

ONE FUTURE. YOURS. | ONE DREAM. YOURS. | ONE UNIVERSITY. PARK.

*Your World*

*One University*

**PARK UNIVERSITY<sup>SM</sup>**

**2009 - 2010  
UNDERGRADUATE CATALOG**

*Park*



**Park University**  
**Undergraduate Catalog**  
**2009-2010**

Effective July 1, 2009

**Page 47 – Last sentence on page should read:**

Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of the University Registrar.

**Page 96 – FULL-TIME STATUS, OVERLOAD APPROVALS, AND ONLINE AND SUMMER COURSES – First two sentences should read:**

Full-time class load is **six (6)** credit hours for an eight or nine-week accelerated term, or twelve (12) credit hours in a semester program. A student may enroll in no more than **seven (7)** hours per term in an accelerated program without written prior approval from the Campus Academic Director of his/her program.....

**Pages 128 and 129 – Major should be 45-54 hours**

**Page 199 – Course number and titles for first three courses in major should read:**

- MA 221     Calculus and Analytic Geometry for Majors I ..... 5 cr.
- MA 222     Calculus and Analytic Geometry for Majors II..... 5 cr.
- MA 223     Calculus and Analytic Geometry for Majors III..... 3 cr.

**Page 205 – Natural Science Major**

**Delete** courses BI 304 and BI 342 in Biology Concentration

**Page 220 – Major should be 45 hours**

**SO 398 should be listed in the Integrative Experience section as follows:**

- SO 398     Junior Seminar (1 cr.)
- SO 498     Senior Capstone (2 cr.)
- OR – ..... 3 cr.
- SO 496     Senior Project (3 cr.)

**Page 279 – EN 325 (EDU 325)**

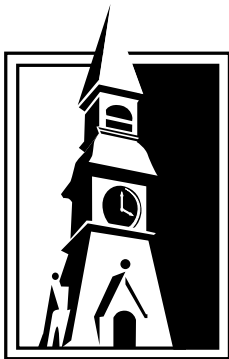
**Delete** (EDU 325) (This course is no longer cross-listed.)

**Page 299 – MA 125**

**Insert** course MA 125

**Intermediate Algebra**

Fundamentals of algebra. Topics include the real number system, basic operations of algebra, linear and quadratic equations, inequalities, functions and graphs, systems of equations. Additional considerations include radicals, rational functions, and basic analytic geometry. 3:0:3



PARK  
UNIVERSITY<sup>SM</sup>

2009 - 2010

## UNDERGRADUATE CATALOG

### COLLEGE FOR DISTANCE LEARNING

School for Extended Learning

School for Online Learning

### COLLEGE OF LIBERAL ARTS AND SCIENCES

School for Arts and Humanities

School for Natural and Applied Sciences

School for Social Sciences

### SCHOOL OF BUSINESS

### SCHOOL FOR EDUCATION

8700 N.W. River Park Drive

Parkville, MO 64152-3795

(816) 741-2000

(800) 745-PARK

[www.park.edu](http://www.park.edu)

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

Certified true and correct as to content and policy.

Beverley Byers-Pevitts, Ph.D.

President

## LETTER FROM THE PRESIDENT



PARK  
UNIVERSITY SM



Dear Student Learners:

It is my pleasure to welcome you to Park University and to the 2009-2010 Academic Year. I am pleased that you have chosen Park for your higher education needs. Park is recognized nationally as an innovative, progressive higher learning institution. We are proud of our liberal arts emphasis and the ever-expanding diversity of professional study programs in business, information technology, broadcasting and communications, nursing, sports medicine, education, and our graduate programs. Our Online and face-to-face classes allow degree opportunities for 26,402 learners across the United States and the world. The University's international student population continues to increase creating a valuable, multi-cultural learning environment for students, faculty and staff.

Park University has had an incredibly proud journey throughout its 134 years, modeling real-life accountability and knowing that more is possible in an all inclusive education. Historically Park graduates, prepared through high-quality education, effective teaching, and service opportunities, have made a notable difference in our nation and the world. Your success as a student is a priority to Park's faculty and staff, and to me. Our goal is to encourage you, support you, and prepare you to respond to and influence the future with knowledge, courage, leadership and a sense of community and teamwork.

I look forward to 2009-2010 and what we will accomplish together.

Kindest regards,

A handwritten signature in black ink, which appears to read "Beverley Byers-Pevitts".

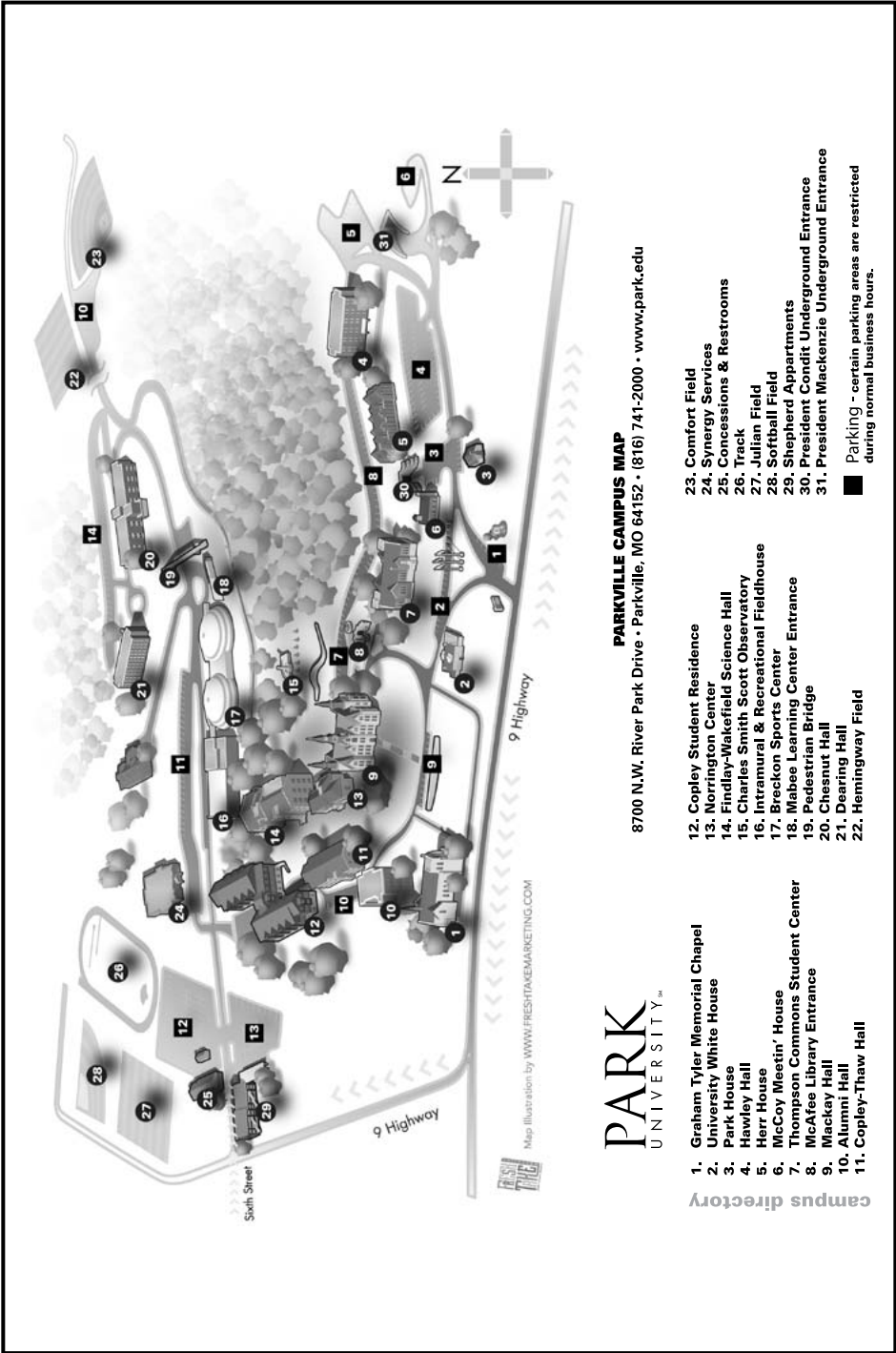
Beverley Byers-Pevitts, Ph.D.  
President, Park University

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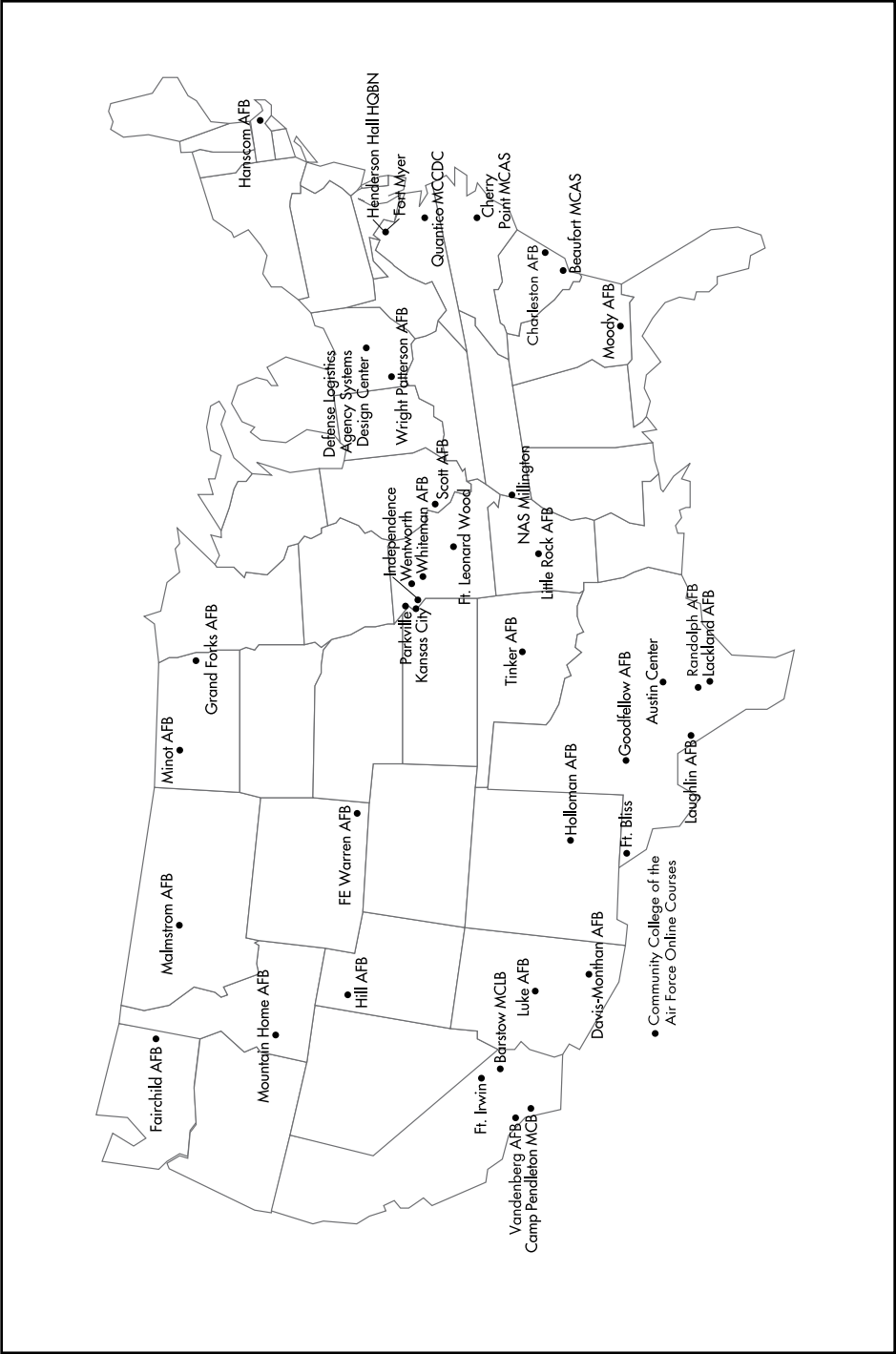
Effective July 1, 2009

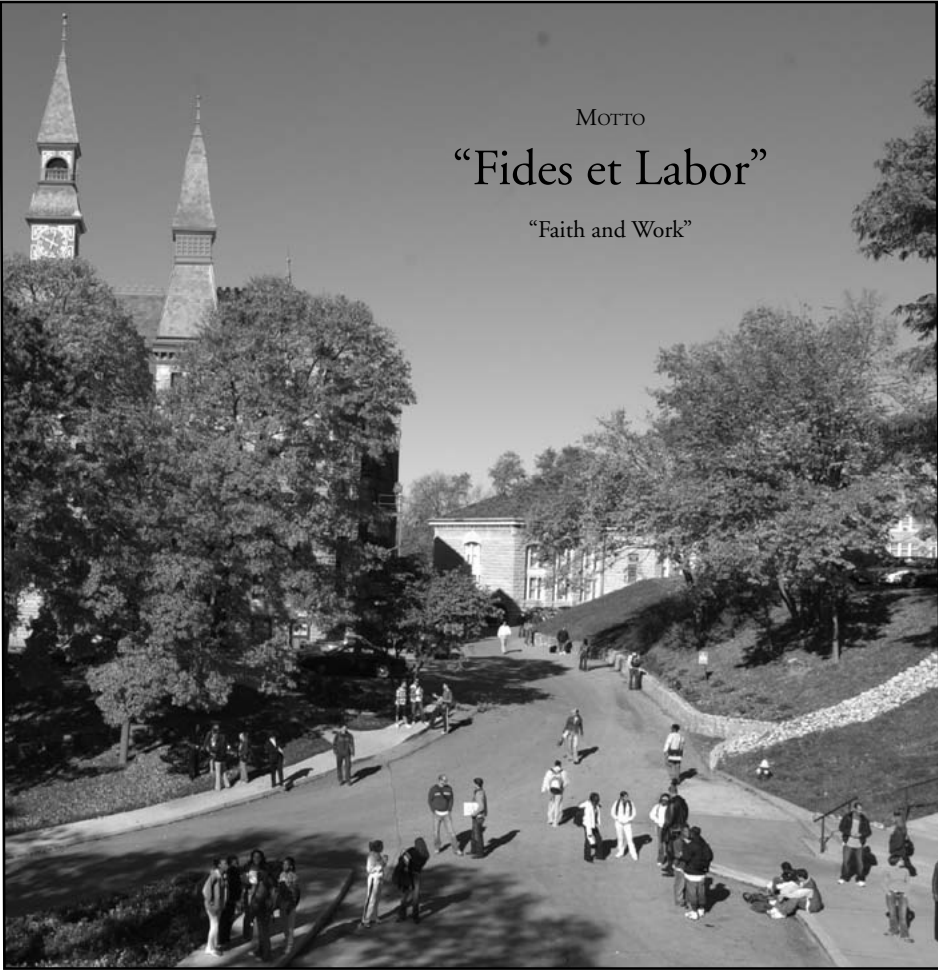
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# Maps - Parkville Campus Map



# Maps - Campus Center Locations





Parkville Daytime Campus Center

#### **CORE VALUES**

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

#### **GOALS**

- Enhance the Image and Identity of Park University
- Ensure Academic Excellence
- Ensure Excellence in Student Services
- Ensure that Park University Functions as One University

## HISTORY OF PARK UNIVERSITY

The Parkville campus is situated high on a bluff commanding an inspiring view of the Missouri River, which sweeps in a broad bend around the quiet community of Parkville. To the south and southeast, the skyline of Greater Kansas City is visible. The 700-acre campus is a site of breath-taking natural beauty with woodlands, waterfalls and wildflowers.

Park University is steeped in history; one can almost sense the presence of former Parkites who assisted in constructing many of the campus buildings. Mackay Hall, placed on the National Register of Historic Places, houses administrative offices as well as classrooms. It was begun in 1886 with students quarrying the stone from the school's land, carrying it to the site, and building the structure as a means of earning their tuition. With its clock tower overlooking the residence halls, classrooms and other more modern facilities around it, Mackay has become the symbol of Park University.

The McAfee Memorial Library contains approximately 125,000 volumes, over 1,000 periodicals and a consortium of about 4,000 reels of microfilm. The library is electronically networked to colleges, universities and city libraries so that students have access to 2,000,000 volumes and virtually all articles in print. Other library resources include periodical indexes and databases, reference sources, database access, and the archives and records of Park University. The underground library, located beneath the campus, seats approximately 290, and provides seminar rooms and group study rooms, study areas and an art gallery. Computer and copying facilities are available. The book collection can be accessed through an online electronic catalog.

The Graham Tyler Memorial Chapel with its carillon bells is the site of many memorable happenings, from convocations, concerts, and lecture series. It contains a 136-rank organ, vaulted ceiling and stained glass.

The Charles Smith Scott Observatory, built in 1896 as a memorial to a New Jersey judge, was also constructed by students. The observatory was converted to an observation deck in 1999 after a fire damaged the structure.

Just inside the entrance to the campus is a small frame building known as Park House. It was originally the home of Colonel George S. Park, co-founder of Park University in 1875 with Dr. John A. McAfee, the first president. The two men conceived a program, which combined work and study. Park was largely a self-sustained community with farmland, orchards, vineyards, a 10,000-square-foot greenhouse, and a large dairy herd. In the fall, classes were postponed while everyone joined in the harvest, gathering the grain into bins

and preserving the fruits and vegetables in tin cans proudly labeled "Students' Self-Help Department: The Park Family."

You can still work to help pay for your Park University education, and there is still a Park family atmosphere. This is the part of Park University that we can't put on a map or show on a tour, yet it is as much a part of Park University as the buildings and the landscape. This is friendliness, helpfulness, caring and concern for one another. It transcends race, religion, gender, cultures and income bracket. It is known as the Park Spirit.

Committed to being one of the finest institutions in the nation, providing quality education

in a wholesome environment for all students, including traditional and non-traditional full-time students on the historic Parkville Campus, and fully employed, full-time and part-time students on campus centers across the nation.

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

### MISSION STATEMENT

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare students to think critically, communicate effectively and engage in lifelong learning while serving a global community.

### VISION STATEMENT

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

## **KANSAS CITY and PARKVILLE**

The Greater Kansas City area offers excellent opportunities for student employment. Practical internships and/or practicums are available through the many area industries, businesses, agencies, and governmental and educational systems. Kansas City is the agribusiness capital of the world. There are also several shopping centers, sports complexes, parks and performing arts, resource libraries and research institutions.

The Harry S. Truman Library, which houses the former president's papers and artifacts, and the Linda Hall Library of Science and Technology, which includes the works and findings of most of the scientists of the world, are available to students. There are many recreational activities, a symphony orchestra, a Performing Arts Foundation, outstanding museums, art galleries, theaters and several professional sports teams. In the immediate Park community is the Philharmonia of Greater Kansas City which calls Park University home. All major religious denominations are represented in the Parkville suburban area or in nearby Kansas City.

## **ACCREDITATION**

Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 North LaSalle Street, Suite 2400, Chicago, IL. 60602 (312-263-0456). The State of Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO. 65102 (573-751-3469) has officially approved the academic standards of Park University for teacher education. The Department of Nursing is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY. 10006 (212-363-5555, ext. 153) and approved by the Missouri State Board of Nursing. The Department of Athletic Training is accredited by CAATE, Commission on Accreditation of Athletic Training Education, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664. The Department of Social Work is accredited by the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, VA 22314.

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

## **STATE AUTHORIZATIONS**

### **Tennessee**

The Tennessee Higher Education Commission authorizes the Park University Campus Center at Millington NSA. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

### **Arkansas**

The director of the Arkansas Department of Higher Education has determined that Park University - Little Rock Air Force Base meets the requirements for institutions on military installations, and has issued an Exemption from Certification for the degree programs to be offered at Park University - Little Rock Air Force Base.

### **Arizona**

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private-Post Secondary Education. The student must contact the State Board for further details. The state board address is:

1400 W. Washington, Room 260

Phoenix, AZ 85007

Phone: 602-542-5709

Website: <http://azppse.state.az.us>

### **Texas**

The Texas Higher Education Coordinating Board authorizes the Austin Campus Center as a Branch Campus of Park University.

## Washington

Park University at Fairchild AFB is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act (RCW 28B.85 and WAC 250-61). This authorization is valid until July 31, 2009, and authorized Park University to offer the following degree programs:

- Associate of Science in Computer Science
- Associate of Science in Management
- Associate of Science in Management/Accounting
- Associate of Science in Social Psychology
- Bachelor of Science in Computer Science
- Bachelor of Science in Management
- Bachelor of Science in Management/Accounting
- Bachelor of Science in Management/Computer Information Systems
- Bachelor of Science in Management/Human Resources
- Bachelor of Science in Management/Marketing
- Bachelor of Science in Social Psychology
- Associate of Science in Criminal Justice Administration (Online Learning Only)
- Bachelor of Science in Criminal Justice Administration (Online Learning Only)
- Bachelor of Science in Management/Health Care (Online Learning Only)

Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430, (360)-753-7869.

## MEMBERSHIPS

Park University is an institutional member of the following:

- Association of American Colleges and Universities (founding member)
- The Council of Independent Colleges
- The Kansas City Professional Development Council (founding member)
- 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 Association to Advance Collegiate Schools of Business
- The National College and University Business Officers
- The National Association of International Educators
- Association for Non-Traditional Students in Higher Education
- The National Association of Intercollegiate Athletics
- North American Association of Summer Sessions
- The Service Members Opportunity Colleges (Charter member for all services)
- The National Association of Institutions for Military Education Services
- The National Association of Veterans Program Administrators
- Kansas City Regional Access Consortium for Higher Education (founding member)
- Council of College and Military Educators
- National Association of Student Personnel Administrators
- The National Society of Leadership and Success
- Association of Veterans Education Certifying Officials
- Texas Association of Collegiate Veterans Program Officials
- Kansas City Chamber of Commerce
- Northland Chamber of Commerce
- The National Association of Colleges and Employers
- American Association of Colleges of Teacher Education
- The National Hispanic Institute
- Association of College and University Housing Officers International

## **EQUAL EMPLOYMENT OPPORTUNITY POLICY**

Park University is committed to equality in employment in all personnel matters, both academic and non-academic areas. Park University shall not discriminate on the basis of race, color, religion, gender, marital status, sexual orientation, pregnancy, national origin, age, disability, and veteran status. The University will follow procedures to prohibit discrimination in accordance with appropriate legal principles, including, but not limited to, Title VI of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972. Inquiries or concerns may be directed to the Director of Human Resource Services.

## **DIVERSITY STATEMENT**

Park University is committed to recruiting, developing, retaining, and promoting talented employees with diverse backgrounds, talents, skills and experiences. At Park University, diversity encompasses a variety of characteristics, lifestyles, and perspectives. The University firmly believes this diversity is essential to enhancing the quality of service to its students, to meeting the needs and goals of its learners, and to ensuring the personal satisfaction of its employees and the Park University community.

## **SERVICE MEMBERS OPPORTUNITY COLLEGES (SOC)**

Park University is an undergraduate institution designated as a two-year and four-year member institution of SOC. As one of over 1,800 SOC member institutions, Park University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the office of the Secretary of Defense and a consortium of thirteen leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC). Park University is a charter member of SOCAD-2 and 4, SOCNAV-2 and 4, SOCMAR-2 and 4, and SOCCoast 2 and 4. As a member institution, Park University provides occupational and flexible associate and baccalaureate degree programs to active duty Army, Navy, Coast Guard and Marine personnel and their family members. Service members and their family who wish to take this degree completion opportunity through Park University must achieve degree candidate status by submitting an Application for Admission and Evaluation for one of the SOC curriculum networks offered by Park University at the location attended. Park University will then provide the student with a degree audit and a SOC Student Agreement. The student must complete the residency requirements at Park University but have the opportunity to complete the degree requirements at other network member institutions.

Park University is also a member of the SOC Education Program (SOCED). Park University provides a selection of professional education courses useful in most certification programs and whose transferability is guaranteed within the SOCED Core non-degree network.

## **CONCURRENT ADMISSIONS PROGRAM (ConAP)**

The Concurrent Admissions Program (ConAP) is conducted by colleges and universities that offer associate or bachelor degree curriculums and that are members of Service members Opportunity Colleges (SOC). Concurrent with their enlistment in the Army or Army Reserve, new soldiers may apply for admission at a participating SOC college or university of their choice. If they meet admission criteria, they are granted admission on a full or provisional basis. Provisional admission means that the student may be required to take certain foundation courses or undergo other academic preparation as determined by the university and may be limited in the number of courses undertaken. Enrollment is deferred until completion of initial enlistment for active military service or, in the case of Army Reserve, until completion of initial active duty for training. The student must meet degree requirements of the catalog in effect at the time of enrollment in classes at the university. Enrollment of a student who attempts college/university course work elsewhere is subject to academic performance standards stated in the catalog. Admission of a student receiving other than an honorable discharge is subject to institutional review. This agreement is in effect for two years following completion of initial enlistment for active military service or initial active duty for training.



## Colleges and Schools

### ORGANIZATION OF ACADEMIC PROGRAMS

The curriculum of Park University is organized and administered through three colleges and seven schools.

#### **COLLEGE FOR DISTANCE LEARNING**

School for Extended Learning

School for Online Learning

#### **COLLEGE OF LIBERAL ARTS AND SCIENCES**

School for Arts and Humanities

School for Natural and Applied Sciences

School for Social Sciences

#### **SCHOOL OF BUSINESS**

#### **SCHOOL FOR EDUCATION**

## College for Distance Learning

The Park University College for Distance Learning is a pioneer in non-traditional studies through its focus on the creation of degree programs to fit the unique needs of individual students. The College for Distance Learning 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 key word is service. The entire staff and faculty of Park University act as facilitators of the student’s educational experience. Because of this approach, the College for Distance Learning 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 in 1972 of the Military Resident Center System (MRCS). In 1989, the name was changed to School for Extended Learning, and in 2003, because of the advent of Internet courses, became the College for Distance Learning with two schools: School for Extended Learning and School for Online Learning.

The School for Extended Learning and School for Online Learning programs are now located on military installations, community colleges, commercial facilities convenient to students, and on the Internet. The College for Distance Learning is one of the nation’s largest programs serving over 23,000 students per year.

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 the School for Extended Learning and the agency or authority being served. Notices are posted publicly at each extended campus center specifying the degrees and the majors being offered.

The School for Online Learning began under the auspices of the School for Extended Learning 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. The School for Online Learning has developed over 200 courses and offers 500 sections per term with over 14,000 students enrolled each year. Eight baccalaureate degrees and four associate degrees are offered through the School for Online Learning. Students 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 and Communication and Leadership or Master of Health Care Leadership.

Many of the online courses are taken by students in the School for Extended Learning who seek the benefits of an online education. Students often find that the flexibility of online learning helps them adapt to a hectic work schedule, family obligations, or unexpected travel. The online learning environment offered by the School for Online Learning provides flexibility, adaptability, and convenience. In addition, online learning materials can facilitate the student through adaptation to study that suits his/her learning style. Most online courses are scheduled within five eight-week terms in an academic year with classes beginning on Monday to midnight Sunday.

COLLEGE FOR DISTANCE LEARNING

School for Extended Learning

THOMAS PETERMAN, PH.D.  
Vice President, College for Distance Learning

ROXANNE GONZALES, ED.D.  
Associate Dean, College for Distance Learning

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**MISSION STATEMENT**

The mission of the School for Extended Learning at Park University is to provide quality, multifaceted and cost-competitive learning experiences for non-traditional students, to enable study in and impact upon the communities in which they live and work.

**VISION STATEMENT**

The School for Extended Learning at Park University will be an internationally recognized leader in providing transformational learning experiences to promote lifelong learning within the global community.

THOMAS PETERMAN, Ph.D.

Vice President, College for Distance Learning

ROXANNE GONZALES, Ed.D.

Associate Dean, College for Distance Learning

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**MISSION STATEMENT**

The School for Online Learning's mission is to provide superior online learning opportunities through the integration of effective instructional pedagogy with innovative technology, which fosters the quality and growth of the School for Online Learning.

**VISION STATEMENT**

The School for Online Learning's vision is to be the premier provider of quality online higher education for a global society.

**SCHOOL FOR EXTENDED LEARNING (S.E.L.)**

ASSOCIATE OF SCIENCE (A.S.)

(SELECTED CAMPUSES)

COMPUTER SCIENCE

CONSTRUCTION MANAGEMENT

CRIMINAL JUSTICE ADMINISTRATION

MANAGEMENT

MANAGEMENT/ACCOUNTING

MANAGEMENT/AVIATION

MANAGEMENT/LOGISTICS

OFFICE MANAGEMENT

SOCIAL PSYCHOLOGY



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

ASSOCIATE OF ARTS (A.A.)

(SELECTED CAMPUSES)

LIBERAL ARTS

**BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)**

**BACHELOR OF SCIENCE (B.S.)**

(SELECTED CAMPUSES)

COMPUTER SCIENCE  
CRIMINAL JUSTICE ADMINISTRATION  
MANAGEMENT  
MANAGEMENT/ACCOUNTING  
MANAGEMENT/AVIATION  
MANAGEMENT/COMPUTER INFORMATION SYSTEMS (CIS)  
MANAGEMENT/ENGINEERING ADMINISTRATION  
MANAGEMENT/FINANCE  
MANAGEMENT/HEALTH CARE  
MANAGEMENT/HUMAN RESOURCE  
MANAGEMENT/LOGISTICS  
MANAGEMENT/MARKETING  
SOCIAL PSYCHOLOGY

**BACHELOR OF ARTS (B.A.)**

(SELECTED CAMPUSES)

EARLY CHILDHOOD EDUCATION AND LEADERSHIP

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**SCHOOL OF ONLINE LEARNING (S.O.L.)**

**ASSOCIATE OF SCIENCE (A.S.)**

CRIMINAL JUSTICE ADMINISTRATION  
MANAGEMENT  
MANAGEMENT/LOGISTICS  
SOCIAL PSYCHOLOGY



**BACHELOR OF ARTS (B.A.)**

PSYCHOLOGY  
SOCIOLOGY

**BACHELOR OF SCIENCE (B.S.)**

CRIMINAL JUSTICE ADMINISTRATION  
MANAGEMENT  
MANAGEMENT/COMPUTER INFORMATION SYSTEMS (CIS)  
MANAGEMENT/HEALTH CARE  
MANAGEMENT/HUMAN RESOURCES  
MANAGEMENT/LOGISTICS  
MANAGEMENT/MARKETING  
SOCIAL PSYCHOLOGY

<div>College for Distance Learning</div> <div><div><div><div><div></div><div>Extended</div></div></div><div><div>SCHOOL OF EXTENDED LEARNING (SELECTED CAMPUSES)</div></div></div><div><div>Online</div><div>SCHOOL OF ONLINE LEARNING</div></div></div>		Computer Science		Construction Mgmt.		Criminal Justice Administration		Early Childhd. Ed. & Ldship		Liberal Arts		Management		Mgmt./Accounting		Mgmt./Aviation		Mgmt./C.I.S.		Mgmt./Engineer. Adm.		Mgmt./Finance		Mgmt./Health Care		Mgmt./H. Resources		Mgmt./Logistics		Mgmt./Marketing		Medical Records Mgmt.		Office Management		Public Administration		Social Psychology		Psychology		Sociology	
(✓=Campus) (✗=Online)	DEGREES:	A.S.	B.S.	A.S.	B.S.	A.S.	B.S.	B.A.	A.A.	A.S.	B.S.	A.S.	B.S.	A.S.	B.S.	A.S.	B.S.	B.S.	B.S.	B.S.	B.S.	B.S.	B.S.	B.S.	A.S.	B.S.	A.S.	B.S.	BPA	A.S.	B.S.	B.A.	B.A.										
ONLINE																																											
ARKANSAS																																											
LITTLE ROCK AFB			✓			✓	✓			✓	✓						✓					✓	✓											✓	✓								
ARIZONA																																											
DAVIS-MONTHAN AFB			✓				✓			✓	✓	✓	✓				✓			✓	✓	✓	✓			✓								✓	✓								
LUKE AFB		✓	✓							✓	✓	✓	✓				✓								✓									✓	✓								
CALIFORNIA																																											
CAMP PENDLETON MCB			✓				✓					✓			✓				✓		✓	✓	✓			✓											✓						
BARSTOW MCLB							✓					✓					✓						✓														✓						
FORT IRWIN							✓					✓											✓														✓						
VANDENBERG AFB							✓										✓						✓																				
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IDAHO																																											
MOUNTAIN HOME AFB		✓	✓							✓	✓						✓						✓	✓	✓									✓	✓								
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MISSOURI																																											
FT. LEONARD WOOD				✓						✓	✓							✓																									
WENTWORTH							✓				✓						✓				✓	✓			✓													✓					
WHITEMAN AFB							✓				✓				✓						✓	✓			✓													✓					
MONTANA																																											
MALMSTROM AFB		✓	✓			✓	✓			✓	✓	✓	✓				✓			✓	✓	✓	✓			✓									✓	✓							
NEW MEXICO																																											
HOLLMAN AFB		✓					✓			✓	✓						✓					✓			✓											✓	✓						
NORTH CAROLINA																																											
CHERRY POINT MCAS			✓				✓				✓		✓				✓		✓			✓		✓														✓					
NORTH DAKOTA																																											
GRAND FORKS AFB						✓	✓			✓	✓		✓				✓				✓	✓			✓		✓								✓	✓							
MINOT AFB		✓	✓			✓	✓			✓	✓	✓	✓				✓			✓	✓	✓	✓	✓	✓		✓							✓	✓	✓							
OHIO																																											
DSCC		✓	✓			✓	✓			✓	✓	✓	✓				✓									✓									✓	✓							
WRIGHT-PATTERSON AFB		✓	✓			✓	✓			✓	✓		✓				✓				✓	✓	✓			✓								✓	✓	✓							
OKLAHOMA																																											
TINKER AFB		✓	✓							✓	✓						✓						✓																				
SOUTH CAROLINA																																											
BEAUFORT MCAS		✓				✓	✓			✓	✓				✓	✓	✓			✓	✓															✓	✓						
CHARLESTON AFB			✓				✓				✓						✓				✓	✓				✓												✓					
TENNESSEE																																											
MILLINGTON MCS						✓	✓			✓	✓						✓						✓																				
TEXAS																																											
AUSTIN CAMPUS CENTER		✓	✓							✓	✓	✓	✓				✓						✓			✓												✓					
FORT BLISS		✓	✓				✓				✓	✓					✓					✓	✓												✓	✓							
GOODFELLOW AFB											✓	✓					✓																										

✗ = Available via Online only.

## School of Business

ALPHONSO O. OGBUEHI, D.B.A.  
Dean, School of Business

PETE SOULE, Ph.D.  
Department Chair, Accounting,  
Economics and Finance

BARTLETT J. FINNEY, Ph.D.  
Department Chair, Management,  
Marketing and International Business

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### MISSION STATEMENT

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

### VISION STATEMENT

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

### List of Faculty

STEPHEN BELL, Ph.D. AND J.D.  
Associate Professor of Economics  
JOHN COOKINHAM, M.B.A.  
Assistant Professor of Accounting  
BARTLETT J. FINNEY, Ph.D.  
Professor of Management (Human  
Resources)  
MICHAEL FITZMORRIS, M.B.A.  
Assistant Professor of Marketing  
(International Business)  
DENNIS GRESDO, M.A.  
Assistant Professor of Management  
MUNIR HASSAN, Ph.D.  
Associate Professor of Finance  
ROBERT KAO, Ph.D.  
Visiting Assistant Professor of Finance  
NICOLAS A. KOUDOU, Ph.D.  
Professor of Marketing  
JOLENE LAMPTON, Ph.D.  
Assistant Professor of Management/  
Accounting

MICHAEL R. MARTIN, M.B.A.  
Assistant Professor of Management  
KEITH MOORE, M.A.  
Associate Professor of Economics  
ALPHONSO OGBUEHI, D.B.A.  
Professor of Marketing and  
International Business;  
Dean, School of Business  
VINCENT O'ROURKE, Ph.D.  
Assistant Professor of Management  
SERGE RYNO, Ph.D.  
Assistant Professor of Management/  
Accounting  
PETER E. SOULE, Ph.D.  
Professor of Economics  
CATHY TAYLOR, J.D.  
Assistant Professor of Management  
WILLIAM VENABLE, M.B.A. AND M.P.A.  
Assistant Professor of Management  
F. KATHLEEN VINLOVE, Ph.D.  
Associate Professor of Economics

### FINAL EXAM POLICY

The School of Business supervises academic requirements for all courses in Accounting, Aviation, Business Economics, Economics, Engineering Administration, Finance, Health Care, Human Resources, International Business, Logistics, Management, and Marketing. (The Management/ Computer Information Systems degree is academically supervised by the Computer Science department.) This academic supervision includes both face-to-face and online courses.

**All final exams will be comprehensive and will be closed book and closed notes. If calculators are allowed, they will not be multifunctional electronic devices that include phones, cameras, instant messaging, pagers, and so forth. Electronic Computers will not be allowed on final exams unless an exception is made by the Dean.**

## Degrees Offered - School of Business



### BACHELOR OF ARTS (B.A.)

#### ACCOUNTING

Parkville Daytime Campus Center

#### BUSINESS ADMINISTRATION (FIVE SPECIALTIES)

##### • FINANCE

Parkville Daytime Campus Center

##### • HUMAN RESOURCES

Parkville Daytime Campus Center

##### • MARKETING

Parkville Daytime Campus Center

##### • MANAGEMENT

Parkville Daytime Campus Center

Kansas City Accelerated Programs

##### • INTERNATIONAL BUSINESS

Parkville Daytime Campus Center

#### BUSINESS ECONOMICS

Parkville Daytime Campus Center

#### ECONOMICS

Parkville Daytime Campus Center

### ASSOCIATE OF SCIENCE (A.S.)

#### CONSTRUCTION MANAGEMENT

Park Accelerated Programs

#### MANAGEMENT

Park Accelerated Programs

#### MANAGEMENT/ACCOUNTING

Park Accelerated Programs

#### MANAGEMENT/AVIATION

Park Accelerated Programs

#### MANAGEMENT/LOGISTICS

Park Accelerated Programs

#### MEDICAL RECORDS MANAGEMENT

Park Accelerated Programs

#### OFFICE MANAGEMENT

Park Accelerated Programs

### BACHELOR OF SCIENCE (B.S.)

#### MANAGEMENT

Park Accelerated Programs

Online

Portfolio

#### MANAGEMENT/ACCOUNTING

Park Accelerated Programs

#### MANAGEMENT/AVIATION

Park Accelerated Programs

(Beaufort Campus only)

#### MANAGEMENT/COMPUTER INFORMATION SYSTEMS

Park Accelerated Programs

Portfolio

Online

#### MANAGEMENT/ENGINEERING ADMINISTRATION

Park Accelerated Programs

(Fort Leonard Wood Campus only)

#### MANAGEMENT/FINANCE

Park Accelerated Programs

#### MANAGEMENT/HEALTH CARE

Park Accelerated Programs

Online

#### MANAGEMENT/HUMAN RESOURCES

Park Accelerated Programs

Online

#### MANAGEMENT/LOGISTICS

Park Accelerated Programs

Online

#### MANAGEMENT/MARKETING

Park Accelerated Programs

Online

# School for Education

JOSEPHINE AGNEW-TALLY, ED.D.  
Dean, School for Education

## MISSION STATEMENT

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

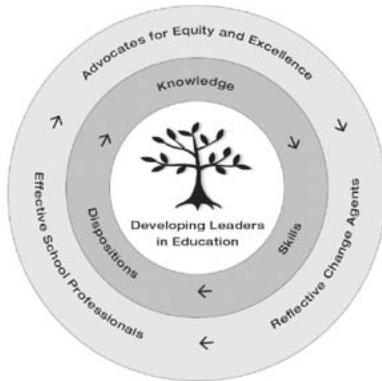
## Vision Statement

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

## DIVERSITY STATEMENT

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

## PARK UNIVERSITY SCHOOL FOR EDUCATION CONCEPTUAL FRAMEWORK



Leaders in Education:  
Effective School Professionals, Reflective Change Agents, &  
Advocates for Equity and Excellence

## Metaphor:

The School for Education's model is built upon the idea that leaders in education develop over time, in an environment that nurtures that development. Just as a tree grows and flourishes in a supportive environment, so the developing leader in education grows, putting down progressively deeper roots, and increasing in strength and in influence with maturity. The concentric circles of the graphic symbolize the "rings" of a tree. The round shape of the rings symbolizes the holistic way that an educational leader grows.

The first ring surrounding the core symbolizes the Knowledge, Skills, and Dispositions that an educator must develop over time in order to become a leader in education. These prerequisite knowledge, skills, and dispositions represent interlocking, continuous levels of development that build upon each other. At the core is knowledge; knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but it 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 as a professional.

Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he or she is. The development of dispositions is the "outer sphere" of the three, and represents the ultimate manifestation of a teacher's development in the real world of teaching.

The outer ring represents the roles the developing educational leaders take on as they mature as an educator: Effective School Professional, Reflective Change Agent, and Advocate for Equity and Excellence for All Students. These roles, when in evidence, represent the fulfillment of the School of Education's mission as well as the attainment of the requisite Knowledge, Skills, and Dispositions.

## School for Education

### Outcomes:

A candidate who meets the five outcomes below provides evidence that he or she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The outcomes below summarize the core Knowledge, Skills, and Dispositions and are rooted in the Core Beliefs that make up the knowledge base that drives our programs.

1. Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement.
4. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
5. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders.

### Core Beliefs:

The outcomes are rooted in these Core Beliefs. These beliefs are aligned with the National Board for Professional Teaching Standards (NBPTS.)

**#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. NBPTS: *1. Teachers are committed to students and their learning.* (Goal 1)

**#2:** There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education in general and in their chosen field, and are knowledgeable in the standards of those societies as well as of those of the state of Missouri. NBPTS: *2. Teachers know the subjects they teach and how to teach those subjects to students.* (Goal 2)

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

**#4:** Educators are reflective change agents who are experts in collaborative problem-solving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve. NBPTS: *4. Teachers think systematically about their practice and learn from experience.* (Goal 4)

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

## School for Education

### List of Faculty

JOSEPHINE AGNEW-TALLY, Ed.D.

Dean

BETTY S. BENNETT, Ed.S.

Associate Professor of Education

DONG CHOI, Ph.D.

Assistant Professor of Education

AMBER DAILEY-HEBERT, Ph.D.

Associate Professor of Education

KAY DENNIS, Ed.D.

Assistant Professor of Adult Education

LaDONNA EBRIGHT, M.S.

Assistant Professor of Education

BARBARA FIELDS, Ph.D.

Assistant Professor of Education

ROXANNE GONZALES, Ed.D.

Associate Professor of Education

JUDY GREENE, M.A.

Assistant Professor of Education

GAIL HENNESSY, M.A.

Assistant Professor of Education

EDWARD HIGHT, III, Ph.D.

Associate Professor of Education

KIMBERLY KASPERBAUER, B.A.

Assistant Professor of Education

KATHY LOFFLIN, Ph.D.

Associate Professor of Education

DENISE LOWE, M.A.

Instructor of Education

CLAUDIA MCVICKER, Ph.D.

Assistant Professor of Education

MARTHANN SCHULTE, Ph.D.

Assistant Professor of Education

LINDA SEYBERT, Ph.D.

Associate Professor of Education

JAMES SINGER, Ph.D.

Associate Professor of Education

Marietta Singer, Ph.D.

Associate Professor of Education

AMY WOLF, Ph.D.

Assistant Professor of Education



# Degrees Offered - School for Education

## BACHELOR OF SCIENCE (B.S.E.)

### EARLY CHILDHOOD EDUCATION AND LEADERSHIP

***Does not lead to teaching certification.***

Parkville Daytime Campus Center  
Park Accelerated Programs-KC Area  
School for Extended Learning

### EARLY CHILDHOOD EDUCATION

***Leads to Missouri teaching certification.***

Parkville Daytime Campus Center

### EARLY CHILDHOOD EDUCATION TEACHING

### YOUNG CHILDREN

***Does not lead to teaching certification.***

School for Extended Learning

### ELEMENTARY EDUCATION

***Leads to Missouri teaching certification.***

- Art
  - Language Arts
  - Fine Art
  - Mathematics
  - Social Studies
  - Science
  - Science and Mathematics
- Parkville Daytime Campus Center

### EDUCATION STUDIES

***Does not lead to teaching certification.***

- Early Childhood Emphasis
  - Elementary Emphasis
- Parkville Daytime Campus Center
- International Educator Emphasis
- School for Extended Learning

### MIDDLE SCHOOL EDUCATION

***Leads to Missouri teaching certification.***

- English
  - Math
  - Science
  - Social Science
- Parkville Daytime Campus Center

### SECONDARY EDUCATION

***Leads to Missouri teaching certification.***

- English
  - Journalism
  - Math
  - Science
  - Social Science
- Parkville Daytime Campus Center

### K-12 EDUCATION

***Leads to Missouri teaching certification.***

- Art
  - Spanish
- Parkville Daytime Campus Center



The School for Education offers Missouri certification in early childhood, elementary, middle school and secondary education. Completion of the certification process enables a person to teach in pre-schools, elementary, middle schools, junior or senior high schools, either public or private. Philosophical, historical and modern methodological approaches to education are studied. Extensive field-based experiences are an integral and required part of the program. They provide a variety of in-school activities and culminate in student teaching. Because many education courses require out of classroom and off campus visits to learning facilities, students must be prepared to provide their own transportation.

### Teacher Certification

The Park University Education Program is approved by the Missouri Department of Elementary and Secondary Education. Upon completion of the program, passing the appropriate PRAXIS test, passing Disposition evaluations, recommendation by Park University, and application by the student, a Missouri Teaching Certificate is issued by the state of Missouri. If students wish to be certified in any state other than Missouri, students are responsible for their course of study to reflect that state's requirements. Teaching Certification requires passing an FBI background check, which includes fingerprinting. The Park University Education Program requires a 2.75 cumulative GPA and a 2.5 GPA in the major or content area.

### The following endorsements are available:

#### Early Childhood Education

A major in early childhood education requires a cumulative GPA of 2.75 or better and a 2.5 in core for Early Childhood certification candidates.

# School for Education

## Elementary Education

A major in elementary education requires a cumulative GPA of 2.75 or better and a 2.5 in core for elementary certification candidates.

## Middle School

A major in education by the State of Missouri and the completion of the professional requirements in Middle School with a cumulative GPA of 2.75 or better and a 2.5 in core is required. Information regarding middle school teaching areas is available from the School for Education.

## Secondary Education

A major in education recognized by the State of Missouri and the completion of the professional requirements in Secondary Education with a cumulative GPA of 2.75 or better and a 2.5 in core is required. Information regarding secondary teaching areas is available from the School for Education.

## K-12 Education

A major in education and the completion of the appropriate education courses with a cumulative GPA of 2.75 or better and a 2.5 in core is required. Additional information regarding this certification is available from the School for Education.

## Admission to the School for Education

Students may apply for entry to the Education Program at any point in their work, but an application is usually completed upon earning 60 credit hours. Entry is open to all qualified students. Application to the program is made after an evaluation by the School for Education.

Undergraduate, transfer, and certification-only students who are interested in applying to Early Childhood Education, Elementary, Middle School, Secondary, Art, or Spanish Education are responsible for applying for admissions before enrolling in Education classes **at or above 355**. All applicants must be formally admitted to and currently enrolled at Park University and comply with the admissions requirements. The Council on Teacher Education approves all admissions to the School for Education.

The Council on Teacher Education will be comprised of Appointees from the College of Liberal Arts and Sciences and the School

for Education. The representation from the College of Liberal Arts and Sciences will include the SFE Dean and faculty members from Journalism, English, Art, Spanish, Science, Math, and Social Science. The representation of the School for Education will include the Dean, the Director of Field Experiences, and undergraduate representative, a graduate program representative, and a graduate education representative. The Council members will meet two times each semester to accept or deny the requested application for full or provisional admission to the Park University School for Education. The criteria for acceptance into the School for Education listed below and in the Checklist for School for Education. Provisional admission by the Council on Teacher Education requires the Disposition committee for Selection, Admission, and Retention to review and monitor the referred applicant.

The application for Admissions to Teacher Education may be obtained from the Director of Field Experiences or the School for Education office. The application requires the signature of the advisor. The School for Education applicant sends the appropriate forms to the Director of Field Experiences for processing. The Director of Field Experiences will first present the admission applications to the education faculty during a regular School for Education meeting. The Education faculty has the responsibility to endorse or discredit the admission application when presented to the Council on Teacher Education. The Education faculty is also responsible for monitoring the officially admitted teacher candidates.

## Policy on Transfer Hours Above 350 by Undergraduate Students

Given the commitment to the Conceptual Framework, the School for Education (SFE) faculty believe undergraduate students need to master the Frameworks' goals in the context of its knowledge, skills, and dispositions, which are unique to the SFE's teacher education curricula and not available at other institutions. Therefore, Park University teacher candidates may transfer **a limit of six hours of education classes above the 350** level. In addition, all classes that are field experiences or that coincide with the field experiences must be Park University credits.

## School for Education

### **Appeal Process and Procedures on Denial of Admission to School for Education**

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

An undergraduate education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

The following requirements are the minimum application criteria. Meeting these requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

### **Criteria for Admission to the School for Education Programs**

The Park University School for Education has Missouri Certification and Non-certification Programs. The Missouri Certification programs include Early Childhood, Elementary, Middle School, and Secondary. The Non-certification programs include Early Childhood Education and Leadership, Early Childhood Education Teaching Young Children, Elementary Studies, and International Studies. The following lists the requirements to enter the Park University School for Education Missouri Certification programs and the Park University School for Education Non Certification programs.

### **Park University Missouri Certification—**

**Emphasis Areas** The requirements listed below are the minimum application criteria. Meeting these requirements states that the applicant is

eligible for admission consideration, but does not guarantee admission.

Two disposition evaluations (long form) completed by SFE Faculty with each disposition rated “at” or “above”

- 2.75 GPA (Cumulative—all classes, including transfer courses)
- 2.5 in Core Education classes
- WCT passing score
- C-BASE passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Successful completion of MA131, EN105, EN106, and EDU107 and EDC 220 AND EDC 222, when applicable.

The above information is verified by the Office of the Registrar on the Application for Admission to the School for Education (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar).

- Initial portfolio reviewed and approved by advisor
- Felony background Check and Finger Prints
- Child abuse and Neglect Screening
- Letter of recommendation (from professor outside of the School for Education)

### **Procedures for Request to Admission to the School for Education—Certification Programs**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (last Wednesday of each month). Please submit documents with your name, telephone number, and e-mail address.

- Letter of recommendation (submitted in a sealed/signed envelope)
- Application for Admission to the School for Education (completed form picked up by the student from the Office of the Registrar)
- Initial portfolio approved by advisor
- FBI Felony background check passed
- Child abuse and Neglect Screening
- Missouri Highway Patrol check passed

# School for Education

## Park University Non-Certification Programs

Due to the uniqueness of each program, check each program for specific modifications.

### Criteria for Admission to Program—Non certification

The requirements listed below are the minimum application criteria. Meeting these requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- 2.75 GPA (Cumulative—all classes, including transfer courses)
- 2.5 GPA in core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- Successful completion of EDU 203, EDC 220, EDC 222, MA 131, EN 105, EN 106, and EDU 107
- ACT scores (on file in Admissions Office) - when applicable

The above information is verified by the Registrar's office on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Two disposition evaluations (long form) completed by SFE Faculty with each disposition rated "at" or "above"
- Letter of recommendation (from professor outside of the School for Education)
- Initial portfolio approved by advisor
- Missouri Highway Patrol check passed
- FBI Felony background check passed
- Child abuse and Neglect Screening

### Procedures for Request to Admission to the School for Education—Non Certification Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (last Wednesday of each month). Documents are submitted in a single envelope with name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted in a sealed/ signed envelope or electronically)

- Application for Admission to the School for Education (completed form picked up by the student from the Registrar's office)
- Initial portfolio approved by advisor
- Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated "at" or "above"

## AVAILABILITY OF COURSES

All of the education programs are designed as Parkville Daytime Campus Center programs. However, we recognize that many working students desire to pursue education coursework, therefore we offer limited courses in an online, accelerated, or evening format. All courses are not available evenings because many require observation and participation in schools, which are only available during the day. Students interested in seeking certification should be aware that at some point they must be available to take day courses. Note that many courses have prerequisites.

## DIRECTED TEACHING

### Policy on Admission to Directed Teaching

Undergraduate, transfer, and certification-only students who are applying for Early Childhood Education, Elementary, Middle School, Secondary, Art, or Spanish Education field experience are responsible for completing the application process within the required deadlines. All applicants must be formally admitted to and currently enrolled at Park University and comply with the admissions requirements. All applicants must meet the standards required for the directed teaching experience as established by the faculty of the School for Education. The Council on Teacher Education approves all requests for field experiences in the School for Education.

The Council on Teacher Education will be comprised of appointees from the College of Liberal Arts and Sciences and the School for Education. The representation from the College of Liberal Arts and Sciences will include an SFE Dean and faculty members from Journalism, English, Art, Spanish, Science, Math, and Social Science. The representation of the School for Education will include the Dean, the Director of Field Experiences, and undergraduate representative, a graduate program representative, and a graduate education representative. The Council members

## School for Education

will meet two times each semester to accept or deny applications for field experience. Appeals by the teacher candidate whose request for Field Experience was denied by the Council on Teacher Education may appeal the decision to the Disposition Committee for Selection, Admission, and Retention.

The application for Field Experience must be presented by the teacher candidate to the Director of Field Experiences for processing within the posted deadlines. The deadline dates are posted in the Education Office and the office of the Director of Field Experiences. The Director of Field Experiences presents the teacher candidates' applications for Field Experiences to the Council on Teacher Education.

### **Appeal Process and Procedures on Denial of Admission to Directed Teaching:**

An applicant who has been denied admission to directed teaching may appeal the decision to the Council on Teacher Education (COTE.) The appeal shall be submitted in writing to the Dean of the SFE and the Committee for Selection, Admission, Retention, and Appeals (CSARA) using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

An applicant who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention, and Appeals (CSARA). The appeal shall be submitted in writing to the Chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

The teacher candidate must meet the following criteria to qualify for Directed Teaching Experience:

- Dispositions completed by 2 professors with each disposition rated "at" or "above"
- 2.75 GPA (Cumulative—all classes, including transfer courses)
- 2.5 in Core classes
- PRAXIS passage

- "B" or above in EDC/EDE/EDM/EDS 359
- "B" or above in EDC/ EDE/EDM/EDS 360a, 360b, and 360c (360c for elementary and Early Childhood only)
- Good standing in School for Education (not on probation)
- Unofficial Transcript
- Personal Autobiography acceptable
- FBI, Missouri Highway Patrol, and Family Services background checks approved
- TB tests passed by Early Childhood applicants

### **COURSES OVER TEN YEARS OLD**

**E**ducation courses taken more than ten years prior to acceptance into the School for Education will not be counted toward certification without prior arrangement with the Education Faculty, which must be done the first semester enrolled at Park University. The student may petition the school to renew and credit a course, but the school has discretion in determining how the course will be updated for renewal. A syllabus and preferably portfolio of work from the course under consideration would permit the school to assess the deficiencies and assign additional work to update the course. Without appropriate supporting documentation (i.e. syllabus, text) the school may require a student to audit the course and do a supporting project. If deficiencies appear to be too great, the school may require the student to retake the course.

#### Documentation of PRAXIS Rates:

2001-2002 PRAXIS pass rate 90%.  
2002-2003 PRAXIS pass rate 96%.  
2003-2004 PRAXIS pass rate 98%.  
2004-2005 PRAXIS pass rate 100%.  
2005-2006 PRAXIS pass rate 100%.  
2006-2007 PRAXIS pass rate 100%.  
2007-2008 PRAXIS pass rate 100%.

THIMIOS ZAHAROPOULOS, PH.D.

Dean, College of Liberal Arts and Sciences

J. MARK NOE, PH.D.

Associate Dean, College of Liberal Arts and Sciences

### MISSION STATEMENT

The mission of the School for Arts and Humanities of Park University is to prepare graduates who are articulate, literate, reflective, and committed to a lifetime of learning and civic action.

The School for Arts and Humanities of Park University will be a leader in the education of students who will have an appreciation for the creative energies of all cultures, and a well-defined sense of global activity and justice.

### List of Faculty

JOAN AITKEN, PH.D.

Professor of Communication

STEPHEN ATKINSON, PH.D.

Associate Professor of English

DONNA G. BACHMANN, M.F.A.

Professor of Art

KAY BOEHR, M.ARCH.

Assistant Professor of Interior Design

VIRGINIA BRACKETT, PH.D.

Assistant Professor of English

DARREN JOSEPH CUNNINGHAM, M.A.

Instructor of English as an International Language

SILVIA GIOVANARDI BYER, PH.D.

Assistant Professor of Modern Language

LORA A. COHN, PH.D.

Assistant Professor of Communication Arts

REBECCA COX, M.A.

Assistant Professor of Library Science

EMILY DONNELLI-SALLEE, PH.D.

Assistant Professor of English

STANISLAV IOUDENITCH

Associate Professor of Music

MASOOM KHAWAJA, M.F.A.

Assistant Professor of Graphic Design

EVELYN KNOWLES, PH.D.

Assistant Professor of Interior Design

JOHN LOFFLIN, M.A.

Associate Professor of Journalism

MARSHA MORGAN, M.A.

Associate Professor of Theatre

J. MARK NOE, PH.D.

Professor of Communication Arts

LOLLY OCKERSTROM, PH.D.

Assistant Professor of English

DENNIS R. OKERSTROM, PH.D.

Associate Professor of English

DEBORAH OSBORNE, PH.D.

Associate Professor of English as an International Language

JUDITH RICHARDS, PH.D.

Associate Professor of Modern Languages

BEN SAYEVICH

Professor of Music

ANN G. SCHULTIS, M.A.

Assistant Professor of Library Science

DEBRA SHEFFER, M.A.

Assistant Professor of History

MARY SHRINER, M.L.S.

Assistant Professor of Library Science

WALTON DEES STALLINGS, PH.D.

Assistant Professor of English

MARTIN STOREY

Assistant Professor of Music

CYNTHIA WILLIAMS, M.A.

Assistant Professor of English

JANE WOOD, PH.D.

Associate Professor of English

JON YOUNG, M.F.A.

Assistant Professor of Theatre

STEVEN YOUNGBLOOD, M.S.

Assistant Professor of Communication Arts

THIMIOS ZAHAROPOULOS, PH.D.

Professor of Communication Arts

**BACHELOR OF ARTS (B.A.)**

COMMUNICATION ARTS

Parkville Daytime Campus Center

ENGLISH

Parkville Daytime Campus Center

FINE ART

Parkville Daytime Campus Center

GRAPHIC DESIGN

Parkville Daytime Campus Center

INTERIOR DESIGN

Parkville Daytime Campus Center

LIBERAL STUDIES

Parkville Daytime Campus Center

Park Accelerated Programs - KC Area

Portfolio

ORGANIZATIONAL COMMUNICATION

Parkville Daytime Campus Center

Park Accelerated Programs - KC Area

SPANISH

Parkville Daytime Campus Center

THEATRE

Parkville Daytime Campus Center

**BACHELOR OF MUSIC (B.M.)**

MUSIC

Parkville Daytime Campus Center



THIMIOS ZAHARPOULOS, PH.D.

Dean, College of Liberal Arts and Sciences

J. MARK NOE, PH.D.

Associate Dean, College of Liberal Arts and Sciences

### MISSION STATEMENT

The mission of the School for Natural and Applied Sciences at Park University is to create opportunities for students to explore their place in the universe and their place in an increasingly technological society through excellence in teaching. The student will learn to appreciate science as a means of acquiring knowledge; scientific knowledge being the cumulative result of applying logic to sensory data for the purpose of developing theories that explain natural phenomena. We prepare students to be lifelong learners as scientists, teachers, researchers, health care professionals, as well as users and developers of technology. Our graduates will be inquisitive critical thinkers who are articulate, literate, and committed to action in their global community.

### VISION STATEMENT

The School for Natural and Applied Sciences will be a leader in the education of students who desire an understanding of the importance of ethical applications of science and technology to improve the condition of humanity and the biosphere.

### List of Faculty

CAROLYN ANDERSON, M.ED.

Associate Professor of Mathematics

THOMAS K. BERTONCINO, M.S.

Assistant Professor of Athletic Training

BEVERLY BOHN, M.A.

Assistant Professor of Computer Science

ERLAN BURK, M.S.

Assistant Professor of Computer Science

DOUGLAS BURNS, PH.D.

Associate Professor of Biology

GREGORY D. CLAYCOMB, PH.D.

Assistant Professor of Chemistry

JOHN DEAN, M.S.

Assistant Professor of Computer Science

MICHAEL H. DROGE, PH.D.

Professor of Biology

ANTHONY ERISMAN, M.S.ED.

Instructor of Athletic Training

DAVID P. FOX, M.A.

Assistant Professor of Geography

SCOTT A. HAGEMAN, M.S.

Associate Professor of Geology

BRIAN L. HOFFMAN, PH.D.

Professor of Biology

DONNA HOWELL, PH.D.

Assistant Professor of Chemistry

WEN-JUNG HSIN, PH.D.

Associate Professor of Computer Science

ALDO MALDONADO, PH.D.

Assistant Professor of Mathematics

MARGARET ANN MONAHAN, M.S.

Associate Professor of Nursing

JAMES TODD POGGE, PH.D.

Assistant Professor of Mathematics

WENDY RICHARDSON, M.S.N.

Assistant Professor of Nursing

CAROL M. SANDERS, PH.D.

Associate Professor of Biology

CHARLES L. SMITH, PH.D.

Associate Professor of Mathematics

GUILLERMO TONSMANN, PH.D.

Associate Professor of Computer Science

GERRY WALKER, M.S.N.

Assistant Professor of Nursing

DON WILLIAMS, ED.D.

Associate Professor of Biology

DAVID YATES, M.S.

Instructor of Chemistry/Physics

**ASSOCIATE OF SCIENCE (A.S.)**

**NURSING**

Parkville Daytime Campus Center



**BACHELOR OF ARTS (B.A.)**

**BIOLOGY**

Parkville Daytime Campus Center

**CHEMISTRY**

Parkville Daytime Campus Center

**GEOGRAPHY**

Parkville Daytime Campus Center

**MATHEMATICS**

Parkville Daytime Campus Center

**NATURAL SCIENCE**

Parkville Daytime Campus Center



KANSAS CITY ACCELERATED PROGRAMS

**BACHELOR OF SCIENCE (B.S.)**

**ATHLETIC TRAINING**

Parkville Daytime Campus Center

**BIOLOGY**

Parkville Daytime Campus Center

**CHEMISTRY**

Parkville Daytime Campus Center

**COMPUTER BASED INFORMATION SYSTEMS**

Park Accelerated Programs - KC Area

**GEOGRAPHY**

Parkville Daytime Campus Center

**INFORMATION AND COMPUTER SCIENCE**

Parkville Daytime Campus Center

THIMIOS ZAHAROPOULOS, PH.D.

Dean, College of Liberal Arts and Sciences

J. MARK NOE, PH.D.

Associate Dean, College of Liberal Arts and Sciences

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**MISSION STATEMENT**

The mission of the School for Social Sciences is to integrate all University disciplines to help students critically examine their interconnectedness with one another, the rest of society, and the world. The School will also work to link the University to the local and global communities.

**VISION STATEMENT**

Graduates of the School for Social Sciences will be leaders in their professional and civic communities by demonstrating the ability to critically analyze social issues and apply theory to address social change.

**List of Faculty**

GARY E. BACHMAN, M.S.W.

Associate Professor of Social Work

RONALD F. BRECKE, PH.D.

Professor of Political Science

LISA BUNKOWSKI, PH.D.

Assistant Professor of History

PATRICIA CARDNER, PH.D.

Assistant Professor of Psychology

KENNETH CHRISTOPHER, D.P.A.

Assistant Professor of Criminal Justice

BRIAN J. COWLEY, PH.D.

Associate Professor of Psychology

MIKE ESKEY, PH.D.

Assistant Professor of Criminal Justice

CAROL P. GETTY, PH.D.

Associate Professor of Criminal Justice

JOHN R. HAMILTON, PH.D.

Assistant Professor of Criminal Justice

ANDREW JOHNSON, PH.D.

Associate Professor of Psychology

DENNIS D. KERKMAN, PH.D.

Associate Professor of Psychology

WALTER KISTHARDT, PH.D.

Associate Professor of Social Work

B. JEAN MANDERNACH, PH.D.

Associate Professor of Psychology

TERESA MASON, PH.D.

Assistant Professor of Psychology

JOHN NOREN, PH.D.

Associate Professor of Sociology

JAMES F. PASLEY, PH.D.

Associate Professor of Political Science

KEVIN PAYNE, PH.D.

Assistant Professor of Sociology

JUTTA C. PEGUES, PH.D.

Assistant Professor of History

W. GREGORY PLUMB, J.D.

Professor of Criminal Justice

TIMOTHY C. WESTCOTT, PH.D.

Associate Professor of History

## Degrees Offered - School for Social Sciences

### ASSOCIATE OF SCIENCE (A.S.)

#### CRIMINAL JUSTICE ADMINISTRATION

Online

Park Accelerated Programs-KC Area

Portfolio

#### SOCIAL PSYCHOLOGY

Park Accelerated Programs-KC Area

### BACHELOR OF ARTS (B.A.)

#### CRIMINAL JUSTICE ADMINISTRATION

Parkville Daytime Campus Center

#### HISTORY

Parkville Daytime Campus Center

#### POLITICAL SCIENCE

Parkville Daytime Campus Center

#### LEGAL STUDIES

Parkville Daytime Campus Center

#### PSYCHOLOGY

Online

Parkville Daytime Campus Center

Park Accelerated Programs-KC Area

#### SOCIAL STUDIES

Parkville Daytime Campus Center

#### SOCIOLOGY

Online

Parkville Daytime Campus Center

Park Accelerated Programs-KC Area

### BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)

#### PUBLIC ADMINISTRATION

Park Accelerated Programs-KC Area

Portfolio

School for Extended Learning

#### FIRE SERVICES MANAGEMENT

Park Accelerated Programs-KC Area

Portfolio

### BACHELOR OF SCIENCE (B.S.)

#### CRIMINAL JUSTICE ADMINISTRATION

Online

Park Accelerated Programs-KC Area

Portfolio

#### SOCIAL PSYCHOLOGY

Park Accelerated Programs-KC Area

Parkville Daytime Campus Center

### BACHELOR OF SOCIAL WORK (B.S.W.)

#### SOCIAL WORK

Parkville Daytime Campus Center



## KC Area 8-Week

S.L. SARTAIN, Ed.S.

Director, Park Accelerated Programs-KC Area

### MISSION STATEMENT

The mission of the Park Accelerated Programs is to provide high quality education to lifelong learners—whenever, wherever, and however possible consistent with Park University's historic and continuing mission.

### VISION STATEMENT

The Park Accelerated Programs of Park University will be the adult education program of choice in the Greater Kansas City area by providing high quality undergraduate degree programs while preparing students for lifelong learning and leadership roles through flexible, convenient and innovative academic programs.

## Degrees Offered - Park Accelerated Programs



### KANSAS CITY AREA 8-WEEK

#### BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)

FIRE SERVICE MANAGEMENT  
PUBLIC ADMINISTRATION

#### ASSOCIATE OF SCIENCE (A.S.)

CRIMINAL JUSTICE ADMINISTRATION  
MANAGEMENT  
MANAGEMENT/ACCOUNTING  
SOCIAL PSYCHOLOGY

#### BACHELOR OF ARTS (B.A.)

BUSINESS ADMINISTRATION: MANAGEMENT

#### BACHELOR OF SCIENCE EDUCATION (B.S.E.)

EARLY CHILDHOOD EDUCATION AND LEADERSHIP  
LIBERAL STUDIES  
ORGANIZATIONAL COMMUNICATION  
PSYCHOLOGY  
SOCIOLOGY

#### BACHELOR OF SCIENCE (B.S.)

COMPUTER BASED INFORMATION SYSTEMS  
CRIMINAL JUSTICE ADMINISTRATION: LAW  
ENFORCEMENT  
MANAGEMENT  
MANAGEMENT/ACCOUNTING  
MANAGEMENT/COMPUTER INFORMATION SYSTEMS  
MANAGEMENT/FINANCE  
MANAGEMENT/HEALTH CARE  
MANAGEMENT/HUMAN RESOURCES  
MANAGEMENT/MARKETING  
SOCIAL PSYCHOLOGY

## Hauptmann School of Public Affairs



### PORTFOLIO PROGRAM

#### ASSOCIATE OF SCIENCE (A.S.)

CRIMINAL JUSTICE ADMINISTRATION

#### BACHELOR OF ART (B.A.)

HISTORY  
LIBERAL STUDIES

#### BACHELOR OF SCIENCE (B.S.)

BUSINESS ADMINISTRATION  
CRIMINAL JUSTICE ADMINISTRATION: LAW ENFORCEMENT  
MANAGEMENT  
MANAGEMENT/COMPUTER INFORMATION SYSTEMS

#### BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)

FIRE SERVICES MANAGEMENT  
PUBLIC ADMINISTRATION



**Classes and Examination Periods****Fall** (Sixteen-Week Session)

August 17 - December 11, 2009

Exams: December 7-11, 2009

**Fall I** (Eight-Week Session)

August 17-October 11, 2009

Exams: October 5-11, 2009

**Fall II** (Eight-Week Session)

October 19-December 13, 2009

Exams: December 7-13, 2009

**Spring** (Sixteen-Week Session)

January 11-May 7, 2010

Exams: May 3-7, 2010

**Spring I** (Eight-Week Session)

January 11-March 7, 2010

Exams: March 1-7, 2010

**Spring II** (Eight-Week Session)

March 15-May 9, 2010

Exams: May 3-9, 2010

**Summer Session:**

- Session I (Two-Week Session)
- Session II (Eight-Week Session)
- Session III (Four-Week Session)
- Session IV (Four-Week Session)

May 17-May 28, 2010

June 7-July 30, 2010

June 7-July 2, 2010

July 12-August 6, 2010

'Maymester'

'Summer Session'

'Junemester'

'Julymester'

**Holidays and Recess**

Labor Day

September 7, 2009 (PDCC only-Fall I classes will be held)

Fall Recess

October 12-October 18, 2009

Veteran's Day

November 11, 2009 (PDCC only-Fall II classes will be held)

Thanksgiving Recess

November 26-November 29, 2009 (Fall II classes will be held)

Martin Luther King Day

January 18, 2010 (PDCC only-Spring I classes will be held)

President's Day

February 15, 2010 (PDCC only-Spring I classes will be held)

Spring Recess

March 7-March 14, 2010

Good Friday

April 2, 2010 (PDCC only-Spring II classes will be held)

Independence Day

July 5, 2010 (PDCC only)

**Commencement**

Mid-Year

December 12, 2009

Year-End

May 8, 2010

**Residence Halls**

Fall

OPEN: August 13, 2009

CLOSE: December 11, 2009

Spring

OPEN: January 9, 2010

CLOSE: May 7, 2010

PDCC = Parkville Daytime Campus Center

# Academic Calendar - College for Distance Learning

## ARKANSAS

**Little Rock AFB**, Jacksonville, AR  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 5/24/2010 - 7/18/2010

## ARIZONA

**Davis-Monthan AFB**, Tucson, AZ  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall VI - 8/17/2009 - 12/13/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring VI - 1/11/2010 - 5/9/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010  
**Luke AFB**, Phoenix, AZ  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## CALIFORNIA

**Fort Irwin**, Fort Irwin, CA  
**MB Camp Pendleton**, Oceanside, CA  
**MCLB Barstow**, Barstow, CA  
**Vandenberg AFB**, Vandenberg, CA  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## GEORGIA

**Moody AFB**, Valdosta, GA  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall VI - 8/17/2009 - 12/13/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring VI - 1/11/2010 - 5/9/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 5/31/2010 - 7/25/2010

## IDAHO

**Mountain Home AFB**, Mountain Home, ID  
 Fall I - 8/10/2009 - 10/4/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/22/2010 - 5/16/2010  
 Summer - 6/7/2010 - 8/1/2010

## ILLINOIS

**Scott AFB**, Belleville, IL  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## MASSACHUSETTS

**Hanscom AFB**, Boston, MA  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## MISSOURI

**Distance Learning**, Parkville, MO  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall VI - 8/17/2009 - 12/13/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring VI - 1/11/2010 - 5/9/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010  
**Fort Leonard Wood**, Waynesville, MO  
**Wentworth Campus Center**, Lexington, MO  
**Whiteman AFB**, Knob Noster, MO  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## MONTANA

**Malmstrom AFB**, Great Falls, MT  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## NEW MEXICO

**Holloman AFB**, Alamogordo, NM  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

**NORTH CAROLINA****MCAS Cherry Point**, Havelock, NC

Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

**NORTH DAKOTA****Grand Forks AFB**, Grand Forks, ND

Fall I - 8/24/2009 - 10/18/2009  
 Fall II - 10/26/2009 - 12/20/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/22/2010 - 5/16/2010  
 Summer - 6/7/2010 - 8/1/2010

**Minot AFB**, Minot, ND

Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

**OHIO****Defense Supply Ctr. Columbus**, Columbus, OH**Wright-Patterson AFB**, Dayton, OH

Fall I - 8/17/2009 - 10/11/2009  
 Fall III - 8/17/2009 - 9/13/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Fall VII - 10/19/2009 - 11/15/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring III - 1/11/2010 - 2/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Spring VII - 3/15/2010 - 4/11/2010  
 Summer I - 6/7/2010 - 8/1/2010  
 Summer II - 6/7/2010 - 6/27/2010  
 Summer III - 7/5/2010 - 8/1/2010

**OKLAHOMA****Tinker AFB**, Oklahoma City, OK

Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/12/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/22/2010 - 5/16/2010  
 Summer - 6/7/2010 - 8/1/2010

**SOUTH CAROLINA****Charleston AFB**, Charleston, SC

Fall I - 8/17/2009 - 10/11/2009  
 Fall III - 8/17/2009 - 9/13/2009  
 Fall IV - 9/14/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Fall VII - 10/19/2009 - 11/15/2009  
 Fall VIII - 11/16/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring III - 1/11/2010 - 2/7/2010  
 Spring IV - 2/8/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Spring VII - 3/15/2010 - 4/11/2010  
 Spring VIII - 4/12/2010 - 5/9/2010  
 Summer - 5/31/2010 - 7/25/2010  
 Summer II - 5/31/2010 - 6/27/2010  
 Summer III - 6/28/2010 - 7/25/2010

**MCAS Beaufort**, Beaufort, SC

Fall I - 8/10/2009 - 10/4/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/22/2010 - 5/16/2010  
 Summer - 6/7/2010 - 8/1/2010

**TENNESSEE****Millington NSA**, Millington, TN

Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## TEXAS

**Austin Highland Village**, Austin, TX  
**Goodfellow AFB**, AFB, San Angelo, TX  
**Lackland AFB**, San Antonio, TX  
**Laughlin AFB**, Del Rio, TX -  
**Randolph AFB**, Universal City, TX  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010  
**Fort Bliss**, El Paso, TX  
 Fall I - 8/10/2009 - 10/4/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/22/2010 - 5/16/2010  
 Summer - 6/7/2010 - 8/1/2010  
**Sergeant Major Academy**, El Paso, TX  
 Fall I - 8/17/2009 - 10/04/2009  
 Fall II - 10/19/2009 - 12/06/2009  
 Spring I - 1/11/2010 - 02/28/2010  
 Spring II - 3/15/2010 - 05/02/2010  
 Summer - 05/24/2010 - 07/11/10

## UTAH

**Hill AFB**, Ogden, UT  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## VIRGINIA

**Fort Myer**, Arlington, VA  
**Henderson Hall**, Arlington, VA  
**Quantico MCB**, Quantico, VA  
 Fall I - 8/10/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/20/2009  
 Spring I - 1/11/2010 - 3/14/2010  
 Spring II - 3/22/2010 - 5/23/2010  
 Summer - 5/31/2010 - 8/1/2010

## WASHINGTON

**Fairchild AFB**, Spokane, WA  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall II - 10/19/2009 - 12/20/2009  
 Spring I - 1/11/2010 - 3/14/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

## WYOMING

**F.E. Warren AFB**, Cheyenne, WY  
 Fall I - 8/17/2009 - 10/11/2009  
 Fall VI - 8/17/2009 - 12/13/2009  
 Fall II - 10/19/2009 - 12/13/2009  
 Spring I - 1/11/2010 - 3/7/2010  
 Spring VI - 1/11/2010 - 5/9/2010  
 Spring II - 3/15/2010 - 5/9/2010  
 Summer - 6/7/2010 - 8/1/2010

**Contact Directory**

PARKVILLE DAYTIME CAMPUS CENTER

8700 NW River Park Drive

Parkville, MO 64152-3795

(816) 741-2000

(800) 745-PARK

PARK ACCELERATED PROGRAMS-KC AREA

911 Main, Suite 800

Kansas City, MO 64105-1630

(816) 842-6182

COLLEGE FOR DISTANCE LEARNING

8700 NW River Park Drive

Parkville, MO 64152-3795

(816) 584-6240

HAUPTMANN SCHOOL FOR PUBLIC AFFAIRS

911 Main, Suite 900

Kansas City, MO 64105-1630

(816) 559-5616

GRADUATE PROGRAMS

911 Main, Suite 900

Kansas City, MO 64105-1630

(816) 559-5625

GRADUATE PROGRAM CONTACT NUMBERS:

(816) 559-5622 - Business Administration

(816) 584-6320 - Communication & Leadership

(816) 559-5629 - Education

(816) 559-5637 - Health Care Leadership

WEB SITE

[www.park.edu](http://www.park.edu)

## Contact Information

Correspondence concerning general administrative matters of the university should be addressed to the Provost and Senior Vice President, Park University, PMB 5, 8700 NW River Park Drive, Parkville, MO 64152-3795. Inquiries concerning faculty appointments and academic matters should be addressed to the Provost and Senior Vice President.

Other inquiries should be addressed to the offices listed below:

### ACADEMIC SUPPORT CENTER

Director, Academic Support Center

### ACCOUNTING

Vice President for Finance and Administration

### ADMISSIONS INFORMATION

Parkville Daytime Campus Center

Director of Admissions

College for Distance Learning

Campus Center Director

School for Online Learning

[online@park.edu](mailto:online@park.edu)

Park Accelerated Programs-KC Area

Director, Park Accelerated Programs

### ALUMNI AFFAIRS

Director of Alumni Relations

### BOOKSTORE

Barnes and Noble

Missouri Book Service

### CAMPUS CRIME STATISTICS

Director of Public Safety

### CAREER DEVELOPMENT

Director of Career Development

### COLLEGE FOR DISTANCE LEARNING

Dean, College for Distance Learning

### LIBRARY

Director of Library Services

### PARK ACCELERATED PROGRAMS-KC AREA

Director, Park Accelerated Programs

### RESIDENCE LIFE/HOUSING

Assistant Director for Student Life

### SCHOLARSHIP AND STUDENT AID

Director, Student Financial Services

### SCHOOL FOR EXTENDED LEARNING

Associate Dean of

College for Distance Learning

### SCHOOL FOR ONLINE LEARNING

Associate Dean of College for

Distance Learning

### STUDENT AFFAIRS

Dean of Student Life

### TRANSCRIPTS AND RECORDS

Registrar

## PIRATENET

**Disclaimer: The steps outlined on this page were correct at the time of publication. However, as information technology is continually changing, Park University reserves the right to change at any time without notice, any of the steps outlined on this page.**

Students should access their personal information including transcripts, grades, audits, financial aid, class schedule, etc. by logging on to <https://piratenet.park.edu/>. Students will be able to register themselves online after consulting with their advisor or Campus Center Director. Faculty Advisors, Office of the Registrar staff, or the local Campus Center Director will also be available to input registration. Students must get their Park ID number and PirateNet password from the Student Assistance Center or the Campus Center Director in order to gain online access. A photo ID must be presented.

### How to Use PirateNet to Register for Classes

1. Obtain Park ID number and PirateNet password from the Student Assistance Center (SAC), the Office of the Registrar, or Campus Center Director.
2. Point the web browser <https://piratenet.park.edu>
3. Enter your Park ID number and password then click on Login.
4. Click on the Academics tab which is located on the top menu.
5. Click on Student Academics-Logged In which is located in the left-hand side menu.
6. It is recommended that you print your course history before visiting your advisor. You can access your course history by clicking on "View Course History". Then to print your history, click on the "File" menu and select "Print".
7. After visiting the advisor and receiving clearance to register, click on "Add/Drop Courses." Enter the course number (All capital letters, no spaces); or if there is more than one section enter HOA, HOB, etc. If you do not know the course number or section number, click on "Advanced Search" and enter the criteria to use in the search to display a list of courses with their schedules. Copy the course number and the section of the class that you want to register for and go back to the "Add/Drop Courses" page and enter the course number and section.
8. Click on "Search" and all courses that meet the search criteria will be listed. Check the "Add" checkbox that is located next to the class that you want to register for and click on "Add/Drop Courses". If you have not met prerequisites or a class is full, the class will not be added and you must visit the Office of the Registrar, Campus Center Director or Faculty Advisor.
9. Continue adding all classes in the same manner. If you make a mistake in adding a course, check the "Drop" checkbox that is located next to the class that you want to drop and click "Add/Drop Courses".
10. Confirmation (how the student will pay for the class(es), five working days prior to the beginning of each semester/term, by the Student Assistance Center or Campus Center Director MUST occur prior to classes beginning. Confirmation may be done in the Student Assistance Center or Campus Center, at any time after the student has registered for classes. Those students confirming by credit card may do so through PirateNet.
11. When the student has completed viewing personal information, click on "Logout" and close the browser to insure the privacy and security of personal information.
12. All Parkville Daytime Campus Center students MUST see their advisor prior to attempting to register.
13. The use of this process does NOT constitute automatic confirmation.

### WEB PORTAL - PIRATENET

PirateNet is a personalized web portal that students and faculty members can customize to meet their information needs. This portal is designed to be a "one-stop" place for Park University faculty and students to access important information on the web. It also serves as a gateway to many online resources and communication tools at Park University. PirateNet features include:

## Information Technology

- Ability to easily enroll in classes, check grades, obtain degree audits and more.
- Integrated access to the PirateMail service and online course materials.
- Quick access to online library resources as well as Park's calendars, news and announcements.
- A personal calendar tool for maintaining class schedules and appointments.
- Personal web link customization on the main web page using "Bookmarks".
- Communications with other students and club members through "Groups".

PirateNet can be accessed directly at <https://piratenet.park.edu> or from Park's home page at <https://www.park.edu>. To log on to PirateNet, faculty and students must use their Park ID number and their OPEN password which is provided by the Student Assistance Center or the Campus Center Director (Photo ID required). For more information regarding these services, please see the Student and Faculty handbooks.

### Personal Web Pages - Kidd.Park.Edu

All students and employees can request a web page at <http://kidd.park.edu> and following guidelines, publish pictures, projects and HTML web pages.

### E-mail - PirateMail

All students and faculty admitted to Park University automatically have a free e-mail account assigned to them within 24-48 hours. PirateMail can be accessed through the PirateNet portal, or at the main login page <https://pirate.park.edu>. Additionally, students and faculty can configure secure access to their PirateMail account through Outlook and other supported e-mail readers (instructions for how to do this are available online). **Use of this account may be required in online courses. All official Park University correspondence will be sent to the students, faculty and staff at this address. All are highly encouraged to check their PirateMail regularly.**

### Information Technology Services Help Desk

The ITS Desk provides technical support for all campus centers throughout Park University. Our purpose is to supply front-line support to students, staff, faculty and others who utilize Park's technology services. The Help Desk can be contacted via e-mail at [helpdesk@park.edu](mailto:helpdesk@park.edu) or by telephone between 8:00 a.m. and 6:00 p.m. CST/CDT, Monday through Friday, at (816) 584-6768 or toll free at (800) 927-3024.

### Online Classroom Help:

Online classroom help is available by contacting the [helpdesk@parkonline.org](mailto:helpdesk@parkonline.org) or calling 1-303-873-0005.

### Information Technology Policies and Procedures

University information technology resources constitute a valuable University asset that must be managed accordingly to ensure their integrity, security and availability for teaching, research and business activities. Carrying out this mission requires the University to establish basic Information Security policies and standards and to provide both access and reasonable security at an acceptable cost. The University Information Technology Policies and Procedures are intended to facilitate and support authorized access to University information.

Users of University information technology resources are personally responsible for complying with all University policies, procedures and standards relating to information security, regardless of campus center or location and will be held personally accountable for any misuse of these resources. The Information Technology Policies and Procedures are located at <http://www.park.edu/itp-pdf>. The use of student user ID and password to access the computer system is the equivalent of a legal signature and creates the same obligations for the student. The student will be responsible for any and all future registration(s) by accessing the computer with the assigned ID number. All transactions on the computer system constitute official records recognized by the institution. All appeal decisions related to policy or procedures will be based on the computer system transaction records.

## Information Technology

<b>Campus Center</b>	<b>Session Code</b>
Austin Center.....	A & **
Barstow MCLB .....	O
Beaufort MCAS .....	H
Camp Pendleton MCB.....	E
CD ROM .....	C & CC
Charleston AFB.....	UU
Cherry Point MCAS M	
Davis-Monthan AFB.....	D & **
Deployment .....	I & II
Distance Learning .....	T & **
DSCC .....	D & DD
Fairchild AFB.....	FF
F E Warren AFB.....	Q & **
Fort Bliss .....	B
Fort Irwin.....	O
Fort Leonard Wood.....	OO & **
Fort Myer .....	F
Goodfellow .....	V
Grad Schools.....	P & PP
Grand Forks AFB .....	G & **
Hanscom AFB.....	KK
Henderson Hall HQBN.....	F
Hill AFB .....	QQ & **
Holloman AFB.....	BB & **
Home - Parkville 16 week.....	*
Kansas City Area .....	J & 6J
Lackland AFB .....	AA
Laughlin AFB.....	K
Little Rock AFB .....	LL
Luke AFB.....	U & **
Malmstrom AFB .....	Z
Millington NAS .....	Y
Minot AFB.....	GG
Moody AFB .....	EE & **
Mountain Home .....	RR
Nursing .....	* & **
Randolph AFB .....	SS
Scott AFB.....	R & **
Sergeant Majors Academy .....	N & NN
Tinker AFB .....	W & **
Vandenberg AFB .....	VV
Wentworth.....	WW
Whiteman AFB.....	L
Wright-Patterson .....	HH

\* 16-week session codes FA (Fall), SP (Spring) and UU (Summer) for the Parkville Campus. The Graduate school uses FA, SPP and U1P for their 16-week terms. Eight week terms are F1P, etc.

\*\* 16-week session codes i.e., F6A, (Fall), S6A (Spring) for an Austin Center 16 week term. Used at accelerated campus centers.



**Student Rights and Responsibilities**



## INTERNATIONAL STUDENTS LEGAL REQUIREMENTS

Park University is authorized under federal law to enroll non-immigrant alien students. Qualified international students, defined as all students who are not United States citizens and who are in the United States legally, are encouraged to contact the Office of International Student Services for special forms and instructions for admission to Park University.

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

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

## DISABILITY GUIDELINES

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.

### Permanent Disability Guidelines (<http://www.park.edu/disability>) Notification of Disability

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

### Learning Disabilities

Students must provide supporting diagnostic test results from a licensed psychologist or a certified specialist in learning disabilities. This evaluation must detail the specific learning disability or disabilities. The accommodations request should be detailed. This information should be as current as possible, preferably not more than three years old. Park University will evaluate, but may reject, documentation over three years old.

### Physical Disabilities

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

### Psychiatric Disabilities

Students should provide documentation from a licensed professional qualified to diagnose and treat psychological disorders. The documentation should include a diagnosis, the date of diagnosis, the date of doctor's last contact with the student, 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 should give suggestions of academic accommodations that may be appropriate in an educational setting.

### 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 ensure prompt and appropriate action, the Director of

Academic Support Services and Campus Center Director should be notified immediately of the arrangements believed to be necessary to accommodate a temporary disability.

Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: <http://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.

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.

### **A. 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:
  - a. 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.
  - b. Parent's confidential financial statements.
  - c. 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".
  - d. 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, Vice President for Student Services, Provost, and President.

### **B. Access to Student Records by the Student or Parents of Dependent Student Learners:**

1. Students and parents of dependent 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 clearly marked to indicate issuance to the student.
4. Should a student believe his/her record is incorrect, a written request should be submitted to the appropriate University official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his/her action. Should the student not be satisfied, a hearing may be requested by the Registrar.

### **C. Access to Student Records by Others**

1. Disclosure of general directory information: Certain information may be released by the University without prior consent of the student if considered appropriate by designated officials. Such information is limited to the following:
  - Student's name, address, telephone number (permanent and local)
  - Date and place of birth
  - Dates of attendance at the University, major fields of study, current classification, degrees, honors, and awards
  - Previous schools attended and degrees awarded
  - Heights and weights of members of athletic teams
  - Participation in officially recognized activities
  - Email address
  - Class schedule
  - Full or part-time status
  - Photograph
2. Directory information will not be released for commercial purposes by administrative offices of the University under any circumstances. Students may request that directory information not be released by written request to the Office of the Registrar. All other student information will be released only upon written request of the student, excepting those instances cited below.
3. Disclosure to members of the University community:
  - a. Access to student records for administrative reasons for faculty, administrative staff, and other pertinent employees is permissible provided that such persons are properly identified and can demonstrate a legitimate interest in the materials.
  - b. Access for the purpose of research by faculty and administrative staff is permissible when authorized by the department chair, Associate Dean, Vice President for Academic Affairs, Vice President for Student Services, Provost, or President.
  - c. Information requested by student organizations of any kind will be provided only when authorized by the Vice President for Academic Affairs, Vice President for Student Services, Provost, or President.
4. Disclosure to organizations providing financial support to student: it is the University's policy to release the academic transcript to such organizations only upon the student's written request or authorization. Otherwise, the academic transcript will be sent only to the student or to the parent(s) upon whom the student is financially dependent, a policy consistent with the University's interpretation of FERPA, popularly known as the "Buckley Amendment."
5. Disclosure to other educational agencies and organizations: information may be released to another institution of learning, research organization, or accrediting body for legitimate educational reasons provided that any data shall be protected in a manner that will not permit the personal identification of the student by a third party.
6. Local, state, and federal government agencies: government agencies are permitted access to student records only when auditing, enforcing, and/or evaluating sponsored programs. In such instances, such data may not be given to a third party and will be destroyed when no longer needed for audit, enforcement, and/or evaluative purposes.

Park University presumes the authority to advise parents of a student's status, as it deems advisable, unless the student establishes that s/he is not a dependent within the definition of the Internal Revenue Code of 1954.

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

*\* Please see Errata sheet for notes concerning this section.*

## **HARASSMENT-FREE INSTITUTION POLICY**

**P**ark University is committed to providing all members of the University community, including faculty, students and staff, with a safe and productive environment. Accordingly, the University prohibits all forms of harassment.

Sexual harassment and harassment that is based on an individual's race, color, religion, national origin, age, disability, gender (even if not sexual in nature), sexual orientation/preference, and veteran's status are prohibited. This policy applies to all academic, extra-curricular, or work-related settings, including without limitations, the Parkville Daytime Campus Center, other Campus Centers, and off-site locations where University business is conducted, vehicles used for University business, and social and recreational events which are planned and sponsored by the University. This policy also prohibits retaliation or adverse employment action against any individual who exercises his/her rights under this policy.

All members of the faculty and administration have the duty to ensure that students and staff are not subjected to harassment and to ensure that members of the University community do not engage in harassment or retaliation.

### **Faculty, Students, and Staff Rights**

Consistent with our policy, each individual member of the Park University community has:

- The right to work and learn in an environment that is free of harassment from other people, including faculty members, students, staff members, volunteers, independent contractors, vendors and other non-employees;
- The right to report any complaints that s/he may have regarding harassment or violations to this policy, whether such conduct is directed at him/her or at other persons, and the right to share any knowledge s/he may have regarding violations of this policy during University investigation(s); and
- The right to be treated without retaliation and without suffering adverse action for expressing good faith complaints under this policy, participating in any investigation(s) hereunder or otherwise exercising his/her rights hereunder.

### **Definitions of Harassment**

**H**arassment encompasses a wide range of physical, verbal (oral and written) and visual/non-verbal behaviors. "Sexual harassment" means unwelcome, unsolicited, uninvited, offensive, or undesirable conduct of a sexual nature directed at or affecting a person of the same sex or of the opposite sex. Other forms of harassment include conduct that is offensive or show hostility toward another person because of his/her race, color, religion, national origin, age, disability, gender/sex, sexual orientation/preference or veteran's status or those of his/her relatives, friends or associates.

Harassment is a violation of this policy in the following situations:

- If the person affected is promised or given some favorable treatment or benefit related to his/her involvement in the University only if s/he will submit to or tolerate the harassing behavior in question.
- If the person affected is threatened with or suffers adverse action related to his/her working or educational environment or status because s/he rejected or refused to tolerate the harassing behavior in question.
- If the harassing behavior in question unreasonably interferes with the person's work or academic performance or creates an intimidating, hostile, abusive or offensive work or academic environment (even if no promise of favorable action or benefit is offered or actually given, and even if no adverse action is threatened or actually taken).

Impermissible harassment may take many forms, including but not limited to, touching, leering, sexual, racial, or other inappropriate jokes or comments, displaying or circulating offensive materials, etc. Each situation depends on a number of factors (including severity/seriousness, frequency, nature, presence or absence of tangible job or academic consequences, etc.) and will be reviewed on a case-by-case basis. In some cases, one incident will be sufficient to constitute harassment. In other cases, a pattern or series of incidents may be necessary.

## **Reporting and Investigating Violations**

### **WHAT SITUATIONS MUST BE REPORTED:**

Each member of the faculty or staff, and each student has the obligation to report the following:

- If s/he has been harassed by another person;
- If s/he has witnessed or observed first-hand the harassment of another member of the University community;
- If harassment has been reported to him/her by another member of the University community; and
- If s/he has been retaliated against for reporting a violation of this policy or for cooperating in any investigation(s).

### **WHEN TO REPORT:**

Any of the above situations are to be reported immediately. They should be reported as soon as they occur or immediately after to a member of the University community who obtains knowledge that there has been a possible violation of this policy.

### **WHERE TO REPORT:**

Any of the above situations may be reported to any of the following individuals:

- Students may report to the Vice President for Student Services or the Provost and Senior Vice President
- Faculty members and staff may report to the Provost and Senior Vice President or the Vice President for Finance and Administration. If any of the officers listed above are involved in the conduct leading to the complaint, the situation should be reported directly to the Chair of the Board of Trustees, forwarded through the President.

### **INVESTIGATION:**

Upon receipt of a report or complaint, the University will immediately undertake an objective and thorough investigation. The official taking the report will encourage the reporting individual to provide a written statement, and will also document the content and specific details of the complaint. The investigation will generally also include interviewing any individual(s) who allegedly violated this policy, and any other potential witness(es). The investigation will include a review of the credibility of the evidence and of any individual(s) who have provided information.

### **DETERMINATION:**

Upon completion of the investigation, the University will determine if the behavior in question constitutes harassment or other form of inappropriate conduct. In determining whether alleged conduct constitutes harassment, the University will look at numerous factors, including without limitation the evidence as a whole, totality of the circumstances, nature of the conduct, context in which the alleged conduct occurred, credibility of the witnesses, frequency and severity of the conduct, patterns of inappropriate conduct, documentation, circumstantial evidence and other factors. Appropriate action will be taken as warranted under the circumstances.

### **CONFIDENTIALITY:**

Confidentiality will be maintained by Park University to the extent possible under the circumstances.

### **COMMUNICATION OF OUTCOME:**

To the extent that it would be appropriate to do so, the University will inform the reporting or complaining person and any others who have a legitimate need to know of the general outcome of the investigation.

## **Consequences for Violating This Policy**

If the University believes that it is more likely than not that a violation has occurred, then the University will take appropriate action. Such action may include disciplinary action, up to and including discharge, depending on the nature of the conduct.

## Student Conduct

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 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.

### Core Values of Park University:

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

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 the Catalog, in the Student Handbook/Planner, and/or on the Park University website: [www.Park.edu/policies](http://www.Park.edu/policies).

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

### Student Conduct Code

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

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

- 1. Acts of Dishonesty.** Acts of dishonesty, including but not limited to the following:
  - a. Academic Dishonesty.** Cheating, plagiarism, or other forms of academic dishonesty.
  - b. False Information.** Furnishing false information to any University Official.
  - c. Forgery.** Forgery, alteration, or misuse of any Park University document, record, or instrument of identification.
- 2. Disruption.** Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions.
- 3. Abuse.** Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the physical health, mental health, or safety of any person. Such prohibited conduct includes but is not limited to repeated unsolicited attempts to contact any Park University community member via any means and/or exhibiting other behavior which could be construed as stalking.

- 4. Theft.** Attempted or actual theft of and/or damage to property of Park University or property of a member of the Park University community or other personal or public property.
- 5. Hazing.** Any behavior which constitutes hazing, whether such behavior occurs on University premises at University activities or off campus.
- 6. Failure to Comply.** Failure to comply with directions of University Officials or law enforcement officers acting in performance of their duties including failure to identify oneself to these persons when requested to do so.
- 7. Unauthorized Entry.** Unauthorized possession, duplication or use of keys to any University Premises or unauthorized entry to or use of University Premises.
- 8. Unauthorized Activities.** Any activity that occurs on or off University Premises that could adversely affect the health, safety or security of a member of the Park University community.
- 9. Controlled Substances.** Use, possession, manufacturing, or distribution of Controlled Substances except as expressly permitted by law. Students with confirmed possession or use of controlled substances on University Premises or during any University Activity with no right to legally use such controlled substances may face immediate dismissal.
- 10. Alcohol.** Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication.
- 11. Firearms/Weapons.** Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on Park University premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others. Students with confirmed violation of the Weapons Policy will face immediate dismissal. (See the Weapons Policy.)
- 12. Unauthorized Use of Electronics.** Any unauthorized use of electronic or other devices to make an audio or video record of any person while on Park University Premises or while conducting University business, without his/her prior knowledge, or without consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom, or using consensual photographs, videos, or audio in a manner not agreed to by all parties.
- 13. Computer Theft and Abuse.** Theft or other abuse of computer facilities and resources, including file-sharing and intellectual property. (See Information Technology Acceptable Use Policy).
- 14. Abuse of Student Conduct System.** Abuse of the Student Conduct System, including failure to comply with the sanction(s) imposed under the Student Code.
- 15. Policy Violation.** Violation of any Park University Policy, including but not limited to, residential life policy, drug and alcohol policy, weapons policy, harassment free institution policy, information technology policy, sexual assault policy, and all academic policies which Policies appear in full at [www.park.edu/policies](http://www.park.edu/policies).
- 16. Local, State and Federal Agencies.** Park University will cooperate with local, state and federal criminal agencies, and may initiate criminal investigations into the conduct of Park University Students when deemed appropriate.

### **Filing a Complaint Regarding a Violation of the Student Code**

Any member of the Park University community may file a complaint against a Student for violations of the Student Code. A complaint shall be prepared in writing and directed to the Dean of Student Life. Any complaint should be submitted as soon as possible after the event takes place, preferably within one (1) week of the incident. Forms for this purpose are available on the Park University website at: <http://www.park.edu/studentlife/ReportCodeViolation/>

### **Sanctions**

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

- 1. Warning** - A notice in writing to the student that the student is violating or has violated institutional regulations.
- 2. Probation** - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.
- 3. Loss of Privileges** - Denial of specified privileges for a designated period of time.
- 4. Fines** - Previously established and published fines may be imposed.
- 5. Restitution** - Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

**6. Discretionary Sanctions** - Work assignments, essays, service to the University, or other related discretionary assignments.

**7. Interim Suspension** - Interim Suspension from the residence halls and/or other campus facilities or programs may be imposed to ensure the safety and well being of members of the University committee, to ensure the student's own physical or emotional safety and well-being, or if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University. The Interim Suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Board Hearing, if required.

**8. Residence Hall Suspension** - Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

**9. Residence Hall Expulsion** - Permanent separation of the student from the residence halls.

**10. University Suspension** - Separation of the student from Park University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

**11. University Expulsion** - Permanent separation of the student from Park University.

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

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

#### **Other information regarding Sanctions:**

1. More than one of the sanctions listed above may be imposed for any single violation.
2. Other than University expulsion or revocation or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, University suspension, University expulsion, or revocation or withholding of a degree, upon application to the Dean of Student Life. Cases involving the imposition of sanctions other than residence hall expulsion, University suspension, University expulsion or revocation or withholding of a degree shall be expunged from the student's confidential record seven years after final disposition of the case.
3. In situations involving both an Accused Student(s) and a Student(s) claiming to be the victim of another Student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the Accused Student(s) and the Student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.
4. The following sanctions may be imposed upon groups or organizations:
  - a. Those sanctions listed above.
  - b. Loss of selected rights and privileges for a specified period of time.
  - c. Deactivation. Loss of all privileges, including University recognition, for a specified period of time.
5. In each case in which a Student Conduct Board determines that a student and/or group or organization has violated the Student Code, the sanction(s) shall be determined and imposed by the Dean of Student Life. In cases in which persons other than, or in addition to, the Dean of Student Life, has been authorized to serve as the Student Conduct Board, the recommendation of the Student Conduct Board shall be considered by the Dean of Student Life in determining and imposing sanctions. The Dean of Student Life is not limited to sanctions recommended by members of the Student Conduct Board. Following the Student Conduct Board Hearing, the Student Conduct Board and the Dean of Student Life shall advise the Accused Student, group and/or organization (and a complaining student who believes he/she was the victim of another student's conduct) in writing of its determination and of the sanction(s) imposed, if any.

## **Appeals**

1. A decision reached by the Student Conduct Board or a sanction imposed by the Dean of Student Life that is academic in nature may be appealed by the Accused Student(s) or Complainant(s) to the Provost and Senior Vice President within five (5) school days of the decision. Such appeals shall be in writing and shall be delivered to the Provost and Senior Vice President or his/her designee.
2. A decision reached by the Student Conduct Board or a sanction imposed by the Dean of Student Life that is not academic in nature may be appealed by the Accused Student(s) or Complainant(s) to the Vice President for Student Services within five (5) school days of the decision. Such appeals shall be in writing and shall be delivered to the Vice President for Student Services or his/her designee.
3. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Board Hearing and supporting documents for one or more of the following purposes:
  - a. To determine whether the Student Conduct Board Hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the Accused Student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will NOT be a basis for sustaining an appeal unless significant prejudice results.
  - b. To determine whether the decision reached regarding the Accused Student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code occurred.
  - c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
  - d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board Hearing.
4. If an appeal is upheld by the Vice President to whom the Appeal is decided, the matter shall be returned to the original Student Conduct Board and Dean of Student Life for re-opening of Student Conduct Board Hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

## **Interpretation and Revision**

1. Any question of interpretation or application of the Student Code shall be referred to the Dean of Student Life or his or her designee for final determination.
2. The Student Code shall be reviewed every three (3) years under the direction of the Dean of Student Life.

Specific procedures for hearings and other details about the Student Conduct Code are available on the Park University website at: <http://www.park.edu/studentlife/conduct.html>.

## ADMINISTRATIVE APPEALS

Complete information about the appeals processes and procedures for each area are contained within that section. The following is a list of Administrative Appeals steps.

### FINANCIAL AID

1. Financial Aid Appeals Committee
2. Director of Admissions and Student Financial Services

### HOUSING

1. Assistant Dean of Student Life
2. Dean of Student Life

### STUDENT EMPLOYMENT

1. Coordinator/Student Employment
2. Financial Aid Appeals Committee
3. Director of Admissions and Student Financial Services

### FINANCES/ACCOUNTING

1. Controller
2. Vice President for Finance and Administration

### GRADES: Parkville Campus

1. Faculty
2. Department Chair
3. Associate Dean / Dean

### GRADES: KANSAS CITY AREA:

#### PARK ACCELERATED PROGRAMS

1. Faculty
2. Director, Park Accelerated Programs – Kansas City Area
3. Associate Dean / Dean

### GRADES: COLLEGE FOR DISTANCE LEARNING

1. Faculty
2. Campus Center Academic Director
3. Associate Dean of College for Distance Learning

### ADMISSIONS (Parkville 16-week Campus)

1. Admissions Advisory Committee
2. Vice President for Academic Affairs

## COMPLAINTS / GRIEVANCES POLICY

Park University has a variety of complaints/grievances procedures related to harassment, disciplinary actions, financial aid appeals, and traffic violation appeals. Students should use these processes when appropriate, contacting the Director of Enrollment Services in the Student assistance 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 contact the Director of Enrollment Services in the Student Assistance Center (1st floor Norrington) for information relative to guidelines and/or procedures for filing a complaint or grievance.

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. No written report(s) on the incident or the outcome of the investigation are required.

### 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.

### PROCEDURES

1. Students wishing to make an informal complaint or file a grievance should contact the Director of Enrollment Services in the Student Assistance Center or Campus Center Director for the correct procedures to be followed. Record-keeping will be the responsibility of that office.
2. In the case of complaints, the Student Assistance Center (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 Vice President for Student Services 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.

### ACADEMIC GRIEVANCES

A student who believes that s/he has an academic grievance should discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student should confer with his/her academic advisor and may take the matter to the relevant department chair. If no resolution is reached at this level or if the department chair or Academic Director is the faculty member in question in the first instance, the concern should be taken to the relevant Associate Dean or Dean. Concerns remaining unresolved at this level should be taken to the Associate Provost and Vice President for Academic Affairs.

### IDENTIFICATION CARDS

The Park University photo identification (ID) card should be carried at all times for use at the Park University library, campus athletic events, the Office of the Registrar, the Cashier's Office, and other offices where

identification may be needed. There is a replacement fee (payable at the Student Assistance Center) if the ID card is lost or stolen.

Photo ID pictures will be taken for Parkville Daytime Campus Center students in the Student Assistance Center (1st floor Norrington). Students and faculty attending the Downtown campus must have an ID parking pass which is issued by the Downtown Kansas City Campus at 911 Main. During the confirmation of courses, IDs may be secured by presenting a Student Data Sheet (SDS) stamped by the cashier certifying that fees are paid. Contact the Student Assistance Center at (816)-584-6800 for further information or for questions.

ID cards for all other campus centers can be obtained from the Campus Center Director. These cards may be used by students, faculty and staff, and may be required by the local facility as part of the information needed to gain entry onto the installation. The ID may be obtained only after tuition and fees have been paid for the term. An expiration date will be noted on the ID.

### TOBACCO USE POLICY

The use of tobacco (both smoking and smokeless) is prohibited in all campus facilities.

### General Procedures for Reporting a Crime or Emergency

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

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

Crimes should be reported to the Department of Public Safety so that the statistics can be reported to the U.S. Department of Education in compliance with the *Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act)*. A copy of this report is available online at: [http://www.park.edu/safety/crime\\_statistics.aspx#a1](http://www.park.edu/safety/crime_statistics.aspx#a1). For a printed copy of the report, please contact the Department of Public Safety at (816) 584-6444.

## Drug and Alcohol Policy

Park University recognizes that misuse of alcohol and other drugs and the unlawful possession, use or distribution of illicit drugs and alcohol pose major health problems, are potential safety and security problems, can adversely affect academic and job performance, and can generally inhibit the educational development of students. Park University is committed to the standards outlined by the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. As a result of this commitment, Park University has established regulations forbidding the unlawful manufacture, distribution, dispensing, possession or use of illegal or illicit drugs and alcohol on Park University premises or property or as part of any Park University activity planned for or by students. These regulations shall assure that Park University is in compliance with all applicable federal, state, and local statutes, regulations, and ordinances. Please see the student Conduct Code for more details and check the Student Handbook or online at [www.park.edu/studentlife](http://www.park.edu/studentlife) for more information about regulations, disciplinary actions, legal sanctions, health risks, and referral/treatment information.

## Sexual Assault Policy

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

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

All campus disciplinary procedures involving a student are the responsibility of the Dean of Student Life. All sex related crimes occurring on Park University property shall be investigated jointly by the Park University Department of Public Safety and the appropriate law enforcement agency.

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

## Sexual Offender Registration

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

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

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

MISSOURI –

<http://www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html>

## **COMPUTERS, THE INTERNET, EMAIL, VOICE MAIL AND FAX MACHINES USE**

The Park University Information Technology Network, and the University Telephone System ("University Systems") exist to enable the University to carry out its educational mission. While the University does not completely prohibit personal use of the University Systems during personal time, the University limits such use and reserves the right to prohibit personal use on a case-by-case basis. The University has no liability to persons who use the University Systems and no liability for any loss of or damage to personal information while in the University Systems.

The University Information Technology Policies and Procedures Manual describes in detail the policies and procedures that govern the use of the University Information Technology Network and all users of the University Information Technology Network are charged with knowledge of those policies. Copies of this Manual are available in the Academic Affairs Office. The Student Conduct Code, the Faculty Manual, and the Employee Policy Manual may also be applicable to user violations of University policies.

The University has the right to monitor all use, personal and otherwise, of all University Systems including the University Information Technology Network and is legally entitled to review, retain, use or release copies of any incoming or outgoing information. Persons who use the University Systems have no right to privacy when using those Systems and users should always assume that any voice, data, or

written material on the University Systems is totally accessible to University officials.

By utilizing the University Systems, the user agrees not to violate any University policies or any applicable federal, state, and local laws, ordinances and regulations including those that prohibit libel, copyright violations, the use of obscenities, intimidation, harassment, or discrimination, and agrees to indemnify and hold the University harmless from and against all claims, damages, costs and/or expenses, sustained by the University, including reasonable attorneys fees, arising out of the user's violation of any University policies and all improper, illegal or otherwise actionable use of the University Systems. Users of the University Systems may also be subject to criminal prosecution and/or civil suits in which the University seeks damages and/or other legal and/or equitable remedies.

The University will respond to and investigate any complaint of a violation of University policies. Usually the University will first attempt to deal with misuse of the University Systems in an educative manner. However, the University retains the right to restrict student use of the University Systems as well as the right to discipline, suspend or expel a student and discipline or terminate an employee who misuses those Systems.

All users of the University Systems have an obligation to comply with all University policies, make reasonable efforts to avoid introduction of computer viruses, and to report suspected violations of this policy to a University vice president.



Admissions Policies and Procedures



## Parkville Daytime Campus Center Program

### QUALIFICATIONS

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

#### First-Time Entering Students (Freshmen)

Admission standards for first-time entering students (freshmen) are:

1. Students who have a high school unweighted Grade Point Average (GPA) of 3.0 or above (on a 4.0 scale) are eligible for admission to Park University, regardless of ACT or SAT scores. ACT, SAT, or Park University assessment scores will be required for English and mathematics placement purposes.
2. Students who qualify for Missouri's A-Plus Program (or equivalent program in another state) are automatically eligible for admission at Park University.
3. For students not included in either of the first two criteria, qualification in at least two of the following are required:
  - a. 2.0 grade point average unweighted (on a 4.0 scale)
  - b. rank in upper 50 percent of the graduating class
  - c. minimum ACT composite score of 20 or a combined SAT score of 950 (critical Reading and Math only).
4. GED Certificate with a total score of at least 2500 (five areas) and no area less than 450, as well as a minimum ACT composite score of 20 or a combined SAT score of 950 (critical Reading and Math only).
5. Prospective students not meeting the above criteria may be considered on an individual basis. The Office of Admissions will forward the request to the Vice President of Academic Affairs for final disposition.

#### Transferring Students

Admission standards for transfer students are:

1. A cumulative 2.0 GPA in all previous college study.
2. Prospective students not meeting the above criteria may be considered on an individual basis by the Associate Provost and Vice President for Academic Affairs.

#### International Students with F-1 Visas

Admission standards for International students with F-1 visas (in addition to those already covered) are:

1. A certified English translation of all foreign language transcripts, included with the original transcript.
2. Admission to Park University **does not** require IELTS or TOEFL score or any other test of English proficiency. However, a prospective student not submitting an IELTS or TOEFL score can only receive a "conditional admission". Prospective students seeking a "full admission" need to provide an official copy of the IELTS with a minimum score of 5.5 or TOEFL with a minimum iBT test score of 61 or paper test score of 500 or computer test score of 173 (Park University TOEFL code is 6574) or other approved English Language test scores, or English as a Second Language (ESL) transcripts showing successful completion as determined by Park University officials. "Full admission" may also be granted for those students transferring from a U.S. institution that have successfully completed 15 hours of transferable regular undergraduate credit courses, as determined by the Office of the Registrar. Regardless of "admission status" all prospective students with F-1 student visas are required to complete English as an International Language testing upon arrival.
3. A certified Affidavit of Support and a supporting bank statement and/or other financial documents showing the ability to finance annual expenses and to complete a degree at Park University.
4. If transferring from a school within the United States, the International Student Transfer Form should be completed by both the prospective student and the international advising office at the current school attended.
5. Prospective international students not meeting the above criteria may be considered on an individual basis by the Office of Admissions in consultation with the Office of International Student Services.
6. Deadline to submit international application for the Parkville Daytime Campus Center, from out of the country, is June 1 for the fall semester and October 1 for the spring semester.

## Parkville Daytime Campus Center Program

### HOW TO APPLY

1. Application must be made online at [www.park.edu](http://www.park.edu)
2. Submit the \$25 application fee (non-refundable). International students with F-1 visas must also pay the \$50 international student fee.
3. First-time freshman should request that an official copy of his/her high school transcript be sent to Park University's Office of Admissions along with ACT/SAT scores. General Equivalency Diplomas (GED) are also accepted.
4. Transfer students must submit official transcripts of all previous college work. Transfer students with less than 12 hours must also submit an official high school transcript or GED.
5. Submit all the above materials to the Park University Office of Admissions. The Office of Admissions personnel will guide the applicant through the procedure. Contact Office of Admission personnel for forms, instructions and counsel.

### Application Deadline

Applications may be submitted through the final registration date for each semester. (Not available for international students.)

NOTE: For the Nursing program please contact the school for appropriate deadlines.

### Conditional Admission Status

Entering students who have not submitted all official transcripts prior to final registration day will be held in "Conditional Admission Status." A student can remain in conditional admission status for only one semester. All final, official documents must be on file before pre-registration for the following semester.

### Notification of Acceptance

Park University recognizes the need to know, at the earliest possible time, if the student has been accepted for admission. As soon as all materials are received and reviewed, the applicant will be notified of the admission decision.

### Readmission

Park University Parkville Daytime Campus Center students who have broken attendance by one or more semesters (excluding summer term) must complete an application for

readmission. If the student has attended another college/university in the interim, the student must submit official academic transcripts from all institutions attended. There is no application fee for readmission candidates. If the student has broken enrollment for only one semester, s/he will remain under the requirements in the catalog in effect when initially admitted. If enrollment is broken for two or more semesters, the student will be required to follow the current catalog in effect when re-admitted.

### Students Admitted on Probation

Applicants who do not meet all admission standards as described in this section of the catalog, if recommended by the Admissions Advisory Committee and the Associate Provost and Vice President for Academic Affairs, will be admitted on probation. Students admitted on probation are restricted to a maximum of 12-14 credit hours and are required to achieve a 2.0 grade point average. **Students admitted on probation may not take accelerated or internet courses without special permission of the Associate Provost and Vice President of Academic Affairs.** If students have not complied with the stipulations of their admission for their first semester of attendance, they may not be allowed to enroll in the following semester.

### Special Admission – Non-Degree-Seeking

**NON-DEGREE** - A student may be permitted to enroll in courses without formal admission to a degree program. A student enrolled in this special category may be required to provide all official transcripts from previous schools. Non-degree-seeking students will need to provide a valid picture identification, which will be placed in the student's file. A non-degree student is not eligible to receive financial aid. A student may enroll in a total of 15 credit hours while classified as non-degree-seeking.

**AUDIT** - Special classification enabling students to take courses on a no credit basis. Refer to Tuition/Fee/Charges section of this catalog for further details.

**VISITING** - A student who is degree-seeking at another college or university may enroll full time or part time at Park University. Students must submit documentation from their college or university Registrar stating that they are students

## Parkville Daytime Campus Center Program

in good standing at that institution and present an ID from their home institution. Students are responsible for ensuring that the courses taken at Park University will satisfy requirements at their home institution.

### English and Mathematics Placement Policy for New Park University Students

No testing is required for any student transferring in college credit with a grade of “C” or better for the “traditional freshman English composition” sequence, (Park University’s EN 105 & EN 106) or College Algebra (Park University’s MA131). All other students will be evaluated based on their ACT or SAT English and Mathematics sub scores as follows:

**ENGLISH PLACEMENT:** English subscore on the ACT of 21 or higher, or SAT of 500 or higher will result in the student’s automatic placement in EN 105 (Writing Strategies and Concepts). (Please also refer to specific placement policies for international students.)

**MATHEMATICS PLACEMENT:** Math subscore on the ACT of 21 or higher, or SAT of 500 or higher will result in the student’s automatic placement in MA 131 (College Algebra).

A lower subscore in either of these areas will require the student to take the appropriate Park University Academic Skills Assessment.

**NOTE:** Any student with an English or Mathematics ACT subscore of 27 or above, or SAT English subscore of 580 or SAT Math subscore of 620 may contact the Office of Academic Affairs regarding the opportunity to be evaluated for a course waiver.

### Special Services

Students requiring special services associated with a documented learning, physical, and/or psychiatric disability, should contact the Academic Support Center at the earliest opportunity so that appropriate arrangements may be made.

### Residential Living

(Parkville Daytime Campus Center Only)

#### RESIDENCY REQUIREMENT

All Parkville Daytime Campus Center students are required to live on campus unless they meet one of the following exemptions:

1. S/he is living with a parent, legal guardian, or dependent children within 50 miles of Park; or,
2. S/he is at least 21 years old or has completed at least 58 credits; or,
3. S/he has an extenuating circumstance that requires her/him to live off campus.

Students intending to apply for exemption to live off-campus must submit the Request for Off-Campus Living/Housing exemption form, available at <http://www.park.edu/campushousing/info.html>.

### Applying for Housing

To receive a housing room assignment, students must complete the following three steps (located at <http://www.park.edu/copleyquad/apply.html>).

1. Apply for housing.
2. Submit the \$100 Housing Deposit; and,
3. Sign and return the Housing Contract.

## College For Distance Learning & Accelerated Programs

Park University denies no one admission on the basis of race, religion, color, national origin, age, gender, disability, sexual orientation, marital status or veteran's status. However, prospective international students with F-1, F-2, B-1 & B-2 visas need to refer to "International Students Legal Requirements" on [page 45](#). Admission to these programs requires:

### QUALIFICATIONS

1. Completion of the Application for Admission and Evaluation form and payment of the appropriate fees.
2. Evidence of high school graduation, which may include:
  - a copy of a high school transcript; OR
  - a GED certificate which reports the score earned on the GED exam; OR
  - AARTS (Army/American Council on Education Registry Transcript System) transcript; OR
  - SMART (Sailor-Marine/American Council on Education Registry Transcript); OR
  - DD Form 214 (Certificate of Release or Discharge from Active Duty); OR
  - a certified DD Form 295 (Application for the Evaluation of Educational Experiences During Military Service); OR
  - a certified copy of one of the following:
    - DA Form 2-1 (Personnel Qualification Record Part II)-United States Army;
    - AF Form 186 (Individual Record Education Services Program)-United States Air Force;
    - Page 8 of Student Record Book-United States Marine Corps;
    - Page 4 of Navy Personnel Form 1070604- United States Navy.
3. Park University reserves the right to deny admission to any student whose level of academic performance at other educational institutions is below 2.0 on a 4.0 scale. In such cases, Park University officials may require submission of evidence that the student graduated in the upper 50 percent of the high school graduating class and has achieved a minimum ACT score of 20 or a SAT score of 840.
4. In those instances where students have attended college elsewhere without graduating from high school, a college transcript with 48 or more earned credit hours listed can also be utilized as evidence of high school equivalency.

Park University cannot guarantee that all courses needed to meet degree requirements will be offered every term. Students who do not meet the criteria listed above may be allowed to take online lower division courses on a probationary basis.

### How to Apply

1. Apply online at [www.park.edu/apply/apply.asp](http://www.park.edu/apply/apply.asp) or complete a printed application form at the Campus Center location. Online students will submit an online application.
2. At the time of registration a \$25 application fee (non-refundable) must be submitted.
3. Transfer students must submit official transcripts of all previous college work to the Campus Center or Online students will send transcripts to:  
Park University  
Office of the Registrar  
Campus Box 27  
8700 NW River Park Drive  
Parkville, MO 64152

### International Students with F-1 Visas

International Students with F-1 Visas, entering the USA for the first time to study at a US university/college, are not eligible for Distance Learning & Accelerated Programs and may only attend the Parkville Daytime Campus Center (see [page 59](#)). Admission standards for International Students with F-1 visas (in addition to those already covered) transferring from another US university/college are:

1. A certified English translation of all foreign language transcripts submitted with application, included with the original transcript.
2. Demonstration of English proficiency.
3. A certified Affidavit of Support and a supporting bank statement and/or other financial documents showing the ability to finance annual expenses and to complete a degree at Park University.
4. The International Student Transfer Form, completed by both the prospective student and the International advising office at the current school attended.
5. Payment of the International Student fee of \$50.

For more information about International Student admission requirements, including

those persons with F-2, B-1 and B-2 visas, please contact the Office of International Student Services at the Parkville Campus Center.

### Degree Audit

After transfer credits have been evaluated, a degree audit is prepared which itemizes the student's degree completion requirements. The student must complete the degree requirements in effect at the time of the initial evaluation. The requirements are not affected if Park University changes the degree program in future catalogs. In each degree program there are "additional electives" required to complete the degree. However, the number of hours shown on an individual student's degree audit may vary from that in the catalog depending on the individual record of each student.

The degree audit is an advising tool and does not constitute an agreement or a contract. A final review is made prior to graduation to insure the completion of all degree requirements. The audit will be corrected if an error is found. The initial audit will serve as a record of admission to Park University for purposes of financial aid and Veterans Administration eligibility.

### 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 student may request one FREE official transcript at the end of each term of enrollment. Any student may obtain extra 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 transcripts through PirateNet. A copy of the degree audit may also be obtained through PirateNet.

### Registration

1. Registration for classes can be completed up to a year in advance through PirateNet, [www.park.edu/OPEN](http://www.park.edu/OPEN). Registration at the Campus Center locations begins approximately one month prior to the beginning of each term.

2. Students taking online courses must have access to a computer and their own email account to enroll in online courses (see technical requirements at [www.park.edu/online/requirements](http://www.park.edu/online/requirements) for more information).
3. Students who pre-enroll for online classes will be able to login to the Park Online Campus [parkonline.org](http://parkonline.org) on the first day of class or when they receive PirateMail notification that they are granted access to login to their course(s).
4. To see the technical requirements for online courses, please visit the [parkonline.org](http://parkonline.org) website, click on the "Technical Requirements" link, and click on "BROWSER TEST" to see if your system is ready.
5. Required enrollment items are:
  - Student Data Sheet (SDS) accurately completed and signed by the student or Online enrollment verification.
  - Completed and processed form to award Veterans Administration education benefits, Pell Grant, Stafford Student Loan, Supplemental Loans for Students (SLS), Military Tuition Assistance and tuition assistance from any other agency. Proper approval signatures must be obtained by the student.
  - Check, money order, American Express, MasterCard, Discover or Visa to pay for all fees and costs.
6. Students who are not funded by Military Tuition Assistance must pay for all tuition and fees at the time of registration. VA Vocational Rehabilitation students are exempt from this policy. If, for any reason, the assistance, benefits, or payment cannot be collected by the University, the student assumes the obligation to pay in full all outstanding tuition/fees.
7. All students will want to read the course syllabus available online [www.park.edu/course/index.aspx](http://www.park.edu/course/index.aspx) to determine the materials they need to be prepared for the first day of class.
  - Select the Campus Center from which you are taking the course
  - Select the year
  - Select the Term (Fall, Fall I, Fall II, Spring, Spring I, Spring II or Summer)
  - Click on "Search"

## College For Distance Learning & Accelerated Programs

8. Term dates can be found at either the Course Schedule [www.park.edu/course/index.aspx](http://www.park.edu/course/index.aspx) or at the Campus Center home page.
9. Students cannot be given credit for a course for which they have not registered.

### English and Mathematics Placement Tests

No testing is required for any student transferring in college credit with a grade of “C” or better for the “traditional freshman English composition” sequence, (Park University’s EN 105 & EN 106) or College Algebra (Park University’s MA 131).

**NOTE:** English 105, 106 and Mathematics 131 or their equivalencies must be completed within the first five terms of enrollment at Park University, or enrollment in other courses may be restricted.

### Priority Enrollment

Student enrollments in Air Force on-base education services sponsored programs will be given the following priority: (1) active duty military personnel, (2) civilian employees of Department of Defense agencies, and (3) family members of active duty military, military reserve and guard members, retired military personnel. Community civilians may be admitted on a space available basis and to the extent of compatibility with local base security and essential mission commitments.

Student enrollments in Army on-post education services sponsored programs will be given the following priority: (1) active duty military, (2) family members of active duty military personnel, (3) Department of Defense civilians employed on post, (4) retired military personnel, (5) family members of retired military personnel, and (6) civilians.

Student enrollment in Marine Corps on-base education services sponsored programs will be given priority as follows: (1) active duty Marines, (2) reserve components, (3) family members of active duty personnel, (4) DOD employees and their family members, and (5) civilians on a space available basis when programs are not otherwise conveniently available.

Student enrollment in Navy on-base education services sponsored programs will be given priority as follows: (1) active duty military personnel, (2) family members of

active duty military personnel, (3) Department of Defense civilians employed on post, (4) military reserve and guard members, (5) retired military personnel, (6) family members of retired military personnel, and (7) civilians. Park University awards four semester hours of lower level electives for completion of Basic Military Science and six semester hours of upper level electives for completion of Advanced Military Science. Textbooks and uniforms are furnished by the government.

### Entering the Online Classroom

1. Go to <http://parkonline.org>.
2. Go to the maroon box on the left-side of the screen, under “User ID,” enter your Park University ID number.
3. Under “password,” enter your OPEN password.
4. Click on the button immediately below that says “Go to Class.”
5. You are now in the eCollege system. The top box in the middle of your screen is the “Course List” box. Select your desired course from the current term/semester. Click here to see your course list.

### Access Help (Park University)

If you have forgotten your ID or Password, or need assistance with your PirateMail account, please email [helpdesk@park.edu](mailto:helpdesk@park.edu) or call (800) 927-3024.

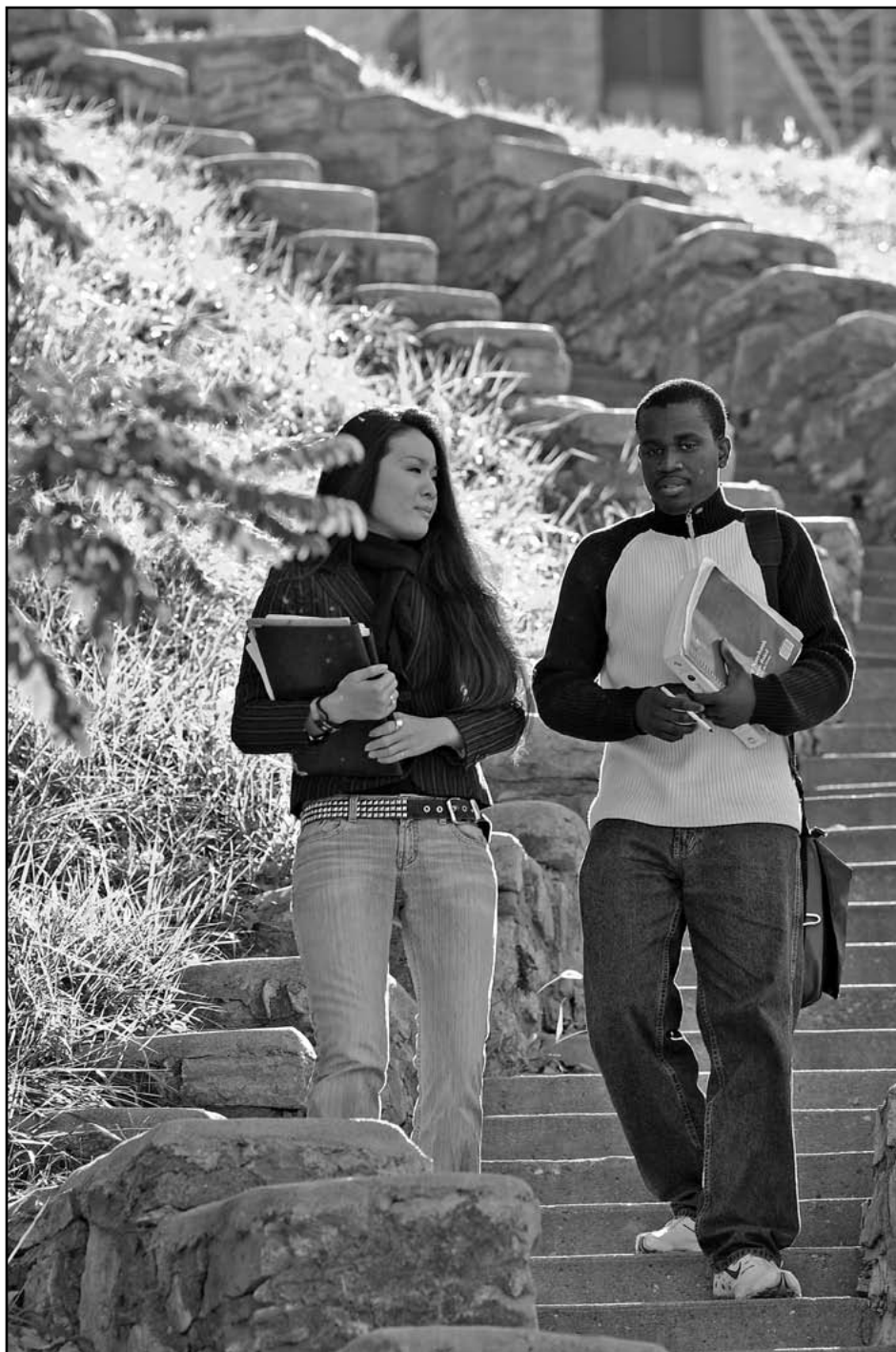
### Course Help (eCollege)

For technical assistance with the eCollege Online classroom, email [helpdesk@parkonline.org](mailto:helpdesk@parkonline.org) or call the helpdesk at (866) 301-PARK {(866) 301-7275}. Your instructor can help you with course content questions. For all other information, please email [onlinestudents@park.edu](mailto:onlinestudents@park.edu).

### Email Policy for Students Taking Online Courses

All Online students are required to use their PirateMail addresses in their Online Classrooms, and all class and administrative correspondence will be sent to students at this address or within the eCollege course environment.

## Prior Learning Assessment



Prior Learning Assessment

Park University provides opportunity to accepted degree-seeking students to have their prior learning assessed for transfer into Park degree programs from a variety of methods. (For more information about the evaluation and transfer of credit from foreign transcripts, please refer to [Page 102](#).)

- 1. **Transfer college credit from regionally accredited institutions**Credit from military training/education
- 2. **American Council on Education**College Level Examination Program (CLEP)
- 3. **Defense Activity Non-Traditional Education Support (DANTES)**Validated Learning Equivalency (VLE) – credit for validated learning
- 4. **Advanced Placement (AP)**End-of-Course Examination
- 5. **The International Baccalaureate Diploma (IB)**Registered Nurse’s License

Students can request an evaluation by declaring a major at the time of application or by completing a declaration of major form.

- 1. **Transfer college credit from a regionally accredited institution.**  
Official transcripts from previous colleges and universities (including Community College of the Air Force)
- 2. **Credit from military training/education.**  
For military personnel: A certified DD Form 295 (Application for the Evaluation of Educational Experiences During Military Service) or SMART transcript (Sailor-Marine/American Council on Education Registry Transcript) or AARTS (Army/American Council on Education Registry Transcript Systems) or DD Form 214 (Certificate of Release or Discharge from Active duty).

As recommended by the American

Council on Education (ACE), Park University grants four credit hours of physical education for completion of two years of military service.

- 3. **American Council on Education**  
The American Council on Education (ACE) provides college credit recommendation for formal courses and examinations taken outside traditional degree programs. ACE conducts formal reviews through their College Credit Recommendation Service (CREDIT). Documentation of successful completion of courses or exams is required. Documentation can be an original certificate of completion or a transcript from ACE.
- 4. **College Level Examination Program (CLEP)**

Credit hours can be earned by satisfactory completion (see chart below) of a battery of examinations under the College Level Examination Program (CLEP). See the Academic Support Center (Mabee 406) or Testing Center (Mabee 706) or your Campus Center Director for detailed information concerning CLEP examinations.

If CLEP exams were taken prior to coming to Park University, a student must submit an official copy of the scores to the Office of the Registrar for possible credit awards.

No credit is awarded for separate sub-test scores.

A maximum of **27** credit hours may be accepted towards a Bachelor degree for satisfactory completion of the CLEP **General Examinations** as recommended by the American Council on Education (ACE).

General Examinations			
College Level Examination Program (CLEP)			
	Minimum Score Accepted		Maximum Credit HOURS EARNED
	AS OF JULY 1, 2001	PRIOR TO JULY 1, 2001	
ENGLISH COMPOSITION	50	420*	3 CREDITS
SOCIAL SCIENCE	50	420	6 CREDITS
NATURAL SCIENCE	50	420	6 CREDITS
HUMANITIES	50	420	6 CREDITS
MATHEMATICS	50	420	6 CREDITS

## Prior Learning Assessment

Credit is awarded for satisfactory completion of the CLEP/DANTES/USAFI/Excelsior College Subject Examinations based on the recommendations of the American Council on Education (ACE). Credit can be applied to major core requirements.

- A maximum of 30 credit hours from the Subject Examinations will be accepted toward a bachelor's degree.
- A maximum of 57 credit hours from the General and Subject Examinations combined will be accepted toward a bachelor's degree.
- A maximum of 30 credit hours from the General and Subject Examinations combined will be accepted toward an associate's degree.

**NOTE:** Where duplication among college courses, credit for prior learning and tests exists, credit will be allowed for only one. Credits awarded from CLEP General Examinations and CLEP/USAFI/DANTES/ Excelsior College Subject Examinations will not be substituted at a later date.

### 5. **Defense Activity Non-Traditional Education Support (DANTES).**

Credit hours can be earned by satisfactory completion of a battery of examinations under the Defense Activity Non-Traditional Education Support (DANTES) administered by Park University or the local testing center. Detailed information concerning DANTES examination is available at the Academic Support Center (Mabee 406) and the Testing Center (Mabee 706) or Campus Center Director. If DANTES exams were taken prior to coming to Park University, a student must submit an official copy of the scores to the Office of the Registrar for possible credit awards.

### 6. **Validated Learning Equivalency (VLE) - credit for validated learning.**

Equivalency credit may be awarded for educational experiences based on documentation submitted by the student and with the recommendation of the appropriate Program Coordinator. Rules governing VLE are:

- Application must be filed prior to taking the final 15 semester hours preceding intended graduation at Park University.
- Petitions may be submitted no more than once per course.

- Credit shall be awarded on a course equivalency basis based on courses commonly offered by accredited colleges and universities;
- A maximum of 24 credit hours may be petitioned for and awarded.
- Park University students taking courses in the state of California may petition for a maximum of 15 credit hours in upper level (300/400) courses after completion of 60 credit hours toward the degree.

### 7. **Advancement Placement (AP)**

Park University will grant credit for advanced placement to high school graduates who have proven competence by their score in the Advanced Placement Tests administered by the College Entrance Examination Board. The awarding of credit, the number of credit hours awarded, and the scores required for the awarding of credit are determined by the appropriate academic discipline.

### 8. **End-of-Course Examination.**

Upon processing an application through the Office of the Registrar, and for a fee of \$150, a student may, with permission of the student's faculty advisor, receive credit for any course by satisfactorily completing an end-of-course examination. (**Parkville Daytime Campus Center only**). The test out option for CS 140 is available to all University undergraduate students. See your advisor for procedures. Additional software charges will apply.

### 9. **The International Baccalaureate Diploma.**

Park University recognizes the International Baccalaureate Diploma for admission. Furthermore, Park University will grant course credit and advanced placement to students who have passed both the subsidiary and the higher level subject examinations at a satisfactory standard.

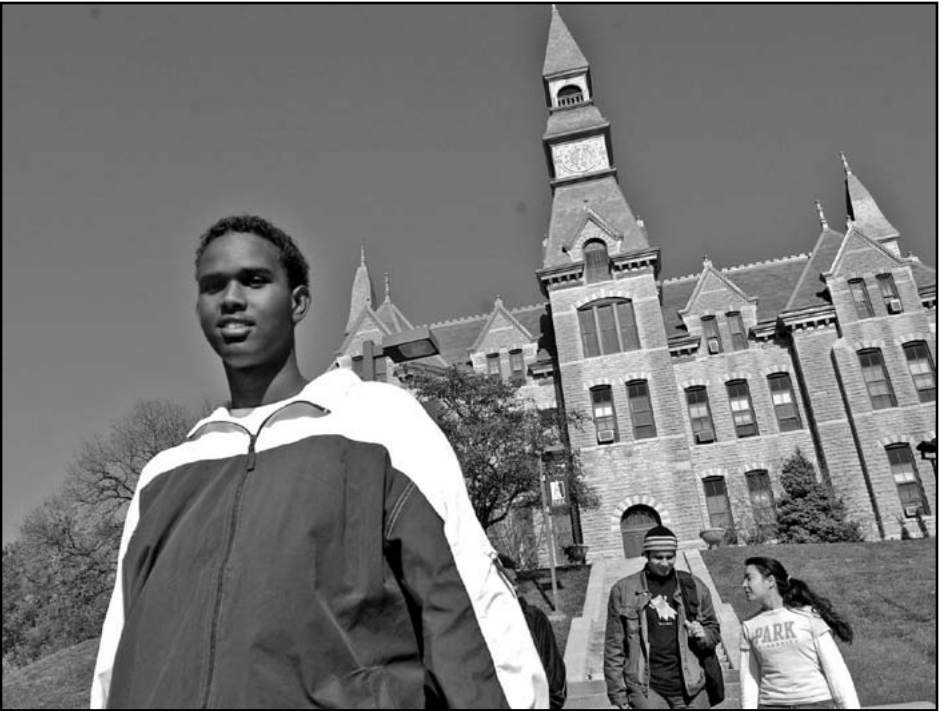
#### SCORE TRANSFER CREDIT HOURS PER COURSE

Subsidiary Levels	6-7	3-4 Credit Hours
Higher Levels	4-5	3-4 Credit Hours
	6-7	6-8 Credit Hours

### 10. **Registered Nurse's License.**

A maximum of 60 credit hours is awarded for a Registered Nurse's license upon receipt of official transcripts and a photocopy of the license.

**Tuition, Fees, Grants, Scholarships and Financial Aid**



## Tuition, Fees, Grants, Scholarships and Financial Aid

### TUITION/FEEES/CHARGES (Subject to change by Park University)

For the school year 2009-2010, (with the exception of the Nursing program) tuition will be charged on a per credit hour rate,

All Campuses .....	\$ 298 /credit hour
Military Campus Centers Covered by MOU .....	\$ 183 /credit hour
Effective October 1, 2008 .....	\$ 192 /credit hour
Marine Corps* .....	\$ 184 /credit hour
Effective October 1, 2008 .....	\$ 193 /credit hour
*(except where specified by contract)	
Nursing .....	
Parkville Cohort .....	\$ 19,842 / year
Truman Medical Center Cohort.....	\$ 18,850 / year
(Associate of Science Degree in Nursing - see below)	
Portfolio .....	\$ 298
Enrollment fee.....	\$ 850

#### Residential Student Charges:

• Board.....	\$ 1,705 / semester
• Room .....	
Chestnut Hall – double .....	\$ 1,365 / semester
– single .....	\$ 2,320 / semester
Dearing Hall – double.....	\$ 1,220 / semester
– single .....	\$ 2,075 / semester
– apartment. ....	\$ 1,820 / semester
Shepard Hall – 1 br.....	\$ 2,650 / semester
– 2 br. ....	\$ 1,655 / semester
Copley – double.....	\$ 1,855 / semester
– single .....	\$ 3,155 / semester
• Guaranteed Room Deposit (payable upon acceptance) .....	\$ 100

#### Fees and Charges: ALL FEES ARE NONREFUNDABLE AND ARE SUBJECT TO CHANGE

Application/Evaluation Fee.....	\$ 25
Re-evaluation .....	\$ 25
Foreign Transcript Evaluation Fee.....	\$ 160
Student Life Fee (Parkville - 16-week term) HOR .....	
Full Time Student .....	\$ 50 / semester
Half Time Student .....	\$ 25 / semester
Individual Course Fee* .....	\$ 20-\$50
End-of-Course Exam Fee .....	\$ 150
Health Insurance (semester)** .....	\$ 197.50
Late Registration (Charged during enrollment adjustment period) .....	\$ 50
Commencement/Diploma/Certificate Fee.....	\$ 75
Diploma (2nd copy with initial order).....	\$ 50
International Student Fee (one time) .....	\$ 50
Online Course Fee .....	\$ 17 / credit hour
Bookkeeping Charge .....	\$ 20
Teacher Placement File.....	\$ 10
Transcript Request Fee .....	\$ 5
Express Processing Fee (To be processed within 24 hours) .....	\$ 15
Writing Competency Test Administration .....	\$ 25

**Tuition, Fees, Grants, Scholarships and Financial Aid**

Validated Learning Equivalency (VLE)	
Petition Fee .....	\$ 30
Fee for each awarded hour .....	\$ 30 / credit hour
Returned Check Charge .....	\$ 30
Late Payment Charge .....	\$ 20
Nursing Entrance Test .....	\$ 67
Nursing ATI Test.....	\$ 400
Audit.....	1/2 tuition and full fees

- \* Some individual courses carry a course fee. These courses are designated by “\$” on schedules.
- \*\* Applies to all full-time students (residential, international, athletes, and nursing), unless proof of other insurance coverage is submitted during the first eight days of the semester/term. Cost of Student Health Insurance is subject to change without notice.  
*If an account is sent to an agency for collection and/or legal action,  
all collection and/or legal fees will be paid by the student.*



## STUDENT INSURANCE

The Health and Accident Limited Student Insurance Plan offered by a Park University selected provider is **mandatory** for all full-time residential students, student-athletes, students enrolled in the nursing program and international students with F-1 student visas in Kansas City, Missouri, and the surrounding metropolitan areas. In addition to limited health coverage, the policy includes repatriation coverage for all policyholders.

All students identified in the above listed groups are required to self-report their group status and purchase the required insurance at each fall and spring semester/term during confirmation of courses. Park University reserves the right to charge a student that has failed to comply with the self-report requirement the full semester/term cost of the insurance without notice to the student.

Mandatory coverage can only be waived in the following manner, during the first eight (8) calendar days of each semester/term.

- Waiver must be made in person in the Student Assistance Center located on 1st floor Norrington.
- A copy of proof of existing coverage must be presented and attached to the waiver form. (International students with F-1 student visas must also possess repatriation coverage).
- If you are under the age of eighteen the waiver form will have to be signed by a parent or a guardian.

All residential students, athletes, and nursing program students are required to have a Health History Record on file. Athletes are also required to have a completed Physical record on file. As part of the Health History Record, a current record of immunization is required. This information will be passed along to medical personnel in case of emergency.

Students, for whom coverage is not mandatory, may enroll in the Health and Accident Limited Student Insurance Plan. To enroll, contact the Student Assistance Center at (816) 584-6800. Enrollment becomes effective upon receipt of payment.

## ASSOCIATE OF SCIENCