health Policy and Politics **Credits:** 3
- HA 557 - Nursing Dimensions of Healthcare Administration **Credits:** 3
- HA 573 - Quality Improvement and Outcomes Assessment in Healthcare Settings **Credits:** 3
- HA 603 - Healthcare Research Methods for Managerial Decision-Making **Credits:** 3
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- HA 611 - Mediation, Negotiation and Conflict Management **Credits:** 3
- HA 615 - Healthcare Strategic Management **Credits:** 3

Total 12 cr.

Human Resource Management, Graduate Certificate

The Graduate Certificate in Human Resource Management is in the School of Business which is housed within the College of Management. The certificate is designed to expose students to the functional areas of a typical human resource department. In addition, the students gain a deeper appreciation of the consultative role that HR professionals play in supporting the organization's management team, employees, and contractors. The competencies acquired in this curriculum will prepare students to more effectively manage personnel and leverage the support of their HR professionals as their career advances.

Requirements For: Certificate – 12 Hours, 3.0 GPA

Core 12 cr.

- HRM 634 - Planning and Staffing **Credits:** 3
- HRM 635 - Training, Development, and Evaluation **Credits:** 3
- HRM 636 - Change Management and Conflict Resolution **Credits:** 3
- HRM 637 - Compensation Management **Credits:** 3

Total 12 cr.

Innovation and Quality Management, Graduate Certificate

The Graduate Certificate in Innovation and Quality Management is in the School of Business which is housed within the College of Management. This certificate is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for the variation, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative

approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs, make it virtually impossible to forecast revenues, and contribute to poor quality goods or services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- QM 684 - Principles of Quality Management **Credits:** 3
- QM 685 - Innovative Techniques in Quality Management **Credits:** 3
- QM 686 - Innovative Project Management **Credits:** 3
- QM 687 - Collaborative Innovation Strategies **Credits:** 3

Total 12 cr.

Leadership of International Healthcare Organizations, Graduate Certificate

The Leadership of International Healthcare Organizations graduate certificate is in the School of Business within the College of Management and provides students with knowledge and skills related to the administrative and management aspects of international health.

This certificate also provides a relevant education for students within the Master of Healthcare Administration program by adding an international health focus. It offers an additional and unique educational opportunity for students in the Master of Business Administration and Master of Public Administration programs who have an interest in international health.

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

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

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

Course Requirements
The certificate consists of four interdisciplinary courses for a total of 12 credit hours.

Requirements For: Certificate – 12 Hours, 3.0 GPA

Foundation Course

- HA 511 - Leadership and Management in Healthcare Systems **Credits:** 3

Theory Integration Courses 9 cr.

(choose three courses)

- HA 532 - Healthcare Services and Systems for Diverse Populations **Credits:** 3
- HA 533 - Managerial Epidemiology **Credits:** 3
- HA 537 - Health Policy and Politics **Credits:** 3
- HA 604 - Healthcare Economics and Payment Systems **Credits:** 3
- PA 503 - Emerging Issues in Public Affairs **Credits:** 1 to 3
- PA 545 - Management of Nonprofit and Nongovernmental Organizations **Credits:** 3

Total 12 cr.

Note:

*Note: Students may be eligible to substitute another course emphasizing international relations for one of the three theory integration courses listed above with the permission of the director of the Master of Healthcare Administration program.

Management Accounting, Graduate Certificate

The Graduate Certificate in Management Accounting is in the School of Business which is housed within the College of Management. The certificate is designed to prepare the students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, or budget analysts or directors. More specifically, this curriculum will provide the students with an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to making decisions, profit planning, budget forecasting and preparation, and broaden their leadership skills. The skills acquired in the management accounting curriculum will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics. The Management Accounting certificate is unique in that it is designed to prepare students without an undergraduate degree in accounting, or from different graduate disciplines, with the competencies necessary to assume leadership roles within the financial service units as opposed to working as a staff or public accountant.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- ACC 510 - Accounting Research and Analysis **Credits:** 3
- ACC 613 - Internal Auditing and Control Mechanisms **Credits:** 3
- ACC 617 - Advanced Managerial Accounting Issues **Credits:** 3
- ACC 626 - Management Accounting Leadership-Role of the Chief Financial Officer **Credits:** 3

Total 12 cr.

Management Information Systems, Graduate Certificate

The Graduate Certificate in Management Information Systems is in the School of Business which is housed within the College of Management. This certificate is designed to give students an in-depth exposure to varying information systems and how these technologies are leveraged to alter organizational structures, improve workflow, and influence a firm's culture. In addition, the curriculum will allow students to analyze potential security and privacy risks associated with corporate information and how best to mitigate these concerns through administrative, technical, and physical safeguards. The students will be exposed to concepts and applications of data analytics, the big data life cycle, and those processes associated with project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- MIS 603 - Information Security and Risk Management **Credits:** 3
- MIS 605 - Management Information Systems **Credits:** 3
- MIS 609 - Database Management Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

Total 12 cr.

Marketing, Graduate Certificate

The Graduate Certificate in Marketing is in the School of Business which is housed within the College of Management. The certificate is designed to prepare students with the competencies necessary to excel in professional positions as marketing managers. This curriculum will provide the students with an extensive understanding of marketing concepts including consumer behavior, brand management, and digital communication.

Marketing Requirements, 12 Cr., 3.0 G.P.A.

- MKT 631 - Consumer Behavior **Credits:** 3
- MKT 632 - Strategic Brand Management **Credits:** 3
- MKT 634 - Strategic Marketing Simulation **Credits:** 3

Marketing Elective

Select one:
- MKT 633 - Digital and Social Media Marketing **Credits:** 3
- CIS 608 - Web and Marketing Analytics **Credits:** 3

Project Management, Graduate Certificate

The Graduate Certificate in Project Management (PM) is in the School of Business which is housed within the College of Management. The certificate is designed to prepare students with the knowledge, skills, and abilities (KSAs) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM certificate intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the five (5) process groups, 10 knowledge areas, and 47 processes.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- PM 690 - Integration, Scope, and Quality Management **Credits:** 3
- PM 691 - Time and Cost Management **Credits:** 3
- PM 692 - Communications, Risk, and Stakeholder Management **Credits:** 3
- PM 693 - Human Resource and Procurement Management **Credits:** 3

Total 12 cr.

Public Accounting, Graduate Certificate

The Graduate Certificate in Public Accounting is housed in the School of Business. This certificate is designed to develop skills and knowledge to pass the four parts of the Certified Public Accounting (CPA) exam: Auditing, Business Environment and Concepts, Financial Accounting and Reporting, and Regulation. This program is designed for students who have completed an undergraduate accounting degree or its equivalent. (Students who have earned a degree other than in accounting may be required to complete up to 30 hours of foundational accounting course work before beginning the Public Accounting program.) Eligibility requirements to sit for the CPA exam vary state by state. The Graduate Certificate in Public Accounting meets eligibility requirements in the State of Missouri. Successful completion will enable students to attain a graduate certificate while accumulating the required 150 credit hours toward the CPA credential and preparing to sit for the CPA exam. Students planning to sit for the CPA exam in other states may need to meet additional requirements.

REQUIREMENTS FOR: CERTIFICATE - 12 HOURS, 3.0 GPA

- ACC 621 - Advanced Auditing **Credits:** 3
- ACC 622 - Advanced Business Environment and Concepts **Credits:** 3
- ACC 623 - Advanced Financial Accounting and Reporting **Credits:** 3
- ACC 624 - Advanced Regulation **Credits:** 3

Hauptmann School of Public Affairs

College of Management: Hauptmann School of Public Affairs

Kirby Brown, M.S., Dean, College of Management
James Vanderleeuw, Ph.D., Chair, Hauptman School of Public Affairs
For more than three decades, the Hauptmann School of Public Affairs (HSPA) has been advancing the key public service values of moral courage, protecting human dignity, the common good and service.
The HSPA was founded by and is named for distinguished Park University Professor Emeritus Jerzy Hauptmann, Ph.D. A native of Poland, Hauptmann was involved in the resistance to the Nazi invasion of Warsaw in 1944, serving as a "sewer rat." After serving time as a prisoner of war, he completed his Ph.D. when the war ended and immigrated to the U.S. After one year at Northwestern University, he joined the Park University faculty in 1951 and remained for 50 years at the institution he loved. He maintained his association with the University as professor emeritus until his passing in January 2008.
Hauptmann founded the HSPA in 1982 to house the Master of Public Administration program, which he designed as a cross-sector, values-grounded, liberal arts-based graduate degree program rooted in the inter-connectedness of all sectors of society and the impact of human action on the world. Hauptmann ensured that the school was connected to the local and broader community and made civic engagement a lifelong expectation of graduates. The school's mission and vision statements reflect this historic grounding and permeate all programs of the HSPA. The Hauptmann School of Public Affairs is dedicated to advancing the values of citizenship, civic engagement, moral courage and commitment to the common good that Hauptmann's life exemplified. Today, the **Master of Public Administration (MPA)** program resides within the College of Management and graduates leaders prepared to shape the future in these times of relentless change and to make a difference in their communities and in the world.

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

- Master of Public Administration
- Bachelor of Public Administration *(Information can be found in the Park University Undergraduate Catalog)*

Additional university-wide programs and initiatives:
- Dr. Jerzy Hauptmann Distinguished Guest Lecture Series

The Dr. Jerzy Hauptmann Distinguished Guest Lecture Series

Established in honor of a remarkable educator, Jerzy Hauptmann, Ph.D., this annual lecture series is a tribute to Hauptmann's outstanding accomplishments in public administration and international politics. The series brings internationally renowned scholars to the Kansas City area to address topics related to Hauptmann's three areas of study: international relations, public administration and democratic theory. The Lecture Series has included some of the top names in those aforementioned fields, including Dr. Emily Hauptmann (Jerzy Hauptmann's daughter), Dr. Patricia Ingraham, Dr. Donald Kettl, Dr. Lawrence Korb, Dr. John Mearshiemer, Dr. David Mathews, Dr. David Rosenbloom, Dr. Walter Broadnax and Dr. Dwight Waldo. The lecture is free and open to the public. Additional information about the Hauptmann Lecture Series can be found on the Park University website.

4+1 Bachelor to MPA

With the approval of the Director of the MPA Program, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during their senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.
4+1 students are not automatically eligible for admission to the Master of Public Administration program. If they wish to pursue a graduate degree, they must submit an application, meeting all of the entrance requirements for the program.

Graduate Courses towards Undergraduate Courses:

MPA Courses

- PA 509 - Leadership Development and Organizations **Credits:** 3
  (Equivalent Undergraduate Course: PA 333, *Public Management and Leadership*)
- PA 512 - The Environment of Public Organizations **Credits:** 3
  (Equivalent Undergraduate Course: PA 331, *Public Organizations*)
- PA 542 - Social Policy **Credits:** 3
  (Equivalent Undergraduate Course: PA 404, *Capitalism and Societal Issues*)
- DEM 551 - Principles of Disaster and Emergency Management **Credits:** 3
  (Equivalent Undergraduate Course: CJ 353, *Emergency Management*)
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
  (Equivalent Undergraduate Course: PA 380, *Public Service Values*)

Master of Public Administration, Criminal Justice Administration, M.P.A.

Master of Public Administration, M.P.A.

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.

Format of Courses

Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study

Students are required to take a series of eight core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. Students also select one four-course area concentration. With approval, a student may take a PA 504 internship course to replace a course in the Master of Public Administration program.

Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management
- Public Policy

Criminal Justice Administration 12 cr.

- PA 503 - Emerging Issues in Public Affairs **Credits:** 1 to 3
- PA 513 - Policy Development, Evaluation and Impact for Organizations **Credits:** 3
- PA 594 - Financial Management for Nonprofit/Community Organizations **Credits:** 3
- PA 630 - Comparative Criminal Justice Systems **Credits:** 3

Master of Public Administration, Disaster and Emergency Management, M.P.A.

Master of Public Administration, M.P.A.

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.
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Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management
- Public Policy

Disaster and Emergency Management 12 cr.

- DEM 551 - Principles of Disaster and Emergency Management **Credits:** 3
- DEM 552 - Public Policy and Disaster **Credits:** 3
- DEM 553 - Disaster and Society **Credits:** 3
- DEM 557 - Continuity of Operations in Public and Private Sectors **Credits:** 3

Master of Public Administration, Information Systems and Business Analytics, M.P.A.

Master of Public Administration, M.P.A.

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.

Format of Courses

Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study

Students are required to take a series of eight core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. Students also select one four-course area concentration. With approval, a student may take a PA 504 internship course to replace a course in the Master of Public Administration program.

Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management
- Public Policy

Information Systems and Business Analytics 12 cr.

- CIS 607 - Survey of Predictive Analytical Techniques **Credits:** 3
- CIS 608 - Web and Marketing Analytics **Credits:** 3
- CIS 609 - Data Visualization **Credits:** 3
- MIS 605 - Management Information Systems **Credits:** 3

Master of Public Administration, Management Information Systems, M.P.A.

Master of Public Administration, M.P.A.

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.

Format of Courses
Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study
Students are required to take a series of eight core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. Students also select one four-course area concentration. With approval, a student may take a PA 504 internship course to replace a course in the Master of Public Administration program.

Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management
- Public Policy

Management Information Systems 12 cr.

- MIS 603 - Information Security and Risk Management **Credits:** 3

- MIS 605 - Management Information Systems **Credits:** 3
- MIS 609 - Database Management Systems **Credits:** 3
- MIS 614 - Data Analysis and Business Analytics **Credits:** 3

Master of Public Administration, Nonprofit and Community Services Management, M.P.A.

Master of Public Administration, M.P.A.

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.

Format of Courses
Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study
Students are required to take a series of eight core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. Students also select one four-course area concentration. With approval, a student may take a PA 504 internship course to replace a course in the Master of Public Administration program.

Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management
- Public Policy

Nonprofit and Community Services Management 12 cr.

- PA 542 - Social Policy **Credits:** 3
- PA 545 - Management of Nonprofit and Nongovernmental Organizations **Credits:** 3
- PA 593 - Financing Nonprofit/Community Services **Credits:** 3
- PA 594 - Financial Management for Nonprofit/Community Organizations **Credits:** 3

Master of Public Administration, Project Management, M.P.A.

Master of Public Administration, M.P.A.

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.

Format of Courses
Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study
Students are required to take a series of eight core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. Students also select one four-course area concentration. With approval, a student may take a PA 504 internship course to replace a course in the Master of Public Administration program.

Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management
- Project Management
- Public Management

- Public Policy

Project Management 12 cr.

- PM 690 - Integration, Scope, and Quality Management **Credits:** 3
- PM 691 - Time and Cost Management **Credits:** 3
- PM 692 - Communications, Risk, and Stakeholder Management **Credits:** 3
- PM 693 - Human Resource and Procurement Management **Credits:** 3

Master of Public Administration, Public Policy, M.P.A.

Master of Public Administration, M.P.A.

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.

Format of Courses

Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study

Students are required to take a series of eight core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. Students also select one four-course area concentration. With approval, a student may take a PA 504 internship course to replace a course in the Master of Public Administration program.

Required – 36 Hours, 3.0 GPA

Required Core Courses 24 cr.

- PA 501 - Public Affairs Concepts and Theory **Credits:** 3
- PA 509 - Leadership Development and Organizations **Credits:** 3
- PA 512 - The Environment of Public Organizations **Credits:** 3
- PA 563 - Personnel Systems of Public Organizations **Credits:** 2
- PA 564 - Budgeting and Finances of Public Organizations **Credits:** 3
- PA 600 - Ethical Foundations of Authority and Responsibility **Credits:** 3
- PA 601 - Research Methods and Data Analysis **Credits:** 3
- PA 602 - Seminar in Public Affairs **Credits:** 3

Areas of Concentration and Requirements

- Criminal Justice Administration
- Disaster and Emergency Management
- Management Information Systems
- Nonprofit and Community Services Management

- Project Management
- Public Management
- Public Policy

Public Policy 12 cr.

- DEM 552 - Public Policy and Disaster **Credits:** 3
- PA 542 - Social Policy **Credits:** 3
- PA 513 - Policy Development, Evaluation and Impact for Organizations **Credits:** 3
- PA 599 - Virtual Local Government **Credits:** 3

Criminal Justice Administration, Graduate Certificate

The Graduate Certificate in Criminal Justice Administration is housed in the Hauptmann School of Public Affairs within the College of Management.   This certificate is designed to provide for the exploration of the field of criminal justice from a comparative perspective. In so doing, this certificate will bring to light similarities as well as differences in various criminal justice systems across jurisdictions around the nation and throughout the world. This exploration will be augmented by a consideration of key administrative aspects including financial management and the policy making process.

Requirements for Certificate - 12 Hours, 3.0 G.P.A.

Students must complete each of the four courses, and the requirements specific to each, with a grade of "B" or better.
- PA 503 - Emerging Issues in Public Affairs **Credits:** 1 to 3 (3 credits required)
- PA 513 - Policy Development, Evaluation and Impact for Organizations **Credits:** 3
- PA 594 - Financial Management for Nonprofit/Community Organizations **Credits:** 3
- PA 630 - Comparative Criminal Justice Systems **Credits:** 3

Disaster and Emergency Management, Graduate Certificate

Disaster and Emergency Management, Graduate Certificate Locations

The Graduate Certificate in Disaster and Emergency Management complements the existing graduate programs offered by the University's Hauptmann School of Public Affairs which is housed within the College of Management. 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.

Requirements For: Certificate – 12 Hours, 3.0 GPA

- DEM 551 - Principles of Disaster and Emergency Management **Credits:** 3
- DEM 552 - Public Policy and Disaster **Credits:** 3
- DEM 553 - Disaster and Society **Credits:** 3
- DEM 557 - Continuity of Operations in Public and Private Sectors **Credits:** 3

Nonprofit Leadership, Graduate Certificate

The Graduate Certificate in Nonprofit Leadership program, offered by the Hauptmann School of Public Affairs which is housed within the College of Management, 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.

Required Courses 12 cr.

- PA 542 - Social Policy **Credits:** 3
- PA 545 - Management of Nonprofit and Nongovernmental Organizations **Credits:** 3
- PA 593 - Financing Nonprofit/Community Services **Credits:** 3
- PA 594 - Financial Management for Nonprofit/Community Organizations **Credits:** 3

School of Education

College of Education and Health Professions: School of Education

 Geri Dickey, Ph.D., Interim Dean, College of Education and Health Professions
Jana Neiss, Ed.D., Director, Graduate Education Programs

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

Vision
The School of Education at Park University is to be known as a leader in the preparation of educators who will address the needs, challenges and possibilities of the 21st century.
Derived from Park University's vision, mission and core values, the School of Education's vision is to develop leaders in education. The SOE's mission, embodied in five goals, is the commitment to prepare teacher candidates to be effective school professionals, reflective change agents, and advocates for equity and excellence. The SOE's Conceptual Framework, grounded in sound educational research, theory and practice, is centered on five core beliefs. These core beliefs guide the SOE as it nurtures and supports the development of teacher candidates' knowledge, skills and dispositions so they can be leaders and assume the roles of effective school professionals, reflective change agents, and advocates for equity and excellence. To confirm that the SOE's vision, mission, goals and core beliefs are being met, the SOE engages an assessment system that continually assesses and evaluates teacher candidates as they progress and transition through the SOE's programs. The SOE assessment system strives to be fair and unbiased so as to accurately confirm candidates' competencies of their knowledge, skills and dispositions, and to provide evidence upon which to guide future SOE programming.

Diversity Statement

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

Philosophy, Purposes and Goals

A candidate who meets the School of Education's five goals provides evidence that he/she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The goals summarize the core knowledge, skills and dispositions that are at the heart of the developmental process, and are rooted in the core beliefs that make up the knowledge base that drives the SOE's programs. These goals serve as a guideline for everything the School of Education does with its candidates as we work with them to nurture their development as professionals.

1. Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn and make positive contributions to society.
2. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological and intellectual contexts as demonstrated by varied, evidence-based strategies, including technology.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments, and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement.
4. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders.

Core Beliefs and Knowledge Bases

1. School professionals are advocates for equity and excellence for all. Every person can learn, and the goal of education is to give every individual the best possible opportunities to reach his or her highest potential.
2. There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education, in general, and in their chosen field, and are knowledgeable in the standards of those societies, as well as those of the State of Missouri.
3. Within the definite knowledge base in education, educators have the necessary knowledge and skills to conduct and interpret appropriate assessments, and to use the information from assessments to develop and adapt instruction that meets learners' needs, and maintains their engagement. Throughout the assessment process, educators uphold American Psychological Association guidelines related to ethics and confidentiality. Educators also know that assessment is both formative and summative.
4. Educators are reflective change agents who are experts in collaborative problemsolving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve.

Conceptual Framework: Knowledge, Skills and Dispositions

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

Transfer of Graduate Credit

No more than six hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements in the School of Education. Transfer is granted only after an evaluation of the appropriateness of the courses by the program director. Other criteria that must be met in order for credits to be considered are:

- Transfer course content is appropriate to the program. Only transfer credit earned from a regionally-accredited institution of higher education, or its equivalent, if the institution is a foreign university or college, is accepted.
- The grade earned in the course is "B" or better.
- Earned master's thesis credits may not be transferred.
- The credit is not more than 7 years old. A program director may waive the requirements on a course-by-course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
- The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.

Graduation Requirements

- Successful completion of 30 credit hours, with no grade lower than a "C" in the required courses, with a cumulative grade point average of 3.0 or higher. No more than two grades of "C" are allowed within the program of study. See Academic Policies — Graduation Requirements section for more information.
- An Application for Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab) Students must return the completed form with the appropriate fee.

Certificate Endorsement Policy for Non-Degree Seeking Students in Graduate Programs Leading to Certification in Missouri

Certification endorsement is available to students with non-degree seeking status who wish to be recommended by Park for certification in applicable areas and as required by the Missouri Department of Elementary and Secondary Education.
Students must:

- have received a passing grade for any courses earned as part of undergraduate work to be considered to meet certification requirements (i.e., the course equivalents for ED520 and/or ED527)*.
- have received a grade no lower than "B" for any courses earned as part of graduate work at another institution to be considered to meet certification requirements*.
- complete a minimum of 15 of the required 30 graduate hours at Park University with no grade lower than "B".
- complete a portfolio in programs where applicable.
- complete all other Missouri Department of Elementary and Secondary Education (DESE) requirements for certification.

*All undergraduate or graduate course work from other institutions to be considered to meet certification requirements is subject to a review and approval by the program's area coordinator.
Candidates will be recommended for certification at the discretion of Park University School of Education.
*Note – Federal funds are not available for non-degree seeking students.

General Information

The graduate faculty of the School of Education at Park University attempts to bring the best and most current practices to the classroom, in order to enable educators to bring the best to their students. The faculty is committed to the belief that education can improve the lives of students and, in turn, positively impact our society.
As practicing educators, the faculty is aware of the demanding schedule that teachers maintain. Therefore, graduate education programs have been designed to be accessible to the working professional. Programs are available in an eight-week format meeting one night per week, as well as online.

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

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

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

Master of Education, Educational Leadership/Principalship, M.E.

Purpose

The Master of Education with an area of emphasis in educational administration is designed for educators desiring to work as a building-level administrator in a school setting. Completion of Park's 30 credit hour program earns a Master of Education degree in Educational Leadership/Principalship. Certification as a principal is earned by the additional passing of current DESE state assessments. The program is offered in an 8-week online format, classes meeting in a hybrid model (60% face-to-face and 40% online) or totally online. Full-time enrollment is one course per 8-week term. Full time enrollment during the academic year and one or two courses for two summers allows completion in two calendar years.

Admission Requirements

1. A bachelor's degree from an accredited institution and a valid state teaching certificate (applicant must provide copy of certificate). *Note: This must be completed before the completion of the first three credit hours*
2. School employment as a teacher is required in order to fulfill 300 hours of administrative field experience in the school setting.
3. Students seeking Educational Leadership/Principalship must have two years' teaching experience by the time they apply for state certification. DESE requires a Missouri state teaching certificate in order to apply for principal certification.
4. Minimum 3.0 grade point average on a 4.0 scale.
5. Advanced candidates with a GPA between 2.75 and 3.0 may be considered for provisional admission.
6. A felony background check and FBI fingerprint check must be completed and clearance received for admission.

Graduation Requirements

All advanced candidates must successfully complete the required 30-credit hours with a 3.0 grade point average, with no more than 2 "C's" and no grade lower than a "C". See Academic Regulations and Policies section in this catalog for more information.

- In addition to graduation requirements stated in the Academic Policies section, an approved portfolio is required, which addresses satisfactorily, the Missouri Leader Standards for initial principal certification. If the DESE Missouri School Leaders Professional Assessment (MoSLPA) is a requirement for principal certification, it will replace the Park Educational Leadership portfolio.
- Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for completion of the program.
  Note: Certification as a building-level administrator requires passing the current Missouri Department of Elementary and Seconary (DESE) assessments.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab).** Candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog for more information.

Requirements For: Master – 30 Hours, 3.0 GPA

- ED 513 - Law for Educators **Credits:** 3
- ED 514 - Foundations of Educational Administration **Credits:** 3
- ED 522 - Legal Aspects of Special Education **Credits:** 3
- ED 606 - Curriculum Theory and Practice **Credits:** 3
- ED 608 - Assessment **Credits:** 3
- ED 612 - School and Community Leadership **Credits:** 3
- ED 616 - School Supervision **Credits:** 3
- ED 626 - K-12 School Administration **Credits:** 3
- ED 634 - Directed Field Experience **Credits:** 3 *(should be taken during the last Fall 16 weeks or Spring 16 weeks before graduation.)*
- ED 635 - School Organization and Management **Credits:** 3

Total 30 cr.

Master of Education, Educational Technology for Teachers, M.E.

Purpose
The Master of Education in Educational Technology for Teachers degree focuses on technology-integrated instruction and assessment that emphasizes high-quality lesson design, critical inquiry, and building a community of learners. Studies will include a critical analysis of current and future technologies to enhance learning in the K-12 classroom through application, research, and data analysis.

The coursework for this 30-credit hour area of emphasis is offered in an 8-week online format. A professional electronic portfolio, as well as projects embedded in course work, are required. The degree can be completed in two calendar years, including summers.

Admission Requirements
1. A bachelor's degree from a regionally accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon clearance.
4. Students with a GPA between 2.75 and 3.0 may be considered for provisional admission.

Degree Requirements
This 30 credit-hour area of emphasis is offered in an 8-week online format. The curriculum is 30 credit hours, and a Professional Portfolio as well as projects embedded in course work, are required.

Graduation Requirements
- All advanced candidates must successfully complete the required credit hours with a 3.0 grade point average, with no more than 2 "C"s and no grade lower than a "C". See Academic Regulations and Policies under the Academic Standards section in this catalog for more information.
- In addition to graduation requirements stated in the Academic Regulations and Policies section, an approved portfolio is required, which addresses satisfactorily the ISTE Standards. This portfolio must be presented by the fifth week of the last term in the advanced candidate's program.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab).** Candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog for more information.

Requirements For: Master – 30 Hours, 3.0 GPA

- ED 502 - Teaching and Learning in the Digital World **Credits:** 3
- ED 507 - The Connected Teacher Learner **Credits:** 3
- ED 511 - Utilizing Technology in Classroom Research **Credits:** 3
- ED 523 - Assessment and Evaluation of Teaching and Learning In the Digital Classroom **Credits:** 3
- ED 543 - Trending Tools of the Internet **Credits:** 3
- ED 551 - Educational Technology/Tools for the 21st Century Learner **Credits:** 3
- ED 564 - Enhancing Instruction with Technology **Credits:** 3
- ED 571 - Issues and Ethics with Technology Integration **Credits:** 3
- ED 574 - Analyzing and Presenting Data in the Workplace **Credits:** 3
- ED 579 - Educational Technology Electronic Portfolio Development **Credits:** 3

Total 30 cr.

Master of Education, Language and Literacy, M.E.

Purpose

The Master of Education with emphasis in Language and Literacy is designed with two program areas of emphasis for two types of educators:

1. **Special Reading Teacher** – This Master of Education area of emphasis is for educators desiring to work as reading specialists in various public and private settings. The degree program meets the professional standards of the International Literacy Association (ILA) for Reading Professionals (2017, ILA 2018). Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area of emphasis leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area. Refer to Certification Requirements for additional information regarding certification.*

2. **English Language Learners Teacher** – This Master of Education area of emphasis is for educators desiring ELL linguistics and second language acquisition basics, as well as ELL methods, materials and assessments for public and private schools. This area of emphasis meets the professional standards of the Teachers of English to Speakers of Other Languages International Association Standards for P-12 Teacher Education Programs (TESOL, 2018) as well as DESE ELL Standards. Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area leads to Missouri ELL certification. Certification is not available as an initial certificate; candidates must already be certified in another area. Refer to Certification Requirements for additional information regarding certification.*

Admission Requirements

1. A bachelor's degree from an accredited institution and hold a valid state teaching certificate (applicant must provide copy of certificate)
2. School employment is not required for admission into the Language and Literacy programs. However, every course requires direct work with children; therefore, advanced candidates are responsible for finding students with whom to work if they do not have access to a classroom.
3. Advanced candidates seeking Special Reading Teacher or ELL certification must have two years' teaching experience by the time they apply for certification.
4. Minimum 3.0 grade point average on a 4.0 scale, and 2.5 GPA in core.
5. A felony background check and FBI fingerprint check and clearance received for admission.
6. Child abuse or neglect screening.
7. Advanced candidates with a GPA between 2.7 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 a supervisor based on good evaluations).
   2. An acceptable GRE score for verbal and quantitative tests.

Note: If items 4 and 5 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

Program Requirements

The coursework for both 30-credit hour program areas of emphasis is offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. A professional portfolio, as well as projects embedded in course work, is required. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for admission into their respective program practicums (either ED641, ED651 or ED652). Students intending to apply for certification through DESE may need to take 3-6 additional credit hours beyond the 30 hours required to earn the MED degree depending on whether they have previously earned credits for the course equivalents of ED520 and/or ED527 from another institution or as part of their baccalaureate degree. These courses are certification requirements and not required to earn the MED degree.

For all areas, in addition to completing the 30-credit hour curriculum with at least a 3.0 GPA, the advanced candidate must submit an approved portfolio that addresses satisfactorily the ILA Standards or the TESOL Standards (depending on degree area of emphasis). An advanced candidate cannot complete the program or be recommended for certification without successfully completing the portfolio. The portfolio must be presented no later than the fifth week of the final practicum course of the student's program. Furthermore, advanced candidates must pass any content assessment(s) designated by the Missouri State Board of Education for additional certification(s). Advanced Candidates should consult with their Academic Advisor regarding current Missouri Content Assessment (MoCA) requirements and test availability.

Note: Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Graduation Requirements

All advanced candidates must successfully:

- Complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C". See Academic Regulations and Policies.
- In addition to graduation requirements stated in the Academic Regulations and Policies, an approved portfolio is required, which addresses satisfactorily the ILA Standards (Special Reading) or the TESOL Standards (ELL). The portfolio must be presented by the fifth week of the last practicum course in the advanced candidate's program. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for completion of the program. An advanced candidate cannot complete the program or be recommended for certification without an acceptable portfolio.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at MyPark under Student Academic Tools. Advanced candidates must return the completed form with the appropriate fee.

Certification Requirements

Both program areas within the Master of Education with emphasis in Language and Literacy lead to certification through Missouri's Department of Elementary and Secondary Education (DESE) for Special Reading (K-12) or English Language Learners (K-12). If interested, advanced candidates are responsible for applying online for certification through www.dese.mo.gov at the end of their program or at the point in which they meet all certification requirements (Contact your Academic Advisor for additional information). Endorsement from the designated certification official of an educator preparation program approved by DESE is required as part of the application process. The certification official from Park University will endorse applications for certification for:

- Individuals who earn a MED with an emphasis in Language and Literacy (Special Reading or English Language Learners) from Park University as well as meet the state requirements for:
  - ED520 and/or ED527 (as needed for their program area) or the credit/course equivalent earned at Park University, transferred from another institution, or earned as part of a baccalaureate degree; and
  - Pass content assessment(s) designated by the Missouri State Board of Education for additional certification(s) for Special Reading or ELL. Advanced Candidates should consult with their

Academic Advisor regarding current Missouri Content Assessment (MoCA) requirements and testing availability for their program area(s).

- Non-degree seeking individuals should refer to the Endorsement Policy for Non-Degree Seeking Students in Graduate Programs Leading to Certification in Missouri.

Requirements For: Master – 30 Hours*, 3.0 GPA

Special Reading

Core Classes 12 cr.

- ED 545 - Teaching Reading to Linguistically Diverse Learners **Credits:** 3
- ED 546 - Advanced Diagnosis and Remediation of Reading Difficulties **Credits:** 3
- ED 641 - Literacy Practicum I **Credits:** 3
- ED 651 - Literacy Practicum II **Credits:** 3

Required Courses 18 cr.

* ED 520 and ED 527, or their equivalents, are required for certification by DESE and can be fulfilled with baccalaureate degree.
- ED 520 - Special Needs in the Classroom **Credits:** 3
- ED 526 - Classroom Management Seminar **Credits:** 3
- ED 527 - Growth and Development of Children and Adolescents **Credits:** 3
- ED 528 - Theory and Practice in Literacy **Credits:** 3
- ED 547 - Counseling Techniques with Exceptional Children and their Families **Credits:** 3
- ED 548 - Evaluation of Abilities and Achievement **Credits:** 3
- ED 557 - Language Development for the Exceptional Child **Credits:** 3
- ED 561 - Miscue Analysis **Credits:** 3

English Language Learners

Core Classes 9 cr.

- ED 545 - Teaching Reading to Linguistically Diverse Learners **Credits:** 3
- ED 546 - Advanced Diagnosis and Remediation of Reading Difficulties **Credits:** 3
- ED 652 - English Language Learners Practicum **Credits:** 3

Required Courses 18 cr.

* ED 520 or its equivalent is required for certification by DESE and may be fulfilled with baccalaureate degree.
- ED 509 - Language and Culture **Credits:** 3
- ED 520 - Special Needs in the Classroom **Credits:** 3
- ED 552 - Linguistics for English Language Learner Teachers **Credits:** 3
- ED 562 - Principles of Second Language Learning **Credits:** 3
- ED 582 - Methods for Teaching English Language Learners **Credits:** 3
- ED 584 - Curriculum for Teaching English Language Learners **Credits:** 3
- ED 607 - Assessment Strategies for English Language Learners **Credits:** 3

Electives

- ED 609 - Current Issues and Trends in Literacy **Credits:** 3

- ED 619 - Multi-Cultural Literature for Teachers **Credits:** 3

Total 30 cr.

Master of Education, Organizational Leadership and Adult Learning, M.E.

Purpose

The Master of Education in Organizational Leadership and Adult Learning is a progressive, multi-disciplinary program that introduces key concepts of adult learning and development in a variety of contexts. Graduates and participants in the program are qualified for a variety of careers such as training and development in organizations and the military, higher education and online learning, and community-based education. The program will:

- Provide a comprehensive, research-based understanding of human capacity building and competency development.
- Connect advanced candidates with challenges facing today's organizations and prepare them to create innovative and effective learning solutions.
- Prepare advanced candidates to synthesize elements from adult learning theory, instructional design, emerging technology, and curriculum and program development and apply them to one's current or planned professional setting.

Drawing on a range of disciplines (education, business, information technology), this program will prepare one for a career to apply knowledge and skills, which can be effectively used and developed on an individual, team and organizational level.

Unique Program Features

The M.Ed. in Organizational Leadership and Adult Learning program utilizes real-world experiences to connect learners with external stakeholders and organizations through project-and problem-based learning. One will work with faculty in a variety of adult educational settings, to develop transferable competencies highly sought after in organizational learning and development, consulting, higher education, the military, and other adult educational settings.

Program Competencies

- **Active Inquiry & Critical Thinking** – Your decisions are based on supported learning and design theory, and the acquisition of new knowledge through extensive investigation viewed through the lens of critically reflective reasoning.
- **Problem Solving** – You will synthesize knowledge from diverse sources and contradictory points of view to solve complex and ambiguous learning, training, and development problems facing today's organizations.
- **Strategic Thinking** – You will lead strategic change initiatives and develop learning strategies to help organizations develop and sustain competitive advantage.
- **Professional Ethics and Moral Reasoning** – Your actions are value-based under conditions of complexity and uncertainty.
- **Interpersonal Leadership** – You will build and utilize a set of communication and coaching skills that encourages the growth and professional development of individuals, and a positive climate that promotes effective learning in teams and organizations.
- **Educational Technology Innovation** – You will become a leader in utilizing emerging technologies, learning theory, and instructional design strategies to develop effective learning experiences and materials for a diverse set of adult learners in diverse organizational settings.

Admission Requirements

1. A bachelor's degree from an accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.

3. Advanced candidates with a GPA between 2.75 and 3.0 may be considered for admission after submitting a written Statement of Career Objectives and completing an interview with the Area Coordinator.

Graduation Requirements

- All advanced candidates must successfully complete the required 30 credit hours with a 3.0 grade point average, with no more than 2 "C's" and no grade lower than a "C." See Academic Policies under the Academic Standards section of this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab).** Candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog for more information.

Requirements For: Master – 30 Hours, 3.0 GPA

- ED 504 - Learning as a Competitive Advantage **Credits:** 3
- ED 512 - Human Capacity Building **Credits:** 3
- ED 516 - Introduction to Graduate Research **Credits:** 3
- ED 540 - Emerging Technologies and Facilitation Strategies **Credits:** 3
- ED 542 - Program Planning for Adults **Credits:** 3
- ED 563 - Managing Change and Innovation **Credits:** 3
- ED 565 - Team Learning and Innovation **Credits:** 3
- ED 566 - Organizational Learning **Credits:** 3
- ED 572 - Developing Critical Thinking & Transformative Learning **Credits:** 3
- ED 631 - Capstone **Credits:** 3

Total 30 cr.

Master of Education, Teacher Leadership, Curriculum and Instruction Concentration, M.E.

Master of Education, Teacher Leadership, M.E.

This 30-hour master's degree emphasizes the integration of theory and practice through four key elements: relationship building; classroom culture and climate; teaching cycle; and content knowledge. Common threads through all courses are developing a strong knowledge base in culturally responsive teaching, clinical practice, and assessment, with a focus on challenges and opportunities in urban education.

Admission Requirements
1. A bachelor's degree from a regionally accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon clearance.
4. Students with a GPA between 2.75 and 3.0 may be considered for provisional admission.

Graduation Requirements
All advanced candidates must successfully complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C." See Academic Policies under the Academic Standards section of the catalog for more information.

An Application for Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab). Advance candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog.

Requirements For: Masters Major — 30 hours, 3.0 gpa

- ED 513 - Law for Educators **Credits:** 3
- ED 519 - Diversity in the Classroom **Credits:** 3
- ED 532 - Teaching and Learning: Theory Into Practice **Credits:** 3
- ED 612 - School and Community Leadership **Credits:** 3
- ED 617 - Assessment for Teachers **Credits:** 3
- ED 632 - Action Research **Credits:** 3

Concentration Required

A. Curriculum and Instruction
B. Leadership

Curriculum and Instruction Concentration

- ED 606 - Curriculum Theory and Practice **Credits:** 3
- ED 620 - Advanced Curriculum, Instruction and Assessment Methods and Strategies **Credits:** 3
- ED 621 - Serving Students with Special Needs in the Classroom **Credits:** 3
- ED 623 - Differentiated Instruction in the Regular Classroom **Credits:** 3

Master of Education, Teacher Leadership, Literacy Concentration, M.E.

Master of Education, Teacher Leadership, M.E.

This 30-hour master's degree emphasizes the integration of theory and practice through four key elements: relationship building; classroom culture and climate; teaching cycle; and content knowledge. Common threads through all courses are developing a strong knowledge base in culturally responsive teaching, clinical practice, and assessment, with a focus on challenges and opportunities in urban education.

Admission Requirements
1. A bachelor's degree from a regionally accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon clearance.
4. Students with a GPA between 2.75 and 3.0 may be considered for provisional admission.

Graduation Requirements
All advanced candidates must successfully complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C." See Academic Policies under the Academic Standards section of the catalog for more information.

An Application for Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab). Advance candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog.

Requirements For: Masters Major — 30 hours, 3.0 gpa

- ED 513 - Law for Educators **Credits:** 3
- ED 519 - Diversity in the Classroom **Credits:** 3
- ED 532 - Teaching and Learning: Theory Into Practice **Credits:** 3
- ED 612 - School and Community Leadership **Credits:** 3
- ED 617 - Assessment for Teachers **Credits:** 3

- ED 632 - Action Research **Credits:** 3

Concentration Required

A. Curriculum and Instruction
B. Leadership

Literacy Concentration - 12 cr

- ED 509 - Language and Culture **Credits:** 3
- ED 545 - Teaching Reading to Linguistically Diverse Learners **Credits:** 3
- ED 562 - Principles of Second Language Learning **Credits:** 3
- ED 609 - Current Issues and Trends in Literacy **Credits:** 3

Educational Specialist, Educational Administration, Ed.S.

PURPOSE
The Educational Specialist in Educational Administration degree is designed to fulfill the state of Missouri's requirements for Superintendent (K-12) Initial Administrator certification in a 33-credit hour program. There are two components: 1) Completion of the program of study earns the Educational Specialist in Educational Administration degree, and 2) Certification as a Superintendent (K-12) Initial Administrator certificate is earned by the successful passing of current DESE state assessments. The program is offered in an 8-week format, classes meet totally online. Full-time enrollment is one course per 8-week term. Full time enrollment during the academic year and in summers allows completion in two calendar years. The coursework for this 33-credit hour program is offered in an 8-week format totally online.

ADMISSION REQUIREMENTS
1. A bachelor's degree from an accredited institution and a valid state teaching certificate (applicant must provide copy of certificate). Note: This must be completed before the completion of the first three credit hours.
2. A Master of Education degree in Educational Administration from an accredited institution.
3. Current school employment either as a teacher or administrator is required.
4. Students seeking DESE Superintendent (K-12) Administer certificate must have a minimum of one year's experience as a building or district level administrator at a public or accredited non-public school in order to apply for certification and a score equal to or greater than the Missouri qualifying score on assessments designated by the State Board of Education
5. A felony background check and FBI fingerprint check must be competed and clearance received for admission.
6. Child abuse and neglect screening.
7. Official admission to the School for Education.

REQUIREMENTS FOR EDUCATIONAL ADMINISTRATION - 33 CREDITS, 3.0 GPA

- ED 705 - Foundations & Organization of Educational Leadership **Credits:** 3
- ED 706 - Administration of School Policy and Governance **Credits:** 3
- ED 710 - School District Supervision of Instruction & Assessment **Credits:** 3
- ED 711 - Administration of Curriculum **Credits:** 3
- ED 720 - Educational Research & Evaluation **Credits:** 3
- ED 721 - School Finance **Credits:** 3
- ED 730 - Advanced School Law **Credits:** 3

- ED 731 - Human Resource Administration **Credits:** 3
- ED 740 - School & Community Relations **Credits:** 3
- ED 741 - School Plant & Operations Management **Credits:** 3
- ED 770 - Internship & Field Experience **Credits:** 3

GRADUATION REQUIREMENTS

- All advanced candidates must successfully complete the required 33-credit hours with a 3.0 grade point average, with no more than 2 "C"s and no grade lower than a "C". Refer to Academic Standards for more information.
- In addition to graduation requirements stated in the Academic Policies section, an approved portfolio is required, which addresses satisfactorily, the Missouri Superintendent Standards for Superintendent (K-12) Initial Administrator certification.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in MyPark. Advanced candidates must return the completed form with the appropriate fee. See Graduation Requirements for more information.

School of Humanities

College of Liberal Arts and Sciences: School of Humanities

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

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

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

Creative and Life Writing, Graduate Certificate

The Graduate Certificate in Creative and Life Writing, housed in the Department of English and Modern Languages within the College of Liberal Arts and Sciences, is a one-year program for prose writers. The certificate program is designed to engage students in the methods and challenges of producing creative prose of publishable quality. Students take most classes in their chosen focus area — fiction or creative nonfiction — but complete common core courses at the beginning and end of the program. Minimum grade point average of 3.0 with a passing grade in all courses.

Requirements For: Certificate – 12 Hours, 3.0 GPA

Core Courses 6 cr.

- EN 515 - Readings for Writers **Credits:** 3
- EN 525 - Writing for Publication **Credits:** 3

Electives 6 cr.

- EN 516 - Creating Fiction **Credits:** 3
- EN 517 - Advanced Fiction Writing **Credits:** 3
  or
- EN 518 - Creative Nonfiction **Credits:** 3
- EN 519 - Advanced Creative Nonfiction **Credits:** 3

Total 12 cr.

International Center for Music

James F. Pasley, Ph.D.
Dean, College of Liberal Arts and Sciences
Roger Kugler, D.M.A., Director
Stanislav Ioudenitch, Artistic Director
The International Center for Music at Park University trains and educates the next generation of accomplished musicians for careers in music at the highest level, in a focused and creative atmosphere with an international faculty of renowned excellence. Established in 2003 under the guidance of renowned pianist and gold medalist of the 2001 Van Cliburn International Piano Competition Stanislav Ioudenitch, the ICM is a premier institution for advanced study in piano and string performance.

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

Music Performance, Graduate Artist Diploma

The Graduate Artist Diploma in Music Performance is offered through Park's International Center for Music. This is a unique two-year program — with applied emphasis in piano, violin, viola or cello — is open to only a few highly gifted artists who have demonstrated exemplary artistic achievement in their academic/professional career, and is the most advanced course of study in music offered at Park University. This course of study is to prepare students for a concert/stage career, or a major appointment in the professional or academic arena. Additional admission requirements, in addition to the general rules that are applicable for admission to Graduate Studies at Park University, are:
- Successful completion of the Graduate Certificate in Music Performance offered at Park University, or the equivalent graduate degree/certificate from an accredited U.S. or foreign institution, or equivalent professional experience as determined by the faculty of the International Center for Music.
- An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

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

Requirements For: Certificate – 24 Hours, 3.0 GPA

Course Requirements

- MU 601 - Advanced Applied Music **Credits:** 6

Total 24 cr.

Master of Music in Performance (Applied Emphasis in Piano, Violin, Viola or Cello), M.M.

The International Center for Music's Master of Music in Performance degree program is an advanced course of study for musicians who hold a bachelor's degree and are seeking careers as professional musicians. In addition to the general rules that are applicable for admission to graduate studies at Park University, specific admission requirements are:

1. 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.
2. 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)

Required – 36 Hours, 3.0 GPA

- *Applied Lessons and Recitals* **Credits:** 12 *(two recitals, one in each, years one and two)*
- MU 500 - Applied Lessons and Recitals **Credits:** 3
- *Chamber Music* **Credits:** 4
- MU 501 - Chamber Music **Credits:** 1
- *Performance Class* **Credits:** 3
- MU 502 - Performance Class **Credits:** 1
- *Collaboration* **Credits:** 8
- MU 503 - Collaboration **Credits:** 2
- MU 511 - Seminar in Music Theory and Analysis **Credits:** 3
- MU 521 - History of the Concerto **Credits:** 3
- MU 522 - History of the Symphony **Credits:** 3

Total 36 cr.

String Performance (2-year program)

Required - 36 Hours, 3.0 GPA

- *Applied Lessons and Recitals* **Credits:** 12 *(two recitals — one each in years one and two)*
- MU 500 - Applied Lessons and Recitals **Credits:** 3

- *Chamber Music* **Credits:** 4
- MU 501 - Chamber Music **Credits:** 1
- *Performance Class* **Credits:** 3
- MU 502 - Performance Class **Credits:** 1
- *Orchestra* **Credits:** 4
- MU 504 - Orchestra **Credits:** 1
- *Orchestra Repertoire* **Credits:** 4
- MU 505 - Orchestral Repertoire **Credits:** 1
- MU 511 - Seminar in Music Theory and Analysis **Credits:** 3
- MU 521 - History of the Concerto **Credits:** 3
- MU 522 - History of the Symphony **Credits:** 3

Total 36 cr.

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

Music Performance, Graduate Certificate

The Graduate Certificate in Music Performance program is offered through Park University's International Center for Music. This two-year certificate program — with applied emphasis in piano, violin, viola or cello — is designed for students who want to pursue a non-degree course of study concentrating almost exclusively on performance. Minimum graduate credit hours required for the certificate are 24. Additional admission requirements in addition to the general rules that are applicable for admission to Graduate Studies at Park University, specific admission requirements are:

- Bachelor of Music or related undergraduate degree from a U. S. institution, an equivalent bachelor's degree from an accredited foreign institution of higher education, or equivalent professional experience as determined by the faculty of the International Center for Music.
- An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

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

Requirements For: Certificate — 24 Hours, 3.0 GPA

Course Requirements

- MU 530 - Applied Music **Credits:** 6

Total 24 cr.

Communication, Journalism, Public Relations

Master of Arts, Communication and Leadership, M.A.

The search for effective leadership continues today as contemporary organizations become more complex. The Master of Arts in Communication and Leadership program starts with the premise that communication is the essence of

effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.

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

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

Purpose of the Program
In the Republic, Plato discusses the appropriate training that should be a part of educating political leaders. Since the time of the classic Greek philosophers, countless individuals have speculated about the principles of leadership. The search for effective leadership continues today, as contemporary organizations become more complex. The Master of Arts in Communication and Leadership begins with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.
This graduate program is designed for professionals who wish to build upon their current career skills or advance to a new position or organization, and for students interested in pursuing a doctorate. The complexities of relationships and the competitive nature of business demand leaders with highly polished interpersonal and organizational skills. This degree combines the practical and theoretical knowledge needed to serve in corporate and nonprofit settings, the military, government, politics or other arenas, as well as developing the research and writing skills necessary for doctoral work.

Program Goals
- To provide students with an understanding of the centrality of communication in all aspects of personal and organizational life.
- To develop the ability of students to read and conduct research, and apply the principles to their own organizations.
- To provide a forum for the exchange of ideas between students and organizational leaders concerning the requirements to achieve excellence.
- To provide a historical overview of leadership perspectives from the 1940s to the present.
- To foster an awareness of the communication styles and values of different cultures and how these factors influence business in a global environment.
- To combine theoretical knowledge and practical skills to resolve organizational issues and improve decision-making.
- To develop a framework for ethical conduct in contemporary organizations.

Admission Requirements
- A bachelor's degree from an accredited U.S. institution or the equivalent from an international institution.
- A minimum 3.0 cumulative grade point average in the bachelor's degree.
- A copy of A copy of resume or CV.
- Official transcripts of all previous college work, both undergraduate and graduate.
- Two letters or professional reference.
- A brief personal statement describing the prospective student's interest and goals for pursuing the degree (no more than 1,000 words)

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

Graduation Requirements

- Completion of 36 credit hours of graduate core and electives with no more than nine (9) credit hours transferred from other institutions. The transfer of coursework must be completed prior to admission to Park University's Master of Arts in Communication and Leadership Program.
- Grade point average of at least 3.0 with no more than two grades of "C" in graduate courses taken at Park.
- Passing of comprehensive exam. The comprehensive exam may be repeated one time. A third attempt may be permitted by the School dean upon the recommendation of the program director.

Degree Requirements

Required – 36 Hours, 3.0 GPA

Core 15 cr.

- CA 501 - Human Communication Perspectives **Credits:** 3
- CA 516 - Research 1 **Credits:** 3
- CA 517 - Research 2 **Credits:** 3
- CA 529 - Cross-Cultural Communication **Credits:** 3
- CA 699 - The Epistemology of Communication **Credits:** 3

Organizational Emphasis 15 cr.

- CA 505 - Organizational Leadership **Credits:** 3
- CA 520 - Leading Organizational Change **Credits:** 3
- CA 670 - Measuring Leadership **Credits:** 3
- Electives **Credits:** 6

Graduate Project or Thesis 6 cr.

(choose one)
- CA 700 - Graduate Project **Credits:** 3
- Elective **Credits:** 3 (required with the Graduate Project option)
  or
- CA 797 - Thesis Design and Research **Credits:** 1-3
- CA 799 - Thesis - Continuous Enrollment **Credits:** 1

Total 36 cr.

Learning Outcomes Assessment / Program Assessment

Embedded within each course syllabi will be methodologies for learning outcomes assessment for that particular course. The overall program outcomes will be assessed based on student performance in the program with particular emphasis on:
- Comprehensive written examinations
- Capstone course consisting of a thesis or graduate project
- Thesis/graduate project oral defense

Sergeants Major Academy: Master of Arts in Communication And Leadership

Program Format and Expedited Admissions Process

The Master of Arts in Communication and Leadership (MACL) program at Park University offers a 5-term MACL degree program to SMA applicants, with blended courses offered in 8-week segments. The Graduate School offers a tailored and expedited admissions policy for SMA applicants, with the GMAT and the GRE waived among other benefits.

Transfer Credits

Park University's MACL graduate program will accept up to 12 hours of transfer academic credit. Graduate credit hours completed in the Sergeants Major Courses (SMC) may be transferred towards this master's degree; up to 12 hours of transfer academic credit will be granted upon successful completion of the Sergeants Major Courses. MACL degree completion will normally occur during time spent at the Sergeants Major Academy.

Other Considerations

A comprehensive examination will be required for all students during completions of the capstone course, CA 700. This comprehensive exam will serve as a primary means of program assessment and a means if further vetting the transfer credit we are accepting from the Sergeants Major Academy and applying to the MACL program. Through the comprehensive exam, students will demonstrate connections between their Sergeants Major Academy coursework and the outcomes of the MACL.

Program Outcomes – MACL graduates will:

- Understand the centrality of communication in all aspects of personal and organizational life;
- Attain a foundation in historical leadership perspectives from the 1940s to the present;
- Develop advanced abilities to research problems and challenges and devise outcomes to improve organizations;
- Collaborate with organizational leaders concerning the requirements to achieve excellence.

Requirements for USASMA students:

- CA 501 - Human Communication Perspectives **Credits:** 3
- CA 529 - Cross-Cultural Communication **Credits:** 3
- CA 505 - Organizational Leadership **Credits:** 3
- CA 520 - Leading Organizational Change **Credits:** 3
- CA 567 - Communication Teaching, Training and Consulting **Credits:** 3
- CA 649 - Introduction to Mediation **Credits:** 3
- CA 699 - The Epistemology of Communication **Credits:** 3

Capstone Experiences

- CA 700 - Graduate Project **Credits:** 3
- Comprehensive Exam (pass/fail; no credit)

Total credit hours taken at Park 24 cr.

- TOTAL credit hours *accepted via transfer from Sgt Majors Academy* **Credits:** 12

TOTAL PROGRAM 36 cr.

Program Description and Transfer Credit Equivalencies

The MACL program will accept up to 12 hours of academic credit for students who complete the SMA curriculum.

MACL Courses

- CA 525 - Interpersonal Communication Theories **Credits:** 3
- CA 641 - Communication in Conflict Management **Credits:** 3
- CA 670 - Measuring Leadership **Credits:** 3
- CA 675 - Case Studies in Communication and Leadership **Credits:** 3

SMA Lessons

- C161a, C161b, C211, L112, L203
- L102, L110, L111, F100, F101, F102, F103, F104, F105, F106, F107, F108
- C131, C132, C135, L101
- C121, C122, C123, C205, L100, L101, L103, L104, L105, L106, L107, L108, L109, L200, L204, L205

Learning Outcomes Assessment / Program Assessment

- Understand the centrality of communication in all aspects of personal and organizational life;
- Attain a foundation in historical leadership perspectives from the 1940s to the present;
- Develop advanced abilities to research problems and challenges and devise outcomes to improve organizations;
- Collaborate with organizational leaders concerning the requirements to achieve excellence.

English and Modern Languages

Graduate Certificate

A graduate certificate program consists of a logically sequenced and academically coherent subset of courses, derived from a given discipline or related disciplines. Intended to prepare students for professional practice in certain applied fields, graduate certificates provide important preparation and credentialing in our increasingly dynamic employment environment. A graduate certificate comprises fewer credits than a master's degree. Courses taken toward a certificate program may eventually or simultaneously transfer to a graduate degree depending upon the requirements of the particular degree to which a student wishes to apply the credits.
Graduate Certificate programs, when completed, represent a structured, coherent body of knowledge. In most instances, the required credit hours will range between 12 and 15. The exception is the Graduate Certificate in Applied Music. No more than 25 percent of the hours required for a certificate program may be transferred from another institution.
General criteria for admission to any graduate certificate program include:
- An earned baccalaureate degree from a regionally accredited college or university, or its foreign equivalent.
- Minimum cumulative grade point average of 2.75 on a 4.0 scale, as established by the graduate program associated with the certificate.
Note that graduate students who are currently enrolled in a graduate program may simultaneously pursue a graduate certificate program, with the permission of their adviser. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to University-wide facilities, subject to the rules governing those facilities. Additional admission requirements as noted, for each certificate. Federal financial aid eligibility is contingent upon certificate approval through the institution's Program Participation Agreement.

In addition, certificate students are not automatically eligible for admission to the related graduate program. If they wish to pursue a graduate degree, they must submit an application, meeting all the entrance requirements for that program. Certificate courses may be applied toward completion of an appropriate master's degree; courses taken in pursuit of a completed master's degree cannot be retroactively applied to a certificate.

A student graduates from a certificate program when all program requirements are completed and has maintained a 3.0 grade point average.

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

*For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

Reading the Course Schedule

Campus Center	Session Code	Section Code
Austin	P	BE
Camp Pendleton	P	PE
Defense Supply Center Columbus (DSCC)	P	DC
Downtown	P	DN
El Paso	P	EL
Fort Bliss	P	BL
Gilbert	P	GB
Lenexa	P	LX
Online Learning	P	DL
Parkville	P	HO
Sergeant Majors Academy	S	SG

Academic Calendar

Classes and Examination Periods

Fall (FAP) (Sixteen-Week Session)	August 17 - December 13, 2020 Exams: December 7 - 13, 2020
Fall I (F1P) (Eight-Week Session)	August 17 - October 11, 2020 Exams: October 5 - 11, 2020
Fall II (F2P) (Eight-Week Session)	October 19 - December 13, 2020 Exams: December 9 - 15, 2020
Spring (SPP) (Sixteen-Week Session)	January 11 - May 9 , 2021 Exams: May 3 - 9, 2021
Spring I (S1P) (Eight-Week Session)	January 11 - March 7, 2021 Exams: March 1 - 7, 2021
Spring II (S2P) (Eight-Week Session)	March 15 - May 9, 2021 Exams: May 3 - 9, 2021
Session I (SMP)	May 10 - May 23, 2021 'Maymester'

Summer

Session II (Eight-Week Session)	June 7 - August 1, 2021 'Summer Session'
Session III (Four-Week Session)	June 7 - July 4, 2021 'Junemester'
Session IV (Four-Week Session)	July 5 - August 1, 2021 'Julymester'

Additional University Calendars

Holidays and Recess

Labor Day	September 7, 2020 (Fall I classes will be held, offices closed)
Fall Recess	October 12 - 18, 2020(16 week sessions only)
Veterans Day	November 11, 2020 (Fall II classes will be held, offices closed)
Thanksgiving Recess	November 26 - 27, 2020 (Fall II classes will be held, offices closed)
Christmas Holiday	December 24 - 25, 2020 (offices closed)
New Year's Day	January 1, 2021
Martin Luther King Jr. Day	January 18, 2021 (Spring I classes will be held, offices closed)
President's Day	February 15, 2021 (Spring I classes will be held, offices closed)
Spring Recess	March 8 - 14, 2021 (16 week sessions only)
Memorial Day	May 31, 2020 (offices closed)
Independence Day observed	July 3, 2021 (observed, offices closed)

Commencement

Mid-Year December 12, 2020
Year-End May 8, 2021

Programs by Location

Park University is a pioneer in non-traditional studies through its focus on the creation of degree programs to fit the unique needs of individual students. Park University assists diverse segments of the population in achieving career and personal goals throughout their total educational experience. It is called "non-traditional" because it specializes in high quality and personalized educational service for service personnel and full-time employed adults. The entire staff and faculty of Park University act as facilitators of the student's educational experience. Because of this approach, Park has set a standard in serving students seeking personal development or new pathways to degree completion through innovative processes.

Park University began meeting the educational needs of service members in 1889, and our commitment continued through the establishment of the Military Resident Center System (MRCS) in 1972. Park University programs are now located on military installations, community colleges, commercial facilities convenient to students, and online. Because the program at each location is tailored to the needs of the local student population, only selected degrees and certain majors are offered at each extended campus center. The degrees and majors offered are agreed upon by Park University and the agency or authority being served. Notices are posted publicly at each extended campus center specifying the degrees and the majors being offered.

Park University's online operations began with one pilot class in English in 1996. The first class was a success and very quickly the online program found its own path for the adult student. Park University has developed over 500 courses online and offers multiple online sections per term. The online learning environment provided by Park University provides flexibility, adaptability, and convenience. Most online courses are scheduled within five eight-week terms in an academic year with classes beginning on Monday to Midnight Sunday. Student seeking to continue educational careers after completion of their baccalaureate degree may enroll in programs for online courses in the areas of Master of Education, Master of Business Administration, Master of Public Affairs, Master of Arts in Communication and Leadership or Master of Healthcare Administration.

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

Arizona

California

Kansas
Missouri
Ohio
Online Programs
Texas

Arizona

Arizona
Gilbert Campus Center

Gilbert Campus Center

(480) 214-2100
92 W Vaughn Avenue
Gilbert AZ 85233
gilb@park.edu

Programs Offered

Master of Arts
- Master of Arts, Communication and Leadership, M.A.

Master of Business Administration
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Marketing Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Public Accounting Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Education
- Master of Education, Educational Technology for Teachers, M.E.

Master of Healthcare Administration
- Master of Healthcare Administration, Business Analytics Concentration, M.H.A.
- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Marketing Concentration, M.H.A.
- Master of Healthcare Administration, Project Management Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Public Administration
- Master of Public Administration, Criminal Justice Administration, M.P.A.
- Master of Public Administration, Disaster and Emergency Management, M.P.A.

- Master of Public Administration, Management Information Systems, M.P.A.
- Master of Public Administration, Nonprofit and Community Services Management, M.P.A.
- Master of Public Administration, Project Management, M.P.A.
- Master of Public Administration, Public Policy, M.P.A.

California

California
Camp Pendleton Campus Center

Camp Pendleton Campus Center

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

Programs Offered
Master of Business Administration
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Public Accounting Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Kansas

Lenexa Campus Center

Lenexa Campus Center

(913) 888-0655
17101 W. 87th Street Parkway
Lenexa, KS 66219

Programs Offered
Master of Business Administration
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.

- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Healthcare Administration
- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Project Management Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Public Administration
- Master of Public Administration, Criminal Justice Administration, M.P.A.
- Master of Public Administration, Disaster and Emergency Management, M.P.A.
- Master of Public Administration, Management Information Systems, M.P.A.
- Master of Public Administration, Nonprofit and Community Services Management, M.P.A.
- Master of Public Administration, Project Management, M.P.A.
- Master of Public Administration, Public Policy, M.P.A.

Certificate
- Disaster and Emergency Management, Graduate Certificate
- Nonprofit Leadership, Graduate Certificate

Missouri

Missouri
Parkville
KC Area*

Parkville

Programs Offered
Artist Diploma
- Music Performance, Graduate Artist Diploma

Master of Arts
- Master of Arts, Communication and Leadership, M.A.

Master of Business Administration
- Master of Business Administration, Business Analytics Concentration, M.B.A.
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Marketing Concentration, M.B.A.

- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Healthcare Administration
- Master of Healthcare Administration, Business Analytics Concentration, M.H.A.
- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Marketing Concentration, M.H.A.
- Master of Healthcare Administration, Nonprofit Management Concentration, M.H.A.
- Master of Healthcare Administration, Project Management Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Music
- Master of Music in Performance (Applied Emphasis in Piano, Violin, Viola or Cello), M.M.

Master of Science
- Master of Science, Information Systems and Business Analytics, M.S.

Master of Social Work
- Master of Social Work, M.S.W.

Certificate
- Business Analytics, Graduate Certificate
- Criminal Justice Administration, Graduate Certificate
- Finance, Graduate Certificate
- Global Business, Graduate Certificate
- Human Resource Management, Graduate Certificate
- Innovation and Quality Management, Graduate Certificate
- Management Accounting, Graduate Certificate
- Management Information Systems, Graduate Certificate
- Marketing, Graduate Certificate
- Music Performance, Graduate Certificate
- Project Management, Graduate Certificate
- Public Accounting, Graduate Certificate

KC Area*

Downtown: (816)559-5601
911 Main St., Suite 300
Kansas City, MO 64105
downtown@park.edu

Independence: (816) 584-6560
20101 E. Jackson Drive
Independence, MO 64057
independence@park.edu

Parkville: (816) 741-2000
8700 NW River Park Dr

Parkville, MO 64152

Programs Offered

Master of Business Administration
- Master of Business Administration, Business Analytics Concentration, M.B.A.
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Marketing Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Education
- Master of Education, Teacher Leadership, Curriculum and Instruction Concentration, M.E.
- Master of Education, Teacher Leadership, Literacy Concentration, M.E.

Master of Healthcare Administration
- Master of Healthcare Administration, Business Analytics Concentration, M.H.A.
- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Marketing Concentration, M.H.A.
- Master of Healthcare Administration, Project Management Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Public Administration
- Master of Public Administration, Criminal Justice Administration, M.P.A.
- Master of Public Administration, Disaster and Emergency Management, M.P.A.
- Master of Public Administration, Information Systems and Business Analytics, M.P.A.
- Master of Public Administration, Management Information Systems, M.P.A.
- Master of Public Administration, Nonprofit and Community Services Management, M.P.A.
- Master of Public Administration, Project Management, M.P.A.
- Master of Public Administration, Public Policy, M.P.A.

Master of Science
- Master of Science, Information Systems and Business Analytics, M.S.

Certificate
- Creative and Life Writing, Graduate Certificate
- Disaster and Emergency Management, Graduate Certificate
- Finance, Graduate Certificate
- Global Business, Graduate Certificate
- Health Services Management and Leadership, Graduate Certificate
- Human Resource Management, Graduate Certificate
- Leadership of International Healthcare Organizations, Graduate Certificate

- Management Accounting, Graduate Certificate
- Management Information Systems, Graduate Certificate
- Marketing, Graduate Certificate
- Nonprofit Leadership, Graduate Certificate
- Project Management, Graduate Certificate
- Innovation and Quality Management, Graduate Certificate

Ohio

Ohio
Defense Supply Center Columbus Campus Center

Defense Supply Center Columbus Campus Center

DSCC
538 S. Yearling
Suite 101
Whitehall, OH 43213

Programs Offered
Master of Business Administration
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Healthcare Administration
- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Certificate
- Business Analytics, Graduate Certificate
- Finance, Graduate Certificate
- Human Resource Management, Graduate Certificate
- Management Accounting, Graduate Certificate
- Management Information Systems, Graduate Certificate
- Project Management, Graduate Certificate
- Innovation and Quality Management, Graduate Certificate

Online

PROGRAMS OFFERED

Bachelor to Masters
- 4+1 Bachelor to MBA
- 4+1 Bachelor to MHA
- 4+1 Bachelor to MPA

Educational Specialist
- Educational Specialist, Educational Administration, Ed.S.

Master of Arts
- Master of Arts, Communication and Leadership, M.A.
- Master of Arts, Industrial-Organizational Psychology, M.A.
- Master of Arts, National Security Studies, M.A.

Master of Business Administration
- Master of Business Administration, Business Analytics Concentration, M.B.A.
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Executive Master of Business Administration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Marketing Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Public Accounting Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Education
- Master of Education, Educational Leadership/Principalship, M.E.
- Master of Education, Educational Technology for Teachers, M.E.
- Master of Education, Language and Literacy, M.E.
- Master of Education, Organizational Leadership and Adult Learning, M.E.
- Master of Education, Teacher Leadership, Curriculum and Instruction Concentration, M.E.
- Master of Education, Teacher Leadership, Literacy Concentration, M.E.

Master of Healthcare Administration
- Master of Healthcare Administration, Business Analytics Concentration, M.H.A.
- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Marketing Concentration, M.H.A.
- Master of Healthcare Administration, Nonprofit Management Concentration, M.H.A.
- Master of Healthcare Administration, Project Management Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Public Administration

- Master of Public Administration, Criminal Justice Administration, M.P.A.
- Master of Public Administration, Disaster and Emergency Management, M.P.A.
- Master of Public Administration, Information Systems and Business Analytics, M.P.A.
- Master of Public Administration, Management Information Systems, M.P.A.
- Master of Public Administration, Nonprofit and Community Services Management, M.P.A.
- Master of Public Administration, Project Management, M.P.A.
- Master of Public Administration, Public Policy, M.P.A.

Master of Science
- Master of Science, Information Systems and Business Analytics, M.S.

Certificate
- Business Analytics, Graduate Certificate
- Creative and Life Writing, Graduate Certificate
- Criminal Justice Administration, Graduate Certificate
- Disaster and Emergency Management, Graduate Certificate
- Finance, Graduate Certificate
- Global Business, Graduate Certificate
- Health Services Management and Leadership, Graduate Certificate
- Human Resource Management, Graduate Certificate
- Innovation and Quality Management, Graduate Certificate
- Leadership of International Healthcare Organizations, Graduate Certificate
- Management Accounting, Graduate Certificate
- Management Information Systems, Graduate Certificate
- Marketing, Graduate Certificate
- Nonprofit Leadership, Graduate Certificate
- Project Management, Graduate Certificate
- Public Accounting, Graduate Certificate

Texas

Texas
Austin Campus Center
El Paso Campus Center
Fort Bliss Campus Center

Austin Campus Center

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

Programs Offered
Master of Business Administration
- Master of Business Administration, Business Analytics, M.B.A.
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.

- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Marketing Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Public Accounting Concentration, M.B.A.
- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Certificate
- Finance, Graduate Certificate
- Global Business, Graduate Certificate
- Human Resource Management, Graduate Certificate
- Management Accounting, Graduate Certificate
- Management Information Systems, Graduate Certificate
- Innovation and Quality Management, Graduate Certificate

Fort Bliss Campus Center

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

Programs Offered

Master of Arts
- Master of Arts, Communication and Leadership, M.A.

Master of Healthcare Administration
- Master of Healthcare Administration, General, M.H.A.

El Paso Campus Center

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

Programs Offered

Master of Business Administration
- Master of Business Administration, Disaster and Emergency Management Concentration, M.B.A.
- Master of Business Administration, Finance Concentration, M.B.A.
- Master of Business Administration, General, M.B.A.
- Master of Business Administration, Global Business Concentration, M.B.A.
- Master of Business Administration, Human Resource Management Concentration, M.B.A.
- Master of Business Administration, Management Accounting Concentration, M.B.A.
- Master of Business Administration, Management Information Systems Concentration, M.B.A.
- Master of Business Administration, Marketing Concentration, M.B.A.
- Master of Business Administration, Project Management Concentration, M.B.A.
- Master of Business Administration, Public Accounting Concentration, M.B.A.

- Master of Business Administration, Innovation and Quality Management Concentration, M.B.A.

Master of Healthcare Administration

- Master of Healthcare Administration, Disaster and Emergency Management Concentration, M.H.A.
- Master of Healthcare Administration, Finance Concentration, M.H.A.
- Master of Healthcare Administration, General, M.H.A.
- Master of Healthcare Administration, Global Business Concentration, M.H.A.
- Master of Healthcare Administration, Human Resource Management Concentration, M.H.A.
- Master of Healthcare Administration, Management Accounting Concentration, M.H.A.
- Master of Healthcare Administration, Management Information Systems Concentration, M.H.A.
- Master of Healthcare Administration, Marketing Concentration, M.H.A.
- Master of Healthcare Administration, Project Management Concentration, M.H.A.
- Master of Healthcare Administration, Innovation and Quality Management Concentration, M.H.A.

Master of Science

- Master of Science, Information Systems and Business Analytics, M.S.

Certificate

- Business Analytics, Graduate Certificate
- Global Business, Graduate Certificate
- Human Resource Management, Graduate Certificate
- Innovation and Quality Management, Graduate Certificate
- Management Accounting, Graduate Certificate
- Management Information Systems, Graduate Certificate
- Project Management, Graduate Certificate

Courses

Courses of Instruction

The lettered prefix before each course number represents an abbreviation of the course's discipline. The first digit of the course number represents the level of the course. The following course number system is used: 500-700 Graduate Level

Definition of Credit Hour: Fifty minutes of classroom or direct faculty instruction and two hours out-of-class student work each week for 15 weeks, plus 40 minutes reserved for a final exam, for one semester hour of credit. One hundred minutes per week of classroom or direct faculty instruction and 240 minutes out-of class student work each week for 8 weeks, for one hour of credit.

Courses scheduled for a different number of weeks and other academic activities such as laboratory work, internships, practica, and studio work, have an equivalent number of hours as reflected in the combination of direct faculty instruction and out of class student work for the same amount of credit as listed above.

For online and blended courses, active student engagement with other students, the instructor and/or online course content, combine to form the equivalent amount of time (100 minutes per week), while other out of class student work, which is designed to achieve course learning outcomes, makes up the approximately 240 minutes of such work for each one hour of credit.

Course Search

ACC 510 - Accounting Research and Analysis

This course will apply accounting research tools and current accounting issues in multiple organizations ranging from "for-profit" and "not-for-profit" enterprises to "international" conglomerates. A base comparison of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Strategies (IFRS) will also be included in

this course. Other topics will include research of accounting questions related to assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, fund balance, and tax-related research. The impact of change from GAAP to IFRS as related to important accounting issues will also be covered. Research will be customized to various sizes and types of organizations ranging from the LLC level to applicable issues for complex international conglomerates. The course will include financial analysis in organizations and computation and analysis of metrics denoting liquidity levels, debt-paying abilities, and profitability analysis from the prospective of GAAP as well as IFRS.
Prerequisite(s): *MBA 515 or HA 514.*
Credits: 3

ACC 613 - Internal Auditing and Control Mechanisms

It is important that leadership teams have a practical understanding of internal and external auditing process, so that they may render necessary support before, during, and following the audit, and more effectively leverage the findings to improve the firm's operational and financial performance. To this end, this course will approach audits from the perspective of an executive team member. Students will focus on high level oversight of the auditing practices performed by public accountants, internal auditors, or internal investigators. Topics that will be covered include management's role in the public accounting audits, preparing for audits, ensuring the timely and accurate resolution of findings, communicating with audit committees and client organizations. In addition, students will focus on the role of internal auditing and computer-assisted audit techniques in organizations; concepts such as governance, risk assessment, and the internal control framework developed by the Committee of Sponsoring Organizations (COSO). Students will experience practical team approaches to internal audits in organizations seeing positive benefits of audits and evaluative techniques to bring about more effective operations.
Prerequisite(s): *MBA 515*
Credits: 3
History: MBA 613

ACC 617 - Advanced Managerial Accounting Issues

This course places emphasis on high-level strategic decision making for planning and control in organizations. The course focuses on data analytics and performance metrics in decision-making. Managerial tools and concepts such as target setting, activity-based costing, strategic alignment with management objectives, measurement and control of quality costs and capacity, operational constraints, and emerging managerial accounting issues will be explored. In addition, this course will examine the computation and analysis of metrics from the perspective of GAAP and IFRS. Special emphasis will be placed on trends in management accounting/corporate environments through case studies that effect desired change in organizations.
Prerequisite(s): *MBA 515.*
Credits: 3

ACC 621 - Advanced Auditing

An intensive study to prepare for the Auditing (AUD) section of the CPA exam. The AUD section tests knowledge and skills related to external auditing including audit reports and procedures, generally accepted auditing standards, attestation and other engagements, and government auditing.
Prerequisite(s): *Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*
Credits: 3

ACC 622 - Advanced Business Environment and Concepts

An intensive study to prepare for the Business Environment and Concepts (BEC) section of the CPA exam. The BEC tests knowledge and skills covering general business topics, such as corporate governance, information technology, financial management, economics, and operations management, including managerial accounting.
Prerequisite(s): *Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*
Credits: 3

ACC 623 - Advanced Financial Accounting and Reporting

An intensive study to prepare for the Financial Accounting and Reporting (FAR) section of the CPA exam. The FAR tests knowledge and skills covering financial accounting and reporting used by business enterprises under U.S. Generally Accepted Accounting Principles (GAAP), not-for-profit accounting, governmental accounting, and the differences between International Financial Reporting Standards (IFRS) and U.S. GAAP.
Prerequisite(s): *Undergraduate degree in accounting. This course should be taken during the*

last twelve credit hours of the program.
Credits: 3

ACC 624 - Advanced Regulation

An intensive study to prepare for the Regulation (REG) section of the CPA exam. The REG tests knowledge and skills covering topics from both business law and taxation, including the taxation of property transactions, individuals, and other entities.
Prerequisite(s): *Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*
Credits: 3

ACC 626 - Management Accounting Leadership-Role of the Chief Financial Officer

This course prepares students to professionally interact with CEOs as a CFO in organizations and is the capstone course for the Management Accounting concentration. This course prepares students as they develop leadership strategies for corporate financial management and accounting operation. The course explores CFOs as strategists, leaders, and advisors and develops skills in the various roles. Students will conduct research and develop their personal career path for success. Communication skills will be polished to prepare students for leadership in organizations. Students will interpret management accounting theory and practices and provide requisite analytical data for decision-making.
Prerequisite(s): *MBA 515 or HA 514, ACC 613 or ACC 617.*
Credits: 3

CA 501 - Human Communication Perspectives

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.
Credits: 3

CA 504 - Special Topics in Communication and Leadership

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.
Credits: 3

CA 505 - Organizational Leadership

A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem-solving and decision-making.
Credits: 3

CA 510 - Rhetorical Criticism

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, ideoloigcal, metaphoric, narrative and generative criticism. This class will be writing intensive.
Credits: 3

CA 516 - Research 1

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.
Credits: 3

CA 517 - Research 2

A study of the basic principles used to construct quantitative research designs, test hypotheses and apply methods of behavioral science to communication.
Credits: 3

CA 520 - Leading Organizational Change

An examination of the leader's role in assessing organizational readiness for change, implementation of change, framing change for stakeholders and evaluation of change efforts.
Credits: 3

CA 525 - Interpersonal Communication Theories

A study of research and theories of interpersonal communication, including exemplary leadership behavior for organizations.
Credits: 3

CA 529 - Cross-Cultural Communication

A study of communication and culture that examines cultural variability in interpersonal relationships.
Credits: 3

CA 567 - Communication Teaching, Training and Consulting

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, organization 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.
Credits: 3

CA 620 - Human Communication and the Internet

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.
Credits: 3

CA 641 - Communication in Conflict Management

This class covers the nature of power and conflict, researched-based methods of decision-making and conflict resolution. The student will analyze, plan, make decisions and implement research-based strategies for conflict management in organizational communication contexts.
Credits: 3

CA 649 - Introduction to Mediation

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.
Credits: 3

CA 670 - Measuring Leadership

This course analyzes the methods used by scholars and practitioners to understand leadership. Starting with landmark leadership studies at Ohio State University, numerous attempts have been made to identify essential elements involved in leading others. This course examines assessments starting with the 1940s and concluding with current methods.
Expensive learning materials required. Contact your professor before purchase.
Credits: 3

CA 675 - Case Studies in Communication and Leadership

This course will cover organizational theories of scientific and classical management, transitional

theories, human relations movement, information technology, leadership and human resource development. Students will read, write and discuss case studies to analyze, evaluate and predict effective, research-based organizational communication and leadership theories and practices.
Credits: 3

CA 685 - Communication Audits in Organizations

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.
Credits: 3

CA 699 - The Epistemology of Communication

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.
Credits: 3

CA 700 - Graduate Project

Capstone course for students who work individually with a graduate advisor to apply scholarly knowledge to a real-world problem or to compile a detailed reflection over their coursework in the program. 3 hours in the SMA program. *Offered in 8- and 16-week format. The project will be graded on a pass/fail basis and requires an oral defense.*
Prerequisite(s): *Permission required.*
Note: The project will be graded on a pass/fail basis and requires an oral defense. **Grade** Pass/Fail
Credits: 3

CA 797 - Thesis Design and Research

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 Studies *Thesis Standards and Procedures manual. Variable credit: 1-3 hours; may be repeated; must total 6 hours Permission required. Thesis graded on a pass/fail basis and requires an oral defense.*
Credits: 1-3

CA 799 - Thesis - Continuous Enrollment
This class will be graded on a pass/fail basis. *Offered in 16-week format.*
Grade Pass/Fail
Credits: 1

CIS 604 - Project Management for Information Technology
This course will draw attention to the similarities and differences between traditional and agile project management. The iterative nature of agile management and how this method uses cross functional input to make informed determinations on the next steps in a project will be emphasized. Explore and apply the skillset needed to successfully manage a project using the constrains of scope, time, cost, and quality for an information system application in business. Current technical and behavioral tools of project management are covered within the context of the information systems development process.
Credits: 3

CIS 606 - Applied Data Mining and Analysis of Big Data
This course will emphasize the extraction, transformation, and preparation of data from traditional relational databases, NoSQL, or software ecosystems such as Hadoop for analytical purposes. Students will be introduced to data wrangling, munging, and scraping of both structured and unstructured data. Furthermore, students will also be introduced to parallel computing for big data such as MapReduce and query languages like Apache Hive. An overview of data mining tools and techniques used to realize unseen patterns will be examined through the application of traditional statistical analysis and machine learning techniques.
Prerequisite(s): *MBA 576 is normally taken before this course; however, the Program Director may make an exception.*
Credits: 3

CIS 607 - Survey of Predictive Analytical Techniques
This course addresses the foundation of using predictive statistics on big datasets to guide the decision-making process. The focus will be on applied examples using realistic data associated with marketing research and operations. Models implemented include multiple logistics regression, principle component analysis, factor analysis, propensity score matching, classification, decision trees, and clustering with analytical estimations using spreadsheet software or SPSS. Hypotheses formulation and testing, sampling methodologies,

determining an appropriate sample size, levels of significance, confidence intervals, interpreting results (p-value and critical value approaches), and the application of A/B testing will be covered. In addition, market based analysis and product launch models will be explored. Finally, students will be introduced to exporting models into operating systems (OS).
Credits: 3

CIS 608 - Web and Marketing Analytics
This course will emphasize the application and accurate interpretation of web analytics and other social media platforms for purposes of understanding and optimizing web and social media usage and business intelligence. Students will work with Google Analytics and other web analytical platforms to judge performance throughout the customer lifecycle and ascertain the return on investment (ROI) on a firm's web and marketing programs.
Credits: 3

CIS 609 - Data Visualization
This course provides the students an opportunity to perform analyses and create dashboards in business intelligence applications. Emphasis is placed on knowing the needs and expectations of internal and external stakeholders, identifying proper metrics, and the best approach to display them for different end users. Dashboards will be built for implementation on both desktops as well as tablet devices using Tableau. Students will identify key performance indicators (KPIs) and how they may be effectively used across different levels of the organization to achieve business optimization. Finally, students will be introduced to the concept and application of balanced scorecards in business settings.
Credits: 3

CIS 610 - Capstone in Information Systems
This capstone course focuses on the integration and synthesis of previous knowledge in information systems and the student's concentration of choice. More specifically, students will analyze and synthesize relevant data and user requirements, and then utilize this information to develop and implement recommendations that may assist a firm in maintaining its competitive advantage in a highly dynamic environment.
Prerequisite(s): *This course is typically taken at the end of the program; however, the Program Director may make an exception.*
Credits: 3

DEM 551 - Principles of Disaster and Emergency Management

This course covers concepts of organizing society to manage emergencies and disasters. It explores governmental and non-governmental approaches to coping with natural and technological hazards.
Credits: 3

DEM 552 - Public Policy and Disaster

The history, development and implementation of disaster-related public policy are discussed. The course addresses the local, state and federal levels, and their interactions during policy development and implementation. It also explores the role of emergency managers as policy advocates at all levels of government.
Credits: 3

DEM 553 - Disaster and Society

Disasters affect people and communities. This course considers the social aspects of disasters through social science theory and research. Case studies will be used to illustrate the influence of social factors such as race, gender, culture, and socioeconomic status on perceptions of disasters.
Credits: 3

DEM 557 - Continuity of Operations in Public and Private Sectors

This course examines the implications of crises, emergencies, and disasters on public and private organizations. In particular, this course considers how an organization can prepare for, mitigate, respond to, and recover from disasters through appropriate continuity of operations planning (COOP) and business continuity planning (BCP), so that the organization can continue to provide essential services to its stakeholders. Case studies will be utilized to demonstrate underlying theory and best practices related to COOP and BCP.
Credits: 3

DEM 690 - Capstone in Disaster and Emergency Management

The capstone course provides the opportunity to synthesize emergency management topics into a final capstone project. The projects will vary by student interest and identified needs but will include a community needs or hazard vulnerability assessment and will address a particular problem or problems facing the community under study. The course will apply emergency management concepts, utilize team work, work through the phases of emergency management, and conduct after action reporting in a simulated disaster situation.
Credits: 3

ED 495 - Statistics for Teachers

This course is designed to teach teachers basic concepts of statistics: sampling and measurement; descriptive statistics; probability distributions and statistical inference, including tests of significance. It assumes no prior coursework in statistics, but fluency in arithmetic, the use of calculators and two years of high school algebra are required.
Credits: 3

ED 501 - Diversity and Equity in Education

This course focuses on factors of diversity that impact decisions K-12 educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.
Credits: 3

ED 502 - Teaching and Learning in the Digital World

This course is designed to provide background and understanding of the skill sets of 21st Century students and the expectations for the teaching and learning environment.
Credits: 3

ED 504 - Learning as a Competitive Advantage

The course will provide a historical perspective of adult education theory, philosophy, and practice. Additionally, the transformation of workplace and adult learning due to advance in technology will be examined. Changes in the nature of informal and formal learning, the learning needs of organizations and the role of the adult educator in the 21st century will be explored.
Credits: 3

ED 505 - Introduction to Educational Research

A course designed to provide teachers with a background and understanding of educational research such that they will become critical consumers and effective implementers of research in the classroom. This course will function as one of a two part major course where the student will investigate and learn about educational research and begin an educational research project that will terminate in the second course where the student will hone analytical skills and report findings and discuss

future implications.
Credits: 3

ED 507 - The Connected Teacher Learner
This course explores the work processes and digital tools of an innovative professional in a global and digital society.
Credits: 3

ED 509 - Language and Culture
This course provides an overview of changing classroom demographics and the implications for the classroom teacher in recognizing the influence of classroom, school and community cultures on relationship building within the classroom. The ways in which people use languages, the nature of languages used both in American and in countries of immigrants, and differences in communicative systems will be investigated. Recognizing bias to counter stereotypes is necessary for building an inclusive learning environment.
Credits: 3

ED 511 - Utilizing Technology in Classroom Research
This course provides an introduction to the pedagogy of academic research, utilizing computer-based research platforms to develop an action research plan.
Credits: 3

ED 512 - Human Capacity Building
This course explores the philosophy of human capacity building as a means to help individuals develop personally and meet professional goals, and to increase overall organizational performance. Current issues and trends in organizational learning and development as it relates to adult education and training will be analyzed, including learning organizations, adult basic education, executive education, workplace learning, and career planning.
Credits: 3

ED 513 - Law for Educators
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.
Credits: 3

ED 514 - Foundations of Educational Administration
This course is designed to give prospective school leaders the opportunity to delve into the Professional Standards for Educational Leaders and apply those standards to life as a building principal. With an intense focus on leadership in a school building through decision making, communication strategies, conflict management approaches, and organization systems, students will gain a better understanding of the standards, principles, practices, and theories to be an effective school leader. Students will also be required to complete a minimum of 20 hours of field experience within their building/district.
Credits: 3

ED 515 - Sociological Factors Affecting Education
This course provides an opportunity to examine the changing sociological factors affecting American education. Problem-solving approaches to these situations will be utilized, culminating in a field-based advocacy project.
Credits: 3

ED 516 - Introduction to Graduate Research
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(s): *ED 504*
Credits: 3

ED 517 - Instructional Design and Delivery
This course provides an overview of the art and science of teaching with an introduction to data driven instruction and accountability.
Credits: 3

ED 519 - Diversity in the Classroom
This course provides an overview of changing classroom demographics and the implications for the classroom teacher in recognizing the influence of classroom, school and community cultures on relationship building within the classroom. Recognizing bias to counter stereotypes is necessary for building an inclusive learning environment. A field-based study will be required.
Credits: 3

ED 520 - Special Needs in the Classroom
This course is designed to address the special needs of students being mainstreamed into the traditional classroom. A minimum of 10 hours of field experience is required.
Credits: 3

ED 521 - Contextual Factors Influencing Effective Instruction
This course provides a framework inclusive of contextual factors within a community, school, and classroom that influence effective instruction.
Credits: 3

ED 522 - Legal Aspects of Special Education
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.
Credits: 3

ED 523 - Assessment and Evaluation of Teaching and Learning In the Digital Classroom
This course analyzes the issues of assessment in a technologically enhanced classroom.
Credits: 3

ED 526 - Classroom Management Seminar
This course provides a foundation for teachers to develop the knowledge and strategies necessary for successful classroom management for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent behavior problems, what to do when problems occur and what to do to increase the possibility of a positive learning environment for all students. Teachers will develop a personal philosophy and plan for an optimal learning environment.
Credits: 3

ED 527 - Growth and Development of Children and Adolescents
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.
Credits: 3

ED 528 - Theory and Practice in Literacy

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.
Credits: 3

ED 532 - Teaching and Learning: Theory Into Practice
This course provides an overview of current theories and research on the topics of learning, motivation, teacher thinking and effective teaching strategies. Classroom applications will be stressed. Field experience will be required.
Credits: 3

ED 540 - Emerging Technologies and Facilitation Strategies
This course will investigate how emergent technologies can be harnessed to support and facilitate learning, professional development, and influence both the exchange of information and the creation of knowledge as the emergence of digital and electronic technologies has generated profound cultural transformations in communication, organizations, and higher education delivery. Learners will develop systems and processes to keep abreast of new technologies and will utilize selected technology tools to develop and facilitate an eLearning unit.
Prerequisite(s): *ED 504 and ED 516.*
Credits: 3
History: ED 525

ED 541 - Middle School Philosophy and Organization
This course explores the unique nature of modern middle schools to include organization, methodology and curriculum with particular emphasis on integration of interdisciplinary teaming. Understanding the unique developmental needs of current middle school students will occur through individual research, readings and reflective inquiry. The student will gain a deeper understanding of curriculum, instruction and engagement strategies through a field-based experience ranging from observation to classroom teaching.
Credits: 3

ED 542 - Program Planning for Adults

This course provides the learner with leading models of planning, designing, and assessing courses and programs. Learners will use these models to lead all phases of a course or program lifecycle, from needs assessment, design, managing the overall project and development, implementation, and finally assessing the program and showing its value in community-based, higher education, and organizational environments.
Prerequisite(s): ED 504, ED 516, ED 540, ED 566.
Credits: 3

ED 543 - Trending Tools of the Internet
This course investigates and evaluates tools trending on the internet.
Credits: 3

ED 545 - Teaching Reading to Linguistically Diverse Learners
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.
Credits: 3

ED 546 - Advanced Diagnosis and Remediation of Reading Difficulties
This course will explore characteristics, identification and intervention strategies appropriate for students with reading difficulties. It includes the study of formal and informal assessments, miscue analysis and recommendation for instructional materials. It examines both traditional and innovative means of teaching reading to students with disabilities. Teachers will practice administering, interpreting and reporting diagnostic results.
Prerequisite(s): ED 528 or ED 545.
Credits: 3

ED 547 - Counseling Techniques with Exceptional Children and their Families
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.
Credits: 3

ED 548 - Evaluation of Abilities and Achievement
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.
Credits: 3

ED 551 - Educational Technology/Tools for the 21st Century Learner
This course explores digital tools and resources to support curriculum and an integrated learning classroom environment.
Credits: 3

ED 552 - Linguistics for English Language Learner Teachers
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.
Credits: 3

ED 557 - Language Development for the Exceptional Child
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.
Credits: 3

ED 561 - Miscue Analysis
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.
Credits: 3

ED 562 - Principles of Second Language Learning
This course will acquaint students with the theories and models of first and second language acquisition. Students will address the typical and atypical situations, bilingual language acquisition, and the effects of the cultural and educational environment on the process of acquiring a language.
Credits: 3

ED 563 - Managing Change and Innovation
Organizations today are in a state of continuous change as the adapt to new global realities. The ability for consultants and leaders in education and organizational learning to embrace change quickly and effectively, with committed and capable people is a strategic advantage. This course will connect change management theory to practice in a variety of professional settings. Learners will create strategies to support change management and foster innovation opportunities in teams, departments and organizations.
Prerequisite(s): ED 504, ED 516, ED 540.
Credits: 3

ED 564 - Enhancing Instruction with Technology
This course focus is on rigor and relevance to align appropriate classroom instructional strategies with technology tools and resources to enhance instructional opportunities for learners.
Credits: 3

ED 565 - Team Learning and Innovation
Teamwork is an essential component of most professional activities in the modern world. This course is an introduction to the innovation and effectiveness that successful teams bring to an organization. But how can you foster success for your team as a member or leader of a team? This course covers why teams are important, how networking within diverse teams and organizations can be a source of information and learning, and explores research related to organizations with high-performing teams. Learners will be introduced to

Problem-Based Learning model and use the model to promote innovation and problem-solving within teams. The Problem-Based Learning model addresses the roles and responsibilities of individuals in a team, processes for effective teamwork and communication, and methods for addressing team conflict.
Prerequisite(s): ED 504 and ED 516.
Credits: 3

ED 566 - Organizational Learning
The modern organization faces continual change along with the pressure to remain competitive and innovative. Effective organizations develop a culture of learning to enable the ongoing evolution and transformation in individuals, teams, and at the enterprise level in an effort to remain relevant and competitive. This course considers factors that contribute to a learning culture, which starts with personal mastery but also includes important concepts such as assessing the readiness of an organization to change and fostering motivation, diversity, reflective discussion, and the ability to think critically at all organizational levels to equip them to anticipate and innovate in an environment of increasing ambiguity and complexity.
Credits: 3

ED 567 - Culturally Responsive Classroom Leadership, Organization, and Management
This course focuses on strategies to effectively organize and manage a culturally responsive classroom community, including designing a safe and engaging learning environment; responding proactively to students' needs; planning functional behavior assessments with interventions; and providing leadership in demonstrating best practice in positively guiding individual student and group behavior.
Credits: 3

ED 571 - Issues and Ethics with Technology Integration
This course investigates national standards, copyright laws, and district policies governing technology, including digital citizenship and its effect on today's digital learners.
Credits: 3

ED 572 - Developing Critical Thinking & Transformative Learning
This course evaluates the work of leading critical educators and analyzes the challenges of empowering adult educators toward social change and

transformative action within their communities and organizations. Models of critical thinking and critical reflection will be used to apply critical learning theories and principles to solve complex issues related to social, economic, psychological, and motivational challenges in a variety of professional settings.
Prerequisite(s): ED 516.
Credits: 3

ED 573 - Investigating Teaching, Learning, and Student Engagement

This course focuses on instructional and assessment best practices that engage students in the learning process.
Credits: 3

ED 574 - Analyzing and Presenting Data in the Workplace

This course utilizes information that includes analysis of results and a presentation from a completed action research project.
Prerequisite(s): *ED 511*
Credits: 3

ED 579 - Educational Technology Electronic Portfolio Development

This course analyzes strategies for the development, organization and presentation of an electronic portfolio.
Credits: 3

ED 580 - Special Topics in Education

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.
Credits: 1-3

ED 582 - Methods for Teaching English Language Learners

Through the instruction of theories and best practices for teaching English to speakers of other languages in K-12 classrooms, this course allows the teacher candidate to identify and practice teaching techniques and methodologies necessary to be successful, reflective and empathetic English Language Learner teachers.
Credits: 3

ED 584 - Curriculum for Teaching English Language Learners

This course provides the study of approaches and techniques used in teaching language skills and developing cross-cultural understandings to English Language Learners in grades K-12. The emphasis of the course includes curriculum development through different development states and content areas in addition to lesson planning.
Credits: 3

ED 606 - Curriculum Theory and Practice

This course offers an overview of curriculum theory that discusses current issues in curriculum and gives the teacher the opportunity to develop useful curriculum. Field experience will be required.
Credits: 3

ED 607 - Assessment Strategies for English Language Learners

This course provides a review of the use and interpretation of commercially available diagnostic and achievement and classroom tests. The relation between academic testing and development of language skills will be addressed, and teachers will be introduced to the means by which teachers can make on-going assessments of the development of the students' language.
Credits: 3

ED 608 - Assessment

This course examines the relationship between instruction, student engagement, learning, and assessment, as well as technology integrated with these processes. The collection and reporting of data at the student, classroom, school district, state, and national levels will also be examined. A 20-hour field experience component is required.
Credits: 3

ED 609 - Current Issues and Trends in Literacy

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.
Credits: 3

ED 612 - School and Community Leadership

This course addresses the role of schools in the larger community and how to involve partners, families and other stakeholders in the development of a school in which all students can learn. Approaches to initiating school reform and the balance between internal and external communication are addressed. Field experience will be required.
Credits: 3

ED 613 - Current Legal Issues for Educators

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.
Credits: 3

ED 616 - School Supervision

This course defines the process of supervising faculty and staff in the educational environment. It addresses effective instruction and competencies related to the evaluation and assessment of teacher performance. Theoretical and practical approaches are addressed to encourage human relations and to improve school climate and culture. A 20-hour field experience component is required.
Credits: 3
History: ED 614

ED 617 - Assessment for Teachers

This course addresses current issues relating to formal and informal assessment, teacher-made tests, and authentic assessment, as well as standardized tests and state mandated assessments.
Note: Field experience will be required. **Credits:** 3

ED 619 - Multi-Cultural Literature for Teachers

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.
Credits: 3

ED 620 - Advanced Curriculum, Instruction and Assessment Methods and Strategies

This course provides the teacher with the opportunity to identify and apply innovative techniques, methods and best practice in the area of pre-K – 12 areas of certification. Field experience will be required.
Credits: 3

ED 621 - Serving Students with Special Needs in the Classroom

This course is designed to examine and address the various diagnoses of children with special needs, including related issues such as the disproportionate representation of culturally diverse students. Field experience will be required.
Credits: 3

ED 623 - Differentiated Instruction in the Regular Classroom

This course examines educational models that provide frameworks for teachers to follow as they plan and implement curriculum, instruction, and assessment in response to student needs. Field experience will be required.
Credits: 3

ED 626 - K-12 School Administration

This course provides a thorough grounding in elementary and secondary principalship. It addresses student assessment, curriculum design and organization, student organization and activities, student programs, supervision of students, procedures for implementing school improvement and the day-to-day operation of the elementary and secondary schools. A 20-hour field experience component is required.
Yes
Credits: 3
History: ED 624 and ED 625

ED 631 - Capstone

The program culminates in the application of knowledge acquired and competencies developed throughout the program. Learners will coach others engaged in problem-based learning teams, evaluating the team's strengths and weaknesses and working with individuals and teams to create an action plan to promote effective team learning and innovation. Learners will propose, research, design, and present a research-substantiated course or program to the academic community and/or their organization of choice.
Prerequisite(s): *ED 504, ED 516, ED 540, ED 542, ED 565.*
Credits: 3

ED 632 - Action Research

This course will introduce practitioners to principles, methods, and procedures of action research, a form of self-reflective inquiry on their own teaching practice. Students will investigate a significant question, concern, or issue relevant to their own teaching practice and determine solutions and interventions that can improve teaching practice and impact student learning.
Credits: 3

ED 633 - Application of Educational Research

In Application of Educational Research, the students will learn how to analyze, interpret, make critical

decisions, and communicate those decisions based on the results of their research, to a wide variety of stake holders including parents, teachers, and administrators. Students will utilize elements garnered from their coursework to demonstrate their ability to act as a change agent and teacher leader in their school.
Prerequisite(s): *ED 505*
Credits: 3

ED 634 - Directed Field Experience
This course is designed to provide the prospective principal with a substantial, sustained and standards-based field experience in a real-life setting. *This 16-week course requires 180 contact hours in a setting under the supervision of Park University faculty and one or more successful, practicing principals.*
Credits: 3

ED 635 - School Organization and Management
This course helps the prospective school leader to develop knowledge and competencies related to specific issues of organization and management of schools. Operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, ADA compliance, student discipline and various legal issues affecting operations are addressed. A 20- hour field experience component is required.
Credits: 3

ED 641 - Literacy Practicum I
This course involves structured fieldwork in an authentic educational setting, supervised by a University instructor. Students will work with individuals and/or small groups of children or young adults to assess and meet those learners' literacy needs. In consultation with the instructor, students will apply various assessment strategies with their assigned students, and, based on the resulting information, will plan literacy activities and recommendations for those students. Strategies for sharing information and recommendations with other professionals and families will be included. *Students in the Special Reading Teacher and ELL areas of emphasis must have experience in Literacy Practicum I that involves working with learners from a different K-12 age level (age levels are elementary, middle school and high school) than the age level they intend to work with in the ED 651 project.*
Credits: 3

ED 651 - Literacy Practicum II

This is the Master of Literacy Education's culminating course, its "capstone". The course will involve the implementation of an individualized inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, in consultation with and under the mentorship of a faculty advisor, to fit the student's individual goals. The project must involve active collaboration with stakeholders at the field site (educators, students, and families) and address an identified literacy need in the setting where it is conducted. Prior to enrolling in this course, the student must prepare and present a proposal to the instructor of the course and receive that instructor's approval. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. Students must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school, and high school) from the age level of learners that were worked with in Practicum I.
Credits: 3

ED 652 - English Language Learners Practicum
This course provides a supervised clinical experience in which candidates acquire experience in planning for and working with English Language Learner students in various instructional settings in both elementary and secondary schools. Candidates will collaborate with other educators in the school environment to support student learning.
Credits: 3

ED 700 - Thesis Proposal
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)*
Credits: 3

ED 701 - Thesis
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 senior academic officer of the School. The thesis in its final version must be submitted to the Graduate School. *(Offered in 16-week format)*
Credits: 3

ED 705 - Foundations & Organization of Educational Leadership

This course is designed to give the prospective school leader historical and foundational theory and practice of leadership skills, and knowledge of the role of the educational administrator in guiding an educational system through the political, social, organizational cultural, ethical and economic processes.
Note: Field experience will be required. **Credits:** 3

ED 706 - Administration of School Policy and Governance

This course includes an analysis and understanding of policy, current issues and problems of school management, decision-making, data collection and operations. Also incorporated in the course will be an understanding of state and federal programs in place, as well as unions, work and wages.
Note: Field experience will be required. **Credits:** 3

ED 710 - School District Supervision of Instruction & Assessment

This course is designed to examine the roles and responsibilities of building and district school administration in the area of instructional leadership to include supervision of instruction, data collection and assessment of data as it relates to student achievement, and professional and team development.
Note: A 20-hour field experience component is required. **Credits:** 3

ED 711 - Administration of Curriculum

This course is designed to study curriculum construction and development from a building and district perspective. It will examine how to differentiate curriculum to meet the needs of all students, and investigate and analyze current and innovative instructional programs.
Note: A 20-hour field experience component is required. **Credits:** 3

ED 720 - Educational Research & Evaluation

This course includes discussion of basic statistical concepts and procedures that form the foundation for interpreting and analyzing the results of standardized tests and using the results of this analysis for school improvement purposes. The course will address specific assessment and research data relevant to state of Missouri and provide the student the opportunity to implement knowledge and skills through case-based practices.
Note: Field Experience is required. **Credits:** 3

ED 721 - School Finance

This course will provide leaders with a broad understanding and overview of school finance issues at the local, state and national levels, including the study of school budgeting procedures, payroll management, taxes and tax rates, revenues and expenditures. The Missouri Uniform Accounting System for Public School will be reviewed.
Note: Field experience will be required. **Credits:** 3

ED 730 - Advanced School Law

This course will delve into constitutional, statutory and case law that relates to all staff personnel, students, school district and other allied governmental units. Students will investigate, analyze and discuss these areas as well as the study of contracts, dismissals, tenure, retirement, pupil injuries, liability of school personnel, school district and board members' legal rights and responsibilities. This includes the basic study of developing and implementing educational policy.
Credits: 3

ED 731 - Human Resource Administration

This course will focus on statutory and procedural issues involved with Human Resource administration. These topics will be included: Recruitment, selection, placement, induction, staff development, appraisal, compensation, negotiation, employment conditions, employment data, support staff, formal and informal negotiations, and empowerment of staff, policies and procedures.
Note: Field experience will be required **Credits:** 3

ED 740 - School & Community Relations

This course will prepare administrators to work in the area of public relations by developing effective interpersonal skills with all district stakeholders, the community, media, school board relationships, and management teams. The course includes developing skills to manage and resolve conflict constructively.
Note: A field experience will be required. **Credits:** 3

ED 741 - School Plant & Operations Management

This course will examine effective planning, designing, construction, management, safety and maintenance of educational facilities. This includes the effective use of space for instructional programs, modernization of facilities and the daily operations of district and property grounds.
Note: A field experience will be required. **Credits:** 3

ED 770 - Internship & Field Experience
This course is designed to provide students with the opportunity to practice knowledge, skills and dispositions necessary to provide effective leadership at the school district level. The student will select, perform and complete activities aligned with the Missouri Superintendent Standards and the Professional Standards for Educational Administration. The 16-week course requires 120 contact hours in a district-level setting under the supervision of university faculty and one or more practicing district-level administrator.
Note: Hours of Field Experience – minimum 200 hours **Credits:** 3

ED 799 - Thesis Continuous Enrollment
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
Credits: 1

EN 515 - Readings for Writers
The course studies the processes involved in crafting imaginative literature, with a close focus on examples of writers deliberating on the various methods and techniques of prose narrative. The course investigates fiction and nonfiction prose, and encourages students to experiment in both genres in order to identify a preferred focus genre in the program.
Credits: 3

EN 516 - Creating Fiction
This studio course presents a craft-based approach to the structure, development and technique of fictional narratives. The primary texts in the course are student manuscripts, and a premium is placed on revision and peer/instructor evaluation.
Prerequisite(s): *EN 515.*
Credits: 3

EN 517 - Advanced Fiction Writing
This advanced studio course will focus on the development and elaboration of a craft-based approach to creating fictional narratives and

culminate in the creation of a heavily revised work of publishable quality.
Prerequisite(s): *EN 515 and EN 516.*
Credits: 3

EN 518 - Creative Nonfiction
This studio course presents a craft-based approach to the structure, development and technique of nonfiction narratives. The primary texts in the course are student manuscripts, and a premium is placed on revision and peer/instructor evaluation.
Prerequisite(s): *EN 515.*
Credits: 3

EN 519 - Advanced Creative Nonfiction
This advanced studio course will focus on the development and elaboration of a craft-based approach to the genre and culminate in the creation of a heavily revised work of publishable quality.
Prerequisite(s): EN 515 and EN 518.
Credits: 3

EN 525 - Writing for Publication
This course is an investigation of the requirements and best practices of literary publication. The course will present students with the various methods of publication available to creative writers, and address particular trends and conventions of the publishing industry. The course culminates in the development of a publication portfolio.
Prerequisite(s): *EN 515; EN 516 and EN 517 or EN 518 and EN 519.*
Credits: 3

FIN 621 - Advanced Corporate Finance
The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews theory and empirical evidence related to investment and financing polices of a firm and attempts to develop decision-making in these areas. This course serves as a complement and supplement to MBA 615 (Managerial Finance). Some areas of financial management not covered in MBA 615 are covered in FIN621. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning and working capital management, and other selected topics. Other areas that are covered in 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(s): HA 516 (MBA 615).
Credits: 3

FIN 625 - International Finance

This course focuses on the study of the international monetary environment and financial planning for corporations with global operations. The course also covers the analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Furthermore, it examines the financial aspects of multinational business, including foreign investment, trade and transfer of funds.
Prerequisite(s): HA 516 (MBA 615).
Credits: 3

FIN 640 - Investment Management

This course provides an analysis of various debt, equity and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets and other securities will be applied to each aspect individually and in the context of portfolio management.
Credits: 3

FIN 644 - Financial Markets and Institutions

This course provides an overview of distinguishing characteristics of different types of financial markets (such as money markets, bond markets, derivatives markets) and institutions (such as commercial banks, investment banks, insurance companies, mutual funds and pension funds), as well as current issues affecting their structure and governance.
Prerequisite(s): *HA 516 (MBA 615).*
Credits: 3

GB 500 - European Business Environment

Doing Business in Europe provides a broad overview of culture and management practices in main Western and Emerging European economies putting some emphasis on countries as their business activities are diligently connected with those of European Union. The course will conduct a survey examination of the European Union business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how Europe's geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on European production, resource consumption, imports, and exports. Strategic management implications will be

thoroughly explored. Finally, this course will critically evaluate how European Union countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.
Credits: 3

GB 501 - Business Strategies for Latin America

Doing Business in Latin America provides a broad overview of culture and management practices in main Latin American economies putting some emphasis on countries such as Brazil, Argentina and Chile as their business activities are diligently connected with those of greater Latin America. The course will conduct a survey examination of the Latin American countries business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how Latin America geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on Latin America production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how Latin America countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.
Credits: 3

GB 502 - Business Environments in Sub-Saharan Africa

Doing Business in Sub-Sahara Africa provides a broad overview of culture and management practices in Sub-Sahara African economies putting some emphasis on countries such as South Africa, Nigeria, Kenya, and Angola as their business activities are diligently connected with those of greater Sub-Saharan Africa. The course will conduct a survey examination of sub-Saharan Africa business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how sub-Saharan Africa's geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on Sub-Sahara African production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how Sub-Sahara African countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.
Credits: 3

GB 503 - Doing Business in Asia

Doing Business in Asia provides a broad overview of culture and management practices in main East and Southeast Asian economies, as well as India and Arab Emirates as their business activities are diligently connected with those of greater Asia. The course will conduct a survey examination of the Asian business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how Asia's geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on Asian production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how Asian countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.
Credits: 3

HA 509 - Management of Health Information Systems

This course advances the learner through a discussion of the history, present state, and future trends in the industry. The course provides a managerial perspective of the issues related to the planning, selection, and operation of healthcare information systems. Many of the key acts and laws that regulate secure handling of patient specific data are introduced in the course. Electronic healthcare record systems are identified as critical tools in improving quality of care in the healthcare process. While adding key elements of the science of information technology, this course also highlights the importance of then basic review and safeguarding of healthcare data, change management, budgeting, and personnel management. Healthcare leaders are further expected to manage various aspects of information technology effectiveness through a complete understanding of the industry regulatory requirements and technology trends.
Prerequisite(s): *HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*
Credits: 3

HA 511 - Leadership and Management in Healthcare Systems

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.
Credits: 3

HA 514 - Accounting for Management Decisions

Crosslisted: (MBA 515) This course emphasizes the use of accounting data and analytical techniques employed by management for decision-making in for-profit and not-for profit businesses and governmental organizations. Students will study, evaluate and apply the analytical techniques as part of the broader management accounting process used to analyze, evaluate, and convey their recommendations concerning economic events related to management decisions. Areas covered include cash flow analysis, financial statement analysis, ratio analysis, variable costing, product costing, cost prediction, cost-volume-profit considerations, operational budgeting, variance analysis, return on investment and capital budgeting decisions. The course uses discussion, problems, accounting case studies and a term project to evaluate the student's comprehension of the material.
Credits: 3

HA 515 - Marketing and Consumer Driven Healthcare

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.
Credits: 3

HA 516 - Healthcare Finance

The knowledge of financial principles is advantageous to managers in virtually every discipline in healthcare. The content of this course integrates both conceptual and practical information related to financial and managerial accounting and financial management within healthcare organizations. The following topics will be covered: financial accounting: income statement and statement of change in equity, balance sheet and statement of cash flows; managerial accounting: cost behaviors and profit analysis, cost allocation models, pricing and service decisions, planning and budgeting; financial management concepts: time value analysis, financial risk and required return; long-term financing: LT debt financing, equity financing and security markets,

capital structure and the cost of capital; capital investment decisions: capital budgeting, project risk analysis; current asset management and financing; financial condition analysis, lease financing and business valuation; financial risk management; and consider ethical implications associated with financial practices and decision-making.
Prerequisite(s): *HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*
Credits: 3

HA 517 - Legal and Ethical Issues in Healthcare Administration

In the U.S., the healthcare industry is recognized as one of the most heavily regulated sectors of the economy and is becoming more operationally complex. These characteristics make it essential that healthcare administrators have a sound working knowledge of the law and create a culture that makes corporate compliance and risk mitigation a priority. This course will provide students with the practical knowledge needed to identify legal and ethical issues inherent in health care administration and to understand the legal and moral ramifications of administrative and management decisions. Specifically, this course will cover the following topics: sources of law; tort, contract, criminal, and employment law; antitrust laws; corporate structure and legal issues; legal issues associated with the medical, nursing, and other allied health professionals; information management; patient consent; patient and employee rights and responsibilities; legal reporting requirements; professional and product liability; labor relations; patient safety; tort reform; and ethical issues associated with decision-making, end-of-life choices, and procreation.
Prerequisite(s): *HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*
Credits: 3

HA 518 - Organization of Healthcare Delivery Systems

The U.S. healthcare delivery system is unique in many ways from that of other developed countries. The system is comprised of a number of subsystems that loosely work together towards a common goal to promote the health and welfare of the population. This course explores the social, political, economic, technological, legal, key stakeholders, and environmental factors that influence the health care delivery system in the U.S. Focus is placed on the factors affecting the need, access, and use of services;

factors related to healthcare costs; quality assessment and quality assurance; the impact of legal, regulatory, and accreditation actions; and financing of care through private health insurance and governmental programs. Major influences in the advances and other changes to the health services system are evaluated with pertinent references to the Patient Protection and Affordable Care Act (ACA). The effects of medical education, scientific advances, rising costs, changing population demographics, and American values and assumptions regarding health care are covered. Role of population health management and public health on health care systems and practices are explored.
Credits: 3

HA 521 - Special Topics in Healthcare Administration

This course is designed primarily for Master of Healthcare Administration students and will focus on contemporary management issues in health care. The course will be offered when need and interest are present.
Credits: 1 - 3

HA 532 - Healthcare Services and Systems for Diverse Populations

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.
Credits: 3

HA 533 - Managerial Epidemiology

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.
Credits: 3

HA 537 - Health Policy and Politics

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.
Credits: 3

HA 557 - Nursing Dimensions of Healthcare Administration

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.
Credits: 3

HA 573 - Quality Improvement and Outcomes Assessment in Healthcare Settings

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.
Credits: 3

HA 603 - Healthcare Research Methods for Managerial Decision-Making

The healthcare industry emphasizes the utilization of evidence to support operational and clinical decision-making when appropriate and feasible. To this end, this course seeks to empower students by giving them the knowledge and ability to follow the research process as a means of making well-informed decisions. The course topics will include problem identification and research question and hypothesis development, literature review, use of theory in research, research design and methodology, hypothesis testing, interpretation of results, and addressing ethical issues in research. This course will also provide tangible examples of how research supports managerial decision-making as in the case of program design and evaluation and quality management.
Credits: 3

HA 604 - Healthcare Economics and Payment Systems

Healthcare spending in the U.S. is consistently larger per capita and as a portion of the gross domestic product (GDP) than other developed countries. The capability to think critically regarding health policy is a must for healthcare administrators. Economics continues to be used as a means for analyzing health policy questions and providing support for new policy formulation. This course will cover the following topics: relevance of studying health economics; provide an overview of the healthcare delivery and financing systems; the approaches for describing, evaluating, and managing risk; understanding costs; bending the cost curve; demand for health products; elasticity; forecasting; supply and demand; profit maximization; pricing; asymmetrical information and incentives; economic analysis of clinical and managerial interventions; profits, market share, and market power; government interventions in healthcare markets; policy and regulation; and behavioral economics.
Prerequisite(s): *HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*
Credits: 3

HA 605 - Healthcare Organizational Behavior and Leadership

With a dynamic industry such as healthcare, leaders need to challenge themselves to discover new and innovative approaches to achieve effectiveness within complex organizational structures and settings. This course will examine organizational behavior and leadership from an individual perspective, group perspective, and institutional perspective. More specifically, this course will address topics such as diversity, attitudes, communication, motivation, power versus leadership, theories of leadership, managing stress in the workplace, decision-making, conflict management and negotiation skills, group dynamics, teams and team building, organizational development, change management, strategy and structure, and organizational culture.
Prerequisite(s): *HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*
Credits: 3

HA 607 - Data Analytics in Healthcare Administration

This course includes the concepts and practices associated with data analytics in various healthcare domains and applying the results of the analytics to make sound financial, operational, and strategic decisions. Students will be exposed to advanced data management and analytical techniques commonly

employed in healthcare organizations of all sizes and structures, such as data acquisition and storage, machine learning, statistics, text analytics and natural language processing. In addition, the synergies associated with analyzing previously untapped data coupled with existing enterprise data will be explored in terms of making sound business decisions. Furthermore, this course will evaluate common sources of big data in healthcare, the big data life cycle, big data architecture framework, issues pertaining to the security and privacy of big data in healthcare.
Credits: 3

HA 611 - Mediation, Negotiation and Conflict Management

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.
Credits: 3

HA 612 - Healthcare Operations Management

Historically, the healthcare industry has struggled to contain costs, improve profitability, strengthen access, and achieve consistent quality outcomes. Many of these issues can be effectively addressed when utilizing a systematic and rigorous approach to operations management. This course provides students with the concepts, techniques, and tools necessary to design, analyze, and improve the operational capabilities of healthcare organizations. The topics covered include: healthcare operations and systems; quality, productivity, and performance management; operations research methods; operational metrics; project management; operational planning; return on investment analysis; logistics and supply chain management; purchasing and materials management; inventory management, forecasting; and operational analysis and benchmarking.
Prerequisite(s): *HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*
Credits: 3

HA 615 - Healthcare Strategic Management

In order to maintain a competitive advantage in the highly dynamic environment, it is necessary that healthcare administrators possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires the leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional level vision, mission, and values statements, analyze and draw meaningful conclusions from internal and external assessments using a variety of established tools and techniques, formulate well-conceived strategies and present realistic implementation and monitoring plans.
Credits: 3

HA 616 - Healthcare Strategic Management and Marketing

In order to maintain a competitive advantage in a highly dynamic environment, it is necessary that healthcare administrators possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires the leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional-level vision, mission, and values statements; analyze and draw meaningful conclusions from internal and external assessments using a variety of established tools and techniques; formulate well-conceived organizational goals, objectives, and strategies; and present tactical implementation and monitoring plans. Finally, the students will be exposed to the processes involving data analytics, planning, implementation, and controlling marketing activities associate with consumer-oriented marketing programs designed to favorably position an organization to achieve and sustain a competitive advantage in the market.
Prerequisite(s): *HA 509, HA 516, HA 517, HA 604, HA 605, HA 612, or the equivalent as approved by the MHA Director.*
Credits: 3

HRM 634 - Planning and Staffing

This course examines concepts, strategies and current issues in recruitment, talent acquisition, selection and training. The course involves the use of quantitative methods to analyze the impacts of legal compliance, diversity, technology, outsourcing, restructuring and downsizing, on the effective strategic management of human resources.
Credits: 3

HRM 635 - Training, Development, and Evaluation

This course examines concepts, strategies and current issues in the training and development of quantitative methods to analyze the impact of training and development on organizational and strategic human resource management outcomes and their effectiveness.
Credits: 3
History: MBA 635

HRM 636 - Change Management and Conflict Resolution

This course examines concepts, strategies and current issues in change management and conflict resolution, and subsequent downstream effects. Quantitative methods are used to analyze the impact of change and other interventions on organizational and strategic human resource management outcomes, and their effectiveness.
Credits: 3
History: MBA 636

HRM 637 - Compensation Management

This course examines theory, concepts, strategies and current issues in the design and implementation of compensation and benefit systems, and subsequent downstream effects. The course involves the use of quantitative methods to analyze the impact of compensation and benefit systems on organizational and strategic human resource management outcomes and their effectiveness.
Credits: 3
History: HA 637

IB 525 - Entrepreneurship in the Global Economy

This course offers students the skills and knowledge for developing and implementing a new global business. Using the concept of a start-up entrepreneurship, we examine the key factors in creating a new business which has a global market focus. This includes businesses started in the European Union, China, India, Russia or other countries, as well as businesses started in the United States that market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-US country. Investigating opportunities through trade allows both the extension of traditional to e-commerce as well as the creation of new business entities. The course is developed to promote skills needed to: assess the viability of a new business concept; understand the conditions of e-commerce readiness for specific countries; grasping unique opportunities and evaluate

the outcome of an opportunity; analyze competitive environment; analyze market potential; and identify sources of financial support for the new venture.
Credits: 3

CIS 601 - Systems Analysis and Design

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.
Credits: 3

MIS 603 - Information Security and Risk Management

This course will stress the necessity for establishing an organization-wide information security risk management program designed to isolate significant internal and external threats through the application of technical security evaluations. In addition, this course will explore the risks associated with using wireless networks and permitting remote access to corporate information, as well as an examination of current and future administrative, physical, and technical security safeguards. Contingency, business continuity and disaster recovery planning will be covered along with applicable laws and regulations dealing with security and privacy.
Prerequisite(s): MIS 605
Credits: 3
History: CIS 603

MIS 605 - Management Information Systems

This course focuses on analyzing the use of information by organization and the different types of information systems. It explores the technological, managerial, and organizational considerations of information systems. The theoretical foundations of information systems and their development, uses, operations, management oversight, control, structure, and impact will be explored. The analysis of information within the organization, the nature of characteristics of computerized information systems, usage of information systems and technology to change the organizational structure and/or work process, and culture will be addressed.
Credits: 3
History: CIS 600

MIS 608 - Topics in Information Systems

This capstone course focuses on the integration and synthesis of previous knowledge in information systems. Utilizing information systems and technology to address topics and problems in many functional areas such as marketing, accounting, human resources and management information are stressed. The adaption of information systems and technology to meet the needs of the ever-changing business environment will also be addressed. Case studies will reinforce lectures.
Credits: 3

MIS 609 - Database Management Systems

This course will explore techniques used to design databases and database management systems. Topics such as relational and non-relational databases; knowledge databases (knowledgebase); database operations; data repositories, warehouses, and marts; and data mining will be covered. This course will examine common sources of big data and big data architecture, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. Visual analytics will be presented with an emphasis on how it permits end-users to directly interact with the data analysis capabilities of modern computing systems.
Prerequisite(s): MIS 605
Credits: 3
History: CIS 602

MIS 614 - Data Analysis and Business Analytics

This course focuses on how to make well-formed and more expedient business decisions using data. Advanced analytic techniques such as text analytics, machine learning, predictive analytics, data mining, statistics, and natural language processing will be covered. In addition, the synergies associated with analyzing previously untapped data coupled with existing enterprise data will be explored in terms of making sound business decisions. In addition, this course will evaluate common sources of big data, the big data life cycle, big data architecture framework, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. Finally, the course will cover the processes associated with project management, such as initiating, planning, executing, monitoring & controlling, and closing projects.
Prerequisite(s): MIS 605
Credits: 3
History: CIS 605

MKT 631 - Consumer Behavior

This course is designed to review behavioral science concepts applicable to understanding behavior of consumers in the marketplace as related to designing marketing strategy. This includes the nomenclature commonly used by marketers to describe the application of consumer behavior knowledge. Understanding situational influences such as information processing, learning and memory, attitude formation and change, post-purchase behavior, ethical/social issues are integral to marketing strategy formulation through an examination of the consumer decision process, a process foundational to the study of consumer behavior.
Topics covered include effects of internal factors (perception, learning, memory, motives, personality, emotions, and attitudes), and external factors (the significance of word-of mouth marketing and the role of opinion leaders) on consumer decision making, information processing, learning and memory, attitude formation and change, post-purchase behavior, ethical/social issues, and effects on marketing strategy.
Prerequisite(s): MBA 630
Credits: 3

MKT 632 - Strategic Brand Management

This course approaches the study of brand management by illustrating the formulation of strategically sound brand management programs and the evaluation and control of the implementation of key brand initiatives (new products, advertising support, etc.). Focus is on theories and models to develop and manage brand equity. Specific learning modules include customer development, brand strategy development, brand extension development and annual brand planning. Specific attention is focused on case studies and team projects in building, measuring and managing brand equity.
Building and effectively maintaining brand equity is among the top priorities of high performing companies. Effective brand-building and brand management drives superior financial results, consumer loyalty and competitive insulation. This course provides students with insights into how profitable brand strategies can be created and the implications for brand management professionals. The class blends marketing theory and practice to provide perspective on corporate marketing and the brand management function. Therefore, the goal of competitive strategy for a brand is to find a position in the industry where the brand can: 1) articulate a compelling value proposition, 2) defend itself against competitive forces and influence them in its favor and 3) leverage communication resources to sell the brand

message and build brand equity.
Prerequisite(s): MBA 630
Credits: 3

MKT 633 - Digital and Social Media Marketing

This course aims to provide the theoretical knowledge and practical insights for integrating social media and digital marketing into the traditional marketing mix, understanding and engaging social media consumers, and monitoring and measuring the results of these efforts. Students will learn how to manage digital and social media, be able to understand the psychology of online consumers, the impact of digital and social media on traditional marketing strategy, review the digital and social media marketing process, critically evaluate the various social media platforms and online content, and successfully measure the impact of digital marketing efforts. Specific topics to be discussed include: Search Engine Marketing, Google AdWords, Google Analytics and Facebook Insights. Social media technologies are continuously transforming the ways consumers interact with each other and firms. These changes constitute a fundamental shift in the marketplace--consumers have greater opportunities to voice their opinions and connect with other consumers as well as an increased influence over marketers and brands. As a result, the conventional approaches to marketing communications have become more and more challenged. This puts an added emphasis on leveraging social media to engage consumers and propagate ideas, messages, products, and behaviors. This course takes an in-depth look at the relationship between media and human behavior, and examines how organizations capitalize on social media, and these consumer to-consumer interactions, to support their marketing efforts. Students will get hands-on experience creating comprehensive social media strategies for active brands.
Prerequisite(s): MBA 630
Credits: 3

MKT 634 - Strategic Marketing Simulation

Students will participate in a group simulation activity and will have hands on 'live' experience, making strategic marketing decisions that affect the business viability in work teams. Students master the marketing concepts of production, channels of distribution, branding, promotion, segmentation, targeting, pricing and competition as they make decisions that affect the future profitability of the business entity.
Prerequisite(s): MBA 630, MKT 631, MKT 632and

MKT 633 or CIS 608
Credits: 3

MBA 515 - Accounting for Management Decisions

This course emphasizes the use of accounting data and analytical techniques employed by management for decision-making in for-profit and not-for-profit businesses and governmental organizations. Students will study, evaluate and apply analytical techniques as part of the broader management accounting process used to analyze, evaluate and convey their recommendations concerning economic events related to management decisions. Areas covered include: cash flow analysis, financial statement analysis, ratio analysis, variable costing, product costing, cost prediction, cost-volume-profit considerations, operational budgeting, variance analysis, return on investment and capital budgeting decisions. The course uses discussion, problems, accounting case studies and a term project to evaluate the student's comprehension of the material.
Credits: 3
History: AC 515, AC 600

MBA 522 - Organization Behavior and Leadership

Achieving optimal effectiveness in today's workplace is a challenge for even the most seasoned leaders. In order to remain competitive in a domestic and global market, leaders need to be able to leverage internal competencies to create a culture that fosters innovation while instilling an entrepreneurial spirit throughout the firm. Students will learn how leadership styles directly influence the organizational culture; affect problem-solving, workplace stress, and conflict resolution; and influence the level of motivation within an entity. In addition, students will explore the linkages between power and politics, change management, and organizational success, as well as the challenges, benefits, and tactical approaches to forming and managing high performing, diverse workgroups and teams. Finally, students will learn the key attributes of successful leaders to include professionalism, being accountable for one's own actions and those of subordinates, the ability to demonstrate flexibility and adaptability when situations are dynamic and expectations are ambiguous, an awareness of the ethical implications of decision-making, establishing a shared vision, effective communication, and working well within groups and autonomously to achieve established goals and objectives.
Credits: 3

MBA 524 - Business Law and Ethics
This course examines the legal and ethical environment of business with particular attention to principles of law relating to business operations. The course emphasizes how organizational leaders identify, address, minimize, and prevent legal and ethical issues in areas of law important to business including: constitutional law; properly law, with a focus on intellectual property; contract law, including UCC Article 2, Statue of friends remedies, and e-commerce; tort law, including intentional, negligence, strict, and product liability; criminal law, including cybercrime, white-collar crime, and the Sarbanes-Oxley Act; regulatory law; agency and employment law; international law; forms of business organization; bankruptcy law; and litigation and alternative dispute resolution. Finally, students will be expected to apply critical thinking and legal reasoning to consider both the legal and ethical impacts of decision-making and business practice.
Credits: 3

MBA 576 - Operations Management
This course focuses on the vital concepts, issues, and techniques for efficient and effective operations to produce goods and services for consumers and/or businesses. Special emphasis is placed on process improvement logistics and supply chain management; planning; organizing and managing or resources to accomplish organizational objectives within a variety of business structures. Topics include operations strategy; product and service design; project management; operational planning; return on investment analysis process design and analysis; capacity planning; lean production systems; purchasing; materials and inventory management, forecasting; quality management and six sigma; and operational analysis and benchmarking.
Credits: 3

MBA 611 - Green Marketing
This is an environmental marketing course dealing with issues related to the environment. Topics covered are centered around the theoretical basis, managerial perspective, public policy viewpoint, or for empirical evidence of environmentalism. This course also covers a wide array of topics from segmentation of product, advertising and distribution strategies, and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing.
Credits: 3
History: MK 615

MBA 615 - Managerial Finance

This course covers a comprehensive analysis of financial management issues faced by financial managers in today's business environment. This course will cover time value analysis, financial risk and required return long-term financing; LT debt financing, equity financing and security markets, capital structure and the cost of capital; capital investment decision: capital budgeting, project risk analysis; current asset management and financing; financial condition analysis, lease financing and business valuation financial risk management; and consider ethical implications associated with financial practices and decision-making. Emphasis will be on operational definitions of financial concepts and analytical techniques to real world situations confronted by management.
Prerequisite(s): *MBA 515 or equivalent.*
Credits: 3
History: FI 615, BA 615

MBA 620 - Leadership in Organizations
The course discussions will focus on leadership in organizations, problem-solving techniques and communication, coordination, and human relation skills required for managerial success. Topics covered include principles and practices of management functions such as planning, organizing, motivating and controlling.
Credits: 3
History: MG 620, BA 620

MBA 630 - Strategic Marketing
Strategic Marketing encompasses the vision of marketing as a value creating process that is essential to the formulation of a customer-driven strategy by selecting target markets, setting objectives and developing, implementing, and managing marketing programs designed to meet the value requirements of the customers in each market. Students will study strategic positioning, market opportunities, pricing strategies, market analysis, as well as product differentiation with an overarching goal to ensure the firm maintains a competitive advantage within its current and future markets. Strategic and tactical analysis of the marketing mix will be covered in a decision making focus, together with considerations of globalization, leadership, data driven decision making, and integrated marketing for brand building and equity. This course uses an application-oriented approach to study marketing strategy and incorporates real-world examples of marketing strategies adopted by both large and small companies in a variety of business areas.
Credits: 3
History: MK 630

MBA 670 - Special Topics in Business

In this course, current topics in business are extensively discussed, including business ethics, labor relations, financial planning or any of a wide variety of subjects in business curriculum, such as entrepreneurial research, entrepreneurial education or entrepreneurial investments.
Credits: 1-3
History: MG 670, BA 670

MBA 695 - Strategic Management

One of the key factors of success for an organization is the ability to not only find and implement sustainable competitive advantages but also implement actions to respond and adjust strategies as needed. This requires leaders to apply research and analysis when leading decision making and policy changes at the organizational and functional levels for long-term performance of an organization. Strategic skills include strategic thinking, choosing competitive strategies, strategic planning, crafting and defending competitive advantages, defining goals, and allocating critical resources. This course enables students to build skills in strategy formulation implementation, evaluation and control by applying a variety of tools and techniques related to strategic analysis. Students then use that analysis to formulate organizational goals, tactical implementation to reach goals, and monitor plans. Students will use internal and external data as part of the planning, implementation and monitoring processes in order to sustain a competitive advantage in current and future domestic and global markets.
Prerequisite(s): *MBA 515, MBA 522, MBA 524, MBA 576, MBA 615, MBA 630 or equivalent by the MBA Director.*
Credits: 3
History: MG 695, BA 610

MU 500 - Applied Lessons and Recitals

This course places emphasis on expanding repertoire and is designed to develop artistry, technical skills, performing technique, analytical understanding, and professionalism. Students have two intensive one-hour private lessons per week. Assigned new repertoire will be performed in recital at the end of each semester. Students will be encouraged to participate in regional, national and international competitions. Repeatable registration for credit allowed, not to exceed 36 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.
Credits: 3

MU 501 - Chamber Music

The study, rehearsal, and performance of music for chamber ensembles. Repeatable registration for credit allowed, not to exceed six credits. Meets two hours per week.
Credits: 1

MU 502 - Performance Class

Course provides a weekly opportunity for students to perform in a simulated concert environment with critical feedback by music faculty, students and guest artists. Repeatable registration for credit allowed, not to exceed six credits. Meets one day per week for two hours.
Credits: 1

MU 503 - Collaboration

Course provides a weekly opportunity for students to perform instrumental repertoire requiring accompaniment. Repeatable registration for credit allowed, not to exceed six credits.
Credits: 2

MU 504 - Orchestra

Course provides a weekly opportunity for students to perform instrumental repertoire requiring accompaniment. Repeatable registration for credit allowed, not to exceed six credits.
Credits: 1

MU 505 - Orchestral Repertoire

Course provides a weekly opportunity for students to study a wide variety of standard orchestral repertoire. Repeatable registration for credit allowed, not to exceed six credits.
Credits: 1

MU 511 - Seminar in Music Theory and Analysis

Students will be actively engaged in leading discussions of assigned topics and repertoire. Class presentations of their research and analysis of assigned repertoire will include sugggestions of performance implications. Using the analytical theories based on the work of Heinrich Schenker, students will engage in intensive and comprehensive analysis of a major, multi-movement work demonstrating competencies in describing the compositional tools, techniques and structures of said work.
Prerequisite(s): Admission into the Master of Music in Performance program in the International Center of Music at Park University.
No
Credits: 3

MU 521 - History of the Concerto
Study of the concerto as a contributing form of western art music. Study of composers and analysis of representative works from the 17-century to the present day will be done in context of musical and cultural developments of the various periods. Particular attention will be given to concerto repertoire for violin, viola, cello, and piano.
Prerequisite(s): Successful completion of an undergraduate bachelor's degree in music or permission of instructor.
No
Credits: 3

MU 522 - History of the Symphony
Detailed study of the symphony as contributing form of western art music. Representative composers and works from the 17th-century to the present will be studied and analyzed, with emphasis on stylistic, constructional and performance components. Major works from the late 18th-century through the 20th-century will serve as the core of the study.
Prerequisite(s): Successful completion of a bachelor's degree in music or permission instructor.
No
Credits: 3

MU 530 - Applied Music
This course places emphasis on the development and expansion of appropriate repertoire and is designed to develop musical artistry, technical skills, performing technique, analytical understanding, and professional level musical performance. Students have two intensive one-hour lessons per week. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.
Credits: 6

MU 534 - Music History: Medieval, Renaissance and Baroque
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.
Credits: 3

MU 535 - Music History: Classic, Romantic and Modern
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.
Credits: 3

MU 570 - Applied Music
A continuation of MU 560.
Credits: 6

MU 580 - Applied Music
A continuation of MU 570.
Credits: 6

MU 585 - Special Topics in Music
Intensive study and/or performance of an area of music selected by the instructor on the basis of student need or current issues.
Credits: 1-3

MU 590 - Applied Music
A continuation of MU 580.
Credits: 6

MU 600 - Applied Music
This course places emphasis on the development and expansion of appropriate repertoire and is designed to develop musical artistry, technical skills, performing technique, analytical understanding, and professional level musical performance. Students have two intensive one-hour lessons per week. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the students final semester of study.
Credits: 6

MU 601 - Advanced Applied Music
This advanced course places emphasis on the development and expansion of appropriate repertoire and is designed to develop the highest level of musical artistry, technical skills, performing technique, analytical understanding, and professional musical performance. Students have two intensive on-hour lessons per week. Students will be expected to participate in national and international competitions. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.
Credits: 6

PO 500 - International Relations Theory
This seminar examines the major theoretical perspectives found within International Relations while introducing students to key debates within the

discipline.
Credits: 3

PO 501 - US National Security Policy
This course examines the evolution of US national security policy from the Washington administration to the present day. Special attention is paid to the interplay between the executive and legislative branches in the development of policy.
Credits: 3

PO 505 - Arms Control and Disarmament
A review of arms control efforts and achievements throughout the international system. This course introduces students to the limits and possibilities of international security regimes through a detailed analysis of arms control and non-proliferation.
Credits: 3

PO 510 - Research Methods
A survey and application of qualitative and quantitative research methodologies in the social sciences.
Credits: 3

PO 515 - Security Studies
A survey of recent work on the logic and politics of security as a frame for thinking about complex issues. Special attention is paid to the process of "securitization", the politics of various forms of risk analysis, and the increasingly individual-centered logic of many security initiatives.
Credits: 3

PO 520 - Terrorism and Unconventional Warfare
A review of the changing nature of terrorist activity from a historical and analytical perspective. The course focuses on the impact of globalization, modern communications, and the proliferation of arms in relation to terrorist groups and their activities.
Credits: 3

PO 525 - Geoeconomics and Environmental Security
This course examines the flows of production, distribution, and consumption of resources across borders. Environmental threats such as urbanization, resource extraction/usage, and climate change. The impact of international economic trends and state economic capabilities on security also is included.
Credits: 3

PO 530 - International Law and Security

This course examines international legal issues related to state security. Special attention is given to role of law in international politics, the use of law as a tool for increasing national security, and recent debates about Just War Theory.
Credits: 3

PO 535 - Cybersecurity
The growing impact of cyber efforts to promote and degrade state security is examined in this course. Special attention is given to the vulnerability of critical infrastructures, policies aimed at coping with cyber attacks, and the economic impact of the theft of intellectual property.
Credits: 3

PO 540 - Future War
An examination of future military conflict, the history of future war doctrine, and the impact of current conflict on notions of what trends exist in the conduct of war. An analysis of existing and predicted strategies to address future threats also is considered.
Credits: 3

PO 545 - Intelligence Collection and Analysis
An introduction and overview of the role intelligence plays in the development and conduct of US national security policy. Topics include an overview of intelligence collection and analysis, the layout and jurisdiction of bodies making up the US Intelligence Community, the relationship of the US intelligence agencies to those of other countries, and current operational tasks of these agencies (to the extent known publicly).
Credits: 3

PO 550 - Regional Security Issues
The course analyzes the current and evolving security situation in five key regions in the international system: East Asia, Europe, the Middle East, South Asia, and Sub-Saharan Africa. The impact of state development and the role of international organizations in dealing with security issues in these areas will be included.
Credits: 3

PO 551 - Insurgency and Counter-Insurgency in a Social Context
An introduction to the rational and sociological turns in the analysis of political violence with a special focus on insurgency and non-traditional war. Course topics to include an overview of state-of-the-art literature on political violence, the viability of insurgency groups,

and the lessons learned during the Afghanistan and Iraq conflicts.
Credits: 3

PO 555 - Doctrine and Grand Strategy
Overview of the history and current status of US military doctrine and national security policy. The course will include a history of US operational planning through the Cold War, the 1990s, the War on Terror, and current planning for potential conflict with great power rivals. Further, the course will relate doctrine to changes in US national security strategy under Presidents Clinton, Bush (43), Obama, and Trump. In addition, the course will introduce the concept of 'Grand Strategy' and summarize arguments for how the US should consider its security in terms of world order.
Credits: 3

PO 600 - Thesis
First of two courses culminating in a Master's thesis. Students will be enrolled upon the approval of a prospectus and work with an assigned faculty member to complete a literature review and initial drafts of thesis chapters. This course will be graded "pass or fail".
Grade Pass or Fail
Credits: 3

PO 601 - Thesis II
The second of two courses culminating in a Master's thesis. Students will work with a supervisor to complete a thesis and have it reviewed by said supervisor and the Program Director. The course will culminate with a viva voce to include the supervisor, the Program Coordinator, and an outside reader. This course is to be graded as fail, pass, or pass with distinction.
Grade Pass or Fail
Credits: 3

PM 690 - Integration, Scope, and Quality Management
This course focuses on the processes and activities used by the project manager and team to identify, define, combine, unify, and coordinate project work, such as developing the project management plans. Further, special attention is given to the planning, executing, and controlling of project scope. Finally, students will learn the processes, policies, and procedures that must be implemented to meet the quality requirements.
Credits: 3

PM 691 - Time and Cost Management
This course introduces students to the policies, procedures, and documentation required to plan, develop, manage, execute, and control the project schedule. In addition, learners will leverage the schedule baseline when creating the project budget. An important takeaway is the relationship between time management and cost management.
Prerequisite(s): PM 690
Credits: 3

PM 692 - Communications, Risk, and Stakeholder Management
This course emphasizes the criticality of effective and efficient communications from the project manager to both internal and external stakeholders. In addition, stakeholder identification and engagement are examined relative to the communications strategy. Finally, the risk management process is evaluated to include risk planning, identification, analysis, and response planning.
Prerequisite(s): PM 690 and PM 691
Credits: 3

PM 693 - Human Resource and Procurement Management
This course underscores the value of effectively managing human resources that are assigned to projects, with an emphasis on acquiring, developing, and managing project team members. In addition, learners are exposed to the procurement management knowledge area, which focuses on the processes required to acquire products, services, and results from external vendors.
Prerequisite(s): PM 690, PM 691, and PM 692
Credits: 3

PS 523 - Introduction to Social Justice
This course will introduce students to Industrial Organizational (I-O) Psychology and social justice literature and the interrelationship between the two. Students will begin to explore how I-O psychology can be used to create justice-centered organizations. Students will gain hand-on experience in identifying organizational needs and begin to formulate solutions to address those needs..
Credits: 3

PS 527 - Applied Research Methods
This course will prepare students to use various research methods employed by Industrial Organizational (I-O) psychologists such as interviews, surveys, experiments, and quasi-experiments. Students will utilize statistical analyses

and software, critical thinking, and inclusive thinking to evaluate and communicate findings.
Credits: 3

PS 567 - Critical Analysis I

This course will be an introduction to statistical techniques including correlation, t-tests, ANOVA, MANOVA, and MANCOVA. Probability and Bayesian techniques will be examined. Students will use statistical software to analyze data using these techniques and utilize critical and inclusive thinking to communicate findings.
Prerequisite(s): PS 527 or consent of department chair/program coordinator
Credits: 3

PS 570 - Critical Analysis II

This course will introduce students to statistical techniques including bivariate, multiple, and logistic regressions. A brief overview of factor analyses, structural equation modeling, and meta-analyses will be provided. Students will use statistical software to analyze data using these techniques and utilize critical and inclusive thinking to communicate findings.
Prerequisite(s): PS 567 or consent of department chair/program coordinator
Credits: 3

PS 602 - Organizational Leadership

This course will concentrate on organizational leadership, specifically focusing on leadership theories, ineffective/counterproductive leadership, developing leaders, and incorporating social-justice based leadership. Students will create a leadership development plan to cultivate their own leadership skills.
Credits: 3

PS 609 - Personnel Psychology

This course will explore elements of a job including: selection tools, cognitive and non-cognitive factors to perform tasks, and the legal context of employment decisions. Students will gain hand-on experience in job analysis, a central task of I-O psychologists.
Credits: 3

PS 616 - Organizational Dynamics and Ethics

In this course students will review organizational theory, including culture, climate, change management, and organizational development in addition to an extensive review on organizational teams. Each level of analysis will explore

organizational ethics and pro-social I-O work.
Credits: 3

PS 622 - Training and Performance

In this course students will learn how to design training programs, how to conduct training, and how to evaluate training programs based on learning and organizational theories. Students will critique real-world training and talent management programs and discuss legal aspects of training.
Credits: 3

PS 626 - Individual Assessment

In this course students will review individual assessment models, conduct myriad assessments, provide detailed feedback and make career recommendations based on assessment results.
Credits: 3

PS 670 - Organizational Attitudes and Behavior

This course considers employee attitudes, emotions, and behavior at work and the complex relationship among those factors. An emphasis will be placed on why individuals work, what motivates employees, what helps employees cope with work stress, and burnout.
Credits: 3

PS 699 - Internship

This course is for students who will work individually with an I-O Psychologist in the business, consulting, or government sector to apply scholarly knowledge to real world problems. Three (3) internship hours are required though up to six (6) can count toward graduation. No more than three credits will be allowed from one organization. Internship sites and supervisors must be approved by the department chair/program coordinator prior to enrollment.
Credits: 3-6

PA 501 - Public Affairs Concepts and Theory

This course provides an introduction to the field of public affairs and to the current problems in the area. Public affairs will be related to concepts of organizational theory and organizational behavior with an emphasis on the special nature of public organizations. The emphasis areas of the MPA program and their interrelationships will be explained.
Credits: 3

PA 503 - Emerging Issues in Public Affairs

The course analyzes a selected current issue in the field of public affairs. This course will be offered when need and interest are present. The topic of the course will vary.
Credits: 1 to 3

PA 504 - Independent Study in Public Affairs

This course consists of a prescribed program of study with provision for interaction between a student and a Park University faculty member, and may be used to replace integration courses. A three-credit hour PA 504 may also be taken in conjunction with an approved internship to fulfill the pre-service student internship requirement and will be used to replace the cross-sector course in these cases. The course may be taken twice.
Prerequisite(s): *Permission of the civic leader and MPA program director; prerequisite for PA 504 with an internship: 24 credit hours, including completion of PA 501*
Credits: 1 to 4

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.
Credits: 3

PA 512 - The Environment of Public Organizations

This course provides a study of the inter-relationships between public organizations and their internal and external environment, including its global dimensions. The environments will also be analyzed as the framework for the demands and supports facing public organizations, with special emphasis on ideas of citizen participation, inter-governmental relations and political influence. The mutual relationships between politics and administration will be stressed, including issues of contracting out and privatization.
Credits: 3

PA 513 - Policy Development, Evaluation and Impact for Organizations

This course examines the evaluation of the output of public organizations, the criteria and methodology of the evaluation. It also explores how public policies impact on the environment and the role of these outcomes for future actions of public organizations. The relationship of evaluation to monitoring performance will be analyzed.
Credits: 3

PA 542 - Social Policy

This course examines policies intended to address community needs and how the policies get set. Students review community needs, organizations, services and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention and cultural endeavors. The role of individual values and responsibility, as well as the mobilization of community efforts to address problems, paying attention to their global implications, are explored.
Credits: 3

PA 543 - The Nonprofit and Nongovernmental Sectors

This course reviews the role and functions of the philanthropic and nonprofit sector, including history and trends in the field, and the legal and regulatory environment. The relationship of the nonprofit sector to the public and business sectors is examined, with attention to the related role of public and for-profit entities in delivering community services. *PA 543 may only be taken by students operating under a previous degree plan or taking it as an elective for the Certificate in Nonprofit Leadership. Certificate students should contact their advisor before enrolling in this course.*
Credits: 3

PA 545 - Management of Nonprofit and Nongovernmental Organizations

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.
Credits: 3

PA 563 - Personnel Systems of Public Organizations

This course examines the operations of a personnel system with special emphasis on problems of collective bargaining, performance appraisal, training and supervision. Personal development will be emphasized together with diversity as essential concerns of the organization.
Credits: 2

PA 564 - Budgeting and Finances of Public Organizations

This course presents current problems in budgeting, accounting and auditing. Special emphasis will be given to the various theories of budgeting and to the role of budgets in planning and performance measurements.
Credits: 3

PA 593 - Financing Nonprofit/Community Services

This course provides an examination of alternative funding sources for community and nonprofit services, and the optimal mix of funding sources for a given service and clientele. A variety of fundraising methods are reviewed, as well as organizational characteristics and capabilities which contribute to successful fundraising. Attention is given to non-monetary resources such as in-kind contributions of goods and services, and cooperative ventures. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*
Credits: 3

PA 594 - Financial Management for Nonprofit/Community Organizations

This course surveys of methods for budgeting income and expenses; financial recordkeeping; laws and regulations; and tax provisions governing financial management controls, cost analysis, financial reports and preparation for audits. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*
Credits: 3

PA 599 - Virtual Local Government

Through a virtual platform in this course, a local government is created by students using the core concepts of public administration and urban

policy. Students recommend public management and urban policy approaches to design an innovative and vibrant community. These combine methods of strategy, structure, project management, public private partnerships, infrastructure and citizen engagement used in local government.
No
Credits: 3

PA 600 - Ethical Foundations of Authority and Responsibility

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.
Credits: 3

PA 601 - Research Methods and Data Analysis

This course provides an examination of various research methodologies and appropriate statistical applications, relevant for public-sector and nonprofit administrators. A focus will be on the presentation and interpretation of empirical research findings.
Credits: 3
History: PA 502 and PA 508

PA 602 - Seminar in Public Affairs

PA 602 is the capstone seminar of the MPA program. Conducted as a graduate seminar, this course addresses correlation of the academic and practical experiences of the degree candidates to their responsibilities as professionals in a democratic society. Each student prepares a series of papers and/or presentations that emphasize various expectations to be faced in professional work, such as case analysis, critique, evaluation, implementation, research and proficiency in U.S. Constitutional issues.
Prerequisite(s): *27 hours academic credit, including completion of PA 501. Students will not be able to enroll in PA 602 while they are enrolled in PA 501 or while they are finishing the requisite 27 credit hours. Students are advised to take these two courses early in their programs; failure to do so may result in delay of degree completion and graduation.*
Credits: 3

PA 630 - Comparative Criminal Justice Systems

This course will discuss the management and administration of criminal justice systems in various jurisdictions in the United States and globally. In this course, students will explore concepts of criminality through a sociological perspective and will discuss

similarities and differences in criminal justice systems around the nation and world.
Credits: 3

QM 684 - Principles of Quality Management

This course provides an overview of Quality Theorists and their contribution to the field. Quality Management resulted mainly from the work of American quality gurus such as Joseph Juran, W. Edwards Deming, Phillip Crosby and Armand Feignbaum; and Japanese quality such as Kaoru Ishikawa, Genichi Taguchi, and Shigeo Shingo. In addition, quality systems and processes are assessed and evaluated. Topics include managing a quality improvement effort, tools, applications (TQM and Lean Six Sigma), metrics, benchmarking, best practices, and ethical practices.
Credits: 3

QM 685 - Innovative Techniques in Quality Management

This course provides a proven method to apply innovation to achieve successful quality outcomes. This course will integrate innovative principles and techniques of Design for Six Sigma, creative techniques for innovation, and quality management applications. In addition, change management principles and data-centric decision-making will provide a successful method for beginning to change the culture of the organization.
Prerequisite(s): QM 684
Credits: 3

QM 686 - Innovative Project Management

This course provides a cadre of agile, disciplined, and transformational tools and processes for improving innovation opportunity outcomes and achieving sustained innovation project success. Provides future organizational leaders and decision-makers with a responsive and proven methodology for making time-sensitive and fact-based decisions on innovation opportunities.
Prerequisite(s): QM 684 and QM 685
Credits: 3

QM 687 - Collaborative Innovation Strategies

Innovation on a corporate scale does not just happen; it is planned and executed by management. Management must see the value in innovating the way they operate, communicate, and carryout decisions. This course prepares the student to facilitate innovation within the organization or business.

Innovation strategy consists of cultural and environment assessment, diagnostics, opportunities identification, implementation strategies and processes.
Prerequisite(s): QM 684, QM 685, and QM 686
Credits: 3

SW 500 - Social Work and Social Welfare

This course provides students with an awareness of the rich traditions and history of the social work profession. It examines social work roles in many fields of practice. Students learn the Social Work Code of Ethics and the six core values that guide and direct social work interventions. The course provides the foundation for all other graduate social work courses through its emphasis on learning and applying the nine core competencies of social work practice. SW 500 integrates with Field Education where students observe and participate in the application of social work interventions. This course assesses Social Work EPAS Competencies 1, 2, 5, 6.
Credits: 3

SW 510 - Policy Analysis and Policy Practice

This course introduces students to the major social welfare policies and programs of the United States today, and it examines the historical circumstances which gave rise to those social welfare programs and the social work profession. Existing policies are critically examined, and attention is given to strengths-based methods by which social policies might be influenced to better meet human needs and promote social justice. The Nine Core Competencies as set forth in the 2015 CSWE accreditation standards are infused throughout this course. Emphasis is placed upon engagement in policy practice and advocacy with the end goal of participating in positive social change. Students will demonstrate the ability to engage in policy analysis and practice and identify the actions needed for change, and identify emerging social trends in order to provide relevant social welfare services. This course assesses Social Work EPAS Competency 5.
Credits: 3

SW 520 - Human Behavior in the Social Environment I

This course examines multiple theoretical foundations to provide a deeper understanding of the nature of human behavior in the social environment. SW 520 examines the dynamic interaction of the individual and her/his social environments across the life span. SW 520 examines the biological, social, psychological, spiritual, cultural forces that impact

human behavior from infancy through young adulthood. This course assesses Social Work EPAS Competencies 1,4,6,7,9.
Credits: 3

SW 530 - Generalist Practice I

This course is the first generalist practice course in the two course practice sequence. The focus is on the values, knowledge and skills required for effective generalist social work practice across a wide range of settings with individuals, families and groups. Emphasis will be placed on understanding and being able to implement all 9 EPAS Competencies as set forth by the Council on Social Work Education (2015). Additionally, this course will address core functions of Strengths-Based, Person Centered practice that are not included as CSWE competencies including Collaborative Planning, Implementation through advocacy and linkage, Monitoring, Supportive Counseling, and Graduated Disengagement. This course is taken concurrently with SW 540 Generalist Field Education I, and is designed to integrate classroom learning with concrete expression of generalist practice in actual helping situations. This course assesses Social Work EPAS Competencies 1-9.
Credits: 3

SW 540 - Generalist Field Education I

Field Practicum experience where concepts learned in the classroom are applied in social work settings in the community. Students, in consultation with the Director of Field Education, are placed in an agency where they receive mentoring and instruction from an experienced MSW practitioner. Students work closely with their classroom instructor, the faculty liaison, and the field instructor to develop their Field Learning Education Plan (FLEP). In this course, students become aware of the importance of the agency mission and purpose, organizational culture, policies and procedures, sources of funding, etc. they also begin working with individuals, families and groups under the supervision of the practicum instructor and/or other professionals at the agency. The foundation year practicum focuses on the development of knowledge, values, skills, and cognitive and affective processes in generalist practice. This class assesses the Social Work EPAS competencies 1-9.
Credits: 3

SW 550 - Social Work Research

This course prepares students to engage in the rigorous and systematic examination and evaluation of the social work planned change process. Students learn the nature and purpose of research. They study research design and methodology. Students learn the importance of formulating research questions that are guided by the mission, purpose, values and goals of the profession. Students will examine the relevance of Applied Research and collaborative, Participatory Action Research (PAR). Students learn how to become critical consumers of published research and they become aware of the importance of evaluating the effectiveness of their own interventions and contributing to the growing body of social work knowledge. This class assesses the Social Work EPAS competency 4.
Credits: 3

SW 560 - Human Diversity and Social Justice

his course provides a foundation of knowledge for more effective social work practice with a diversity of individuals and groups. It explores the background, worldview and special needs of groups which vary in such respects as race and ethnicity, religion, gender, disability, sexual orientation, and age. The nine competencies as set forth in the 2015 CSWE accreditation standards are infused throughout this course. Emphasis is placed upon engaging diversity and difference in practice and advocacy in advancing human rights and social and economic justice. Students will demonstrate the ability to: identify how diversity shapes the human experience and is critical to the formation of identity; recognize, define and decrease systemic oppression; utilize self-reflection to effectively engage in culturally competent practice to influence domestic and global social justice change. This course assesses Social Work EPAS Competencies 1,2,5,6.
Credits: 3

SW 570 - Human Behavior in the Social Environment II

This course expands and builds upon the theoretical framework explored in SW 520. Theories of human behavior as they relate to mid-life and aging are addressed. Students are introduced to the impact of life experiences such as trauma, military service, loss, experiencing divorce, and issues relating to retirement and chronic illness. Students are challenged to think more critically about how attention to multiple theories and experiences influences their ability to engage, assess, intervene and evaluate their work with individuals, families, organizations and communities. This course assesses Social Work EPAS Competencies 1,4,7,9.
Credits: 3

SW 580 - Generalist Social Work Practice II

This course introduces students to knowledge and skills for social work practice with organizations and communities. The course includes an introduction to organizational management, acquiring grants for program funding, strategies for organizational change, and the experience of working in an agency setting under supervision. Community practice also includes an introduction of community change strategies and methods of advocacy. Students are expected to integrate knowledge of research, policy, practice and theory in the development, implementation, evaluation, and dissemination of their Organizational Transformation Project (OTP). All nine CSWE competencies are to be reflected and addressed in this project. Additionally, this course will address core functions of strengths-based, person centered practice that are not included as CSWE competencies including collaborative planning, implementation through advocacy and linkage, monitoring, supportive counseling, and graduated disengagement. This course is taken concurrently with SW 590 Generalist Field Education II, and is designed to integrate classroom learning with concrete expression of generalist practice in actual helping situations. This course assesses Social Work EPAS Competencies 1-9.
Credits: 3

SW 590 - Generalist Field Education II

This course continues with the experiential learning in the first field education course, SW 540. In SW 540, students are expected to demonstrate more self-directed learning and autonomy as they have become assimilated into the agency. Students in SW590 continue to document their experience in reflecting the behaviors that demonstrate knowledge, values, skills, cognitive and affective processes related to each of the nine social work competencies. In addition, students are expected to complete their OTP intervention at the agency and to present the results of their project at an agency in-service. This course assesses Social Work EPAS Competencies 1-9.
Credits: 3

SW 600 - Bridging Practice, Theory, Policy and Research

SW600 is designed to reinforce, augment and supplement learning achieved on the baccalaureate level of social work education. The course will integrate knowledge, values and skills across four essential content areas; 1) Policy Practice, 2) Theories of Human Behavior, 3) Research Informed Practice & Practice Informed Research, and 4) Multi-Level

Generalist Social Work Practice. Infused throughout the readings, discussions and assignments in this course are the nine competencies of social work practice as set forth by the Council on Social Work Education (CSWE, 2015). Students are expected to demonstrate growth in identifying as a professional social worker. They are expected to identify conflicts and ethical dilemmas and to apply a systematic framework to respond effectively in such situations. Students will be expected to articulate the philosophical and professional values related to the Strengths Perspective and Recovery Oriented practice. Finally, this course will challenge students to continue to identify issues related to structural oppression, exclusion, discrimination, and income inequality. This course assesses Social Work EPAS competencies 1-9.
Credits: 3

SW 610 - Advanced Practice I

In SW610, students learn a wide range of therapeutic interventions designed to promote goal attainment and the well-being of individuals, families, groups, and communities. Students learn that effective advanced social work practice is guided & informed by theoretical frameworks, treatment models, practice behaviors, agency mission, policies, and requirements of funding sources. Although the course sequence begins with theories, frameworks, and models that can be used on a personal or family level of social work practice, as the course progresses, approaches will be applied to all three levels, personal (micro), agency (mezzo), and community (macro). This course equips students with a wide range of knowledge and skills related to engagement, assessment, intervention, and evaluation, to expand on practice skills learned at the generalist level. Students are expected to develop autonomous practice, to utilize critical thinking & reflection, and to function as an effective team member, as they expand awareness of conscious use of self in the social work helping partnerships. This course will include active discussions of values, ethics & practice behaviors, and students are expected to move beyond identifying ethical dilemmas, to planning and implementing strategies which effectively resolve these dilemmas. This course assesses Social Work EPAS competencies 1-9.
Credits: 3

SW 615 - Social Work in Behavioral Health

As defined by SAMHSA (2011), behavioral health is a "state of mental/emotional being and/or choices and actions that affect wellness." However, more

specifically related to this course, behavioral health is a term which addresses issues in mental health, substance use, and addictions. The concept of behavioral health encompasses a continuum of prevention, intervention, treatment, and recovery support services. As the largest group of providers of mental health services, social workers comprise 60% or more of the mental health workforce (National Association of Social Workers, 2000). Social Work in Behavioral Health will provide the historical and political context of behavioral health and mental health care. The impact of substance use, gambling and eating disorders on individuals, families and communities will be explored. Lifespan issues that inform work with older adults and families and hospice policies and practices will be introduced. Students will identify the local, state, national and global policies that impact service participants and practice advocating for policy changes to promote improvements of the well-being of individuals, families, organizations and communities. The multidisciplinary nature of behavioral health practices will emphasize the need for social workers to develop collegial skills and practice effective ethical teamwork with psychiatrists, substance use professionals, nurses and physicians to name a few. The medical model, especially as it relates to diagnosing mental disorders and substance use, will be juxtaposed with the strengths perspective as students develop their conceptual framework for professional social work practice. This course assesses Social Work EPAS competencies 3, 5, 7, 8.
Credits: 3

SW 620 - **Gerontological Social Work**
Aging service participants provide a unique practice focus for social workers. Gerontological social work examines the growing role for autonomous social work practice in working with elderly individuals and their families. This course provides examination of the literature with focus on theory and research, personal and family transitions, experiences in mid-to-late life and their impact on adults and their family relationships. Students review current policies relating to assisting elders to "age-in-place" and maintain quality of life and social well-being in the least restrictive environment possible. The learning in this course will be closely aligned with the practice experiences in the field setting. Students gain a fuller understanding for programs and policies such as the Older American's Act, Medicare, Medicaid and various other issues relating to Elder Law. This course assesses Social Work EPAS competencies 1,3,5,8.
Credits: 3

SW 621 - **Military Social Work**
This course provides a historical framework of the social work collaborative practice with military members and their support networks. Delineation regarding the unique challenges for members of the military, their families, veterans of both war and peace time, and persons who have suffered wounds or other extremes during military service, such as imprisonment during a war or conflict, military sanctions, or abuse, will be delivered. Policies that impact working with military members will be another focus of study, including the implementation and repeal of "Don't ask, don't tell, don't pursue," multiple deployments, the GI Bill® benefits, and limitations of adequate VA services compared to the immense needs of wounded veterans. Students will demonstrate understanding of the impact of related policies on individual service participants and families. In this class students will learn the importance of understanding military culture/s, treating military service participants with respect, attention to the importance of confidentiality, and strict adherence to the practice protocols that ensure confidentiality. This course assesses all Social Work EPAS Competencies (1-9).
Credits: 3

SW 622 - **Social Work with Children and Families**
The major focus of this class is on social work in the settings of child welfare, education, and children's behavioral health and social wellbeing. Because children primarily reside in family settings, an emphasis will also be placed on families, family dynamics, and family interventions. Students can expect content focusing on school social work; special education; adoption and foster care; the history of societal responses to child abuse and neglect; recent federal legislation surrounding children's issues; recent research about child-focused programs and practices; the history of deinstitutionalization of children's services; common children's mental health diagnoses; commonly prescribed medications and the controversy of overmedication in children, recent federal legislation regarding the system of care; innovative and research based community based programs; current interventions and treatment modalities used with children and families (e.g. play therapy, CBT, narrative therapies, art therapy, experiential therapy, family-directed structural therapy, and solution-focused therapies); parenting strategies; issues surrounding divorce; and the implications of all of these issues for culturally competent direct practice. This course emphasizes an ecological and strengths perspective.

Several issues that apply across all systems are also addressed. These include the tensions between a child focus and a family focus, pros and cons of various ways of organizing and financing services, the philosophy of least restrictive alternative, resiliency, culturally competent practice, and the importance of fairly and accurately measuring outcomes. This course assesses Social Work EPAS competencies 5, 6, 7, 8.
Credits: 3

SW 630 - Program Evaluation and Grant Writing

This course provides students with the knowledge and skills to analyze how programs designed to promote social well-being of people organize, deliver, and assess the effectiveness of the services and interventions. This course emphasizes the grant writing process, with the overall purpose of teaching the student to unpack each component through critical analysis of program development and implementation. The course provides the students with a deeper awareness of the important relationships between funding sources and the manner in which programs conduct daily activities. Students learn models of organizational change and also examine the factors related to successful dissemination of innovations in uman service programs. This course assesses Social Work EPAS competencies 4 and 9.
Credits: 3

SW 640 - Current Diagnostic Trends: Integrating the DSM-5 with the Strengths' Perspective

This course provides students with a deeper understanding of the process of diagnosing mental disorders utilizing the latest framework as described in the Diagnostic and Statistical Manual, fifth edition, 2013 (DSM-5). Students learn the characteristics related to specific Behavioral Health diagnoses. In addition, students are challenged to integrate the psychopathological perspective with the Strengths Perspective. Students learn the importance of generating accurate diagnosis while at the same time attending to the person's uniqueness, social context, issues of poverty, discrimination and exclusion that contribute to their sense of social well- being, health and connectedness. This course is organized around the DSM-5 as it is the major diagnostic framework used in mental health systems. The focus will be on major affective, cognitive, anxiety, trauma, alcohol and drug, and personality disorders that graduates are likely to encounter in behavioral health social work practice. The limitations and controversies related to the use of the DSM-5 will be

supplemented by the strengths assessment and will assist students in furthering their critical thinking skills. The course assesses Social Work EPAS Competencies 1,2,7,8,9.
Credits: 3

SW 650 - Advanced Field Education I

This course focuses on students' ability to integrate classroom learning with practice application in the field setting at the specialized level. Students collaborate with the Director of Field Education, classroom instructors, the MSW faculty liaison, and the agency based MSW Field Instructor, to identify & document practice behaviors that reflect the knowledge, values, skills, and cognitive and affective processes that are the essence of the nine competencies. These activities are recorded on the Field Education Learning Plan (FLEP). In order to promote the real time integration of knowledge and skills, students are required to take SW650 concurrently with SW 610, Advanced Social Work Practice I. In this course students are expected to become familiar with the policies and procedures of the host agency. They are expected to gain a deeper understanding of the organizational culture as well as to be able to articulate the mission ad purpose of the agency as these relate directly to agency goals. Students are expected to take an active role in their learning experience and advocate for a wide range of learning opportunities as the aim towards autonomous social work practice. The course assesses Social Work EPAS Social Work Competencies 1-9.
Credits: 3

SW 660 - Advanced Practice II

This course builds upon the knowledge and skills covered in Advanced Practice I Course (SW 610). Advanced Practice II is designed to increase students' skills in engagement, assessment, intervention, & evaluation of individuals, families, and groups. Skills in written & oral presentation of assessments, treatment plans, interventions and evaluations of service participants are emphasized. Class sessions will focus on specific problems and intervention models, including loss & grief, cognitive behavioral therapy, strengths-based, and solution-focused interventions, family treatments, group interventions, integrated behavioral health, emotional regulation, adversity and spiritual transformation, and developing a professional practice. Specialist advanced practice and ethical strategies are taught in the classroom, applied in Field Education II, and Field Practicum. Attention to cultural humility and diversity are accentuated. Students will be expected to expand their understanding about working with

vulnerable populations, characteristics of vulnerable populations, risk factors, engagement, assessment, interventions with particular populations, & evaluation of treatment outcomes. The course assesses Social Work EPAS Competencies 6-9.
Credits: 3

SW 670 - **Leadership, Supervision and Entrepreneurial Opportunities in Social Work**

This course prepares students for the changing context of specialized social work practice by preparing students to become supervisors, managers, leaders, and entrepreneurs in the field. Students will explore their strengths in order to identify an area of specialty, or niche in social work practice. Students will gain an understanding of their leadership style as it pertains to working in supervisory roles in organizations and communities. Students will become familiar with all aspects of establishing their own business or private contracting practice. This course assesses Social Work EPAS competencies 1, 6.
Credits: 3

SW 680 - **Advanced Field Education II**

This course continues learning experiences for specialist advanced social work practice in field education. This course will focus on integration of the social work behaviors that reflect the knowledge, values, skills, cognitive and affective processes reflected by the nine competencies of social work practice. Students take this course concurrently with SW 660: Advanced Practice II. This course focuses on students' ability to integrate classroom learning with practice application in the field setting at the specialized level. Students collaborate with the Director of Field Education, classroom instructors, the MSW faculty liaison, and the agency based MSW Field Instructor, to identify & document practice

behaviors. These activities are recorded on the Field Education Learning Plan (FLEP). In this course students are expected to become familiar with the policies and procedures of the host agency. They are expected to gain a deeper understanding of the organizational culture as well as to be able to articulate the mission ad purpose of the agency as these relate directly to agency goals. Students are expected to take an active role in their learning experience and advocate for a wide range of learning opportunities as the aim towards autonomous social work practice. This course assesses the Social Work EPAS competencies 1-9.
Credits: 3

SW 690 - **Integrative Seminar**

This course is the capstone experience in the Master of Social Work program, and critically links field education into the course work. Beginning in the fall semester, students develop their plan to complete their Integrative Seminar project (ISP). In the first semester students utilize the knowledge and skills gained in each class to conduct a search of scholarly literature to inform the development of the ISP question. They then explore the literature to locate an evidence based intervention designed to promote a positive outcome. Students conduct the intervention, gather data, analyze the data, and discuss implications for social work practice, research, policy and education. Students are expected to disseminate the results of their ISP by writing a 15-18 page scholarly paper. Students are also expected to disseminate the results of their ISP at their Field Agency or at the Social Work Spring Colloquium in April. Through this Integrative Seminar Project, students are expected to demonstrate how their knowledge of the 9 competencies informs and directs the process. This course assesses Social Work EPAS competencies 1-9.
Credits: 3

Coronavirus

Fall 2020 Schedule Updates
A number of new instructional methods have been created for Fall 2020. Below is a list of the of the types of classes to be offered and the codes/descriptions associated with those.

Parkville Course Types
Blended-On Campus: On campus courses generally meet 1 time (up to 2) per week on campus, with additional content delivered through Canvas. In addition to one on campus meeting time, MWF sections generally also meet live once a week via webconference (Zoom).
Blended-Webconference: These courses meet live at designated times via webconference (Zoom), with additional content delivered through Canvas.
Online-Webconference Optional (16 week, online webconference optional): Online courses are asynchronous (do not have required, live meeting times). Online courses designated as Webconference Optional have opportunities for live interaction via Zoom such as study sessions or office hours. The live component is optional for students.

	Blended-On Campus	**Blended-Webconference***	**Online, Webconference Optional***
Section	HO	HO	HO
Instructional Method	BC	BZ	OZ
Campus	MAIN	MAIN	DIST
Room/Location	Location on Campus WEBC (webconference), if applicable	WEBC (webconference) *Listed times are Central Standard Time*	N/A *Synchronous opportunities to be held via Zoom (optional for students)*

Campus Center: Pirate Patch Courses
Pirate Patch @ Campus (Host): This is a Pirate Patch (video) class. Students attend class at the designated Campus Center.
Pirate Patch @ Home (Remote): This is a Pirate Patch (video) class. Students attend at designated times via webconference (Zoom) from home.

	Pirate Patch @ Campus	**Pirate Patch @ Home**
Section	2 character CC code	**Z (CC Code + Z)
Instructional Method	VF	VA

*Blended-Webconference, Online-Webconference Optional, and Pirate Patch @ Home are open to students (meet the prerequisites or other criteria) across the network, as they do not require students to be on site.

CORE VALUES
THAT GUIDE OUR ACTIONS:

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

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

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

- *We celebrate **GLOBAL CITIZENSHIP** through our connected learning and working environment, liberal arts education and community stewardship.*

- *We embrace **INCLUSIVITY** that fosters diversity, teamwork and collaboration.*

- *We act with **INTEGRITY** through honesty, efficiency and reliability.*

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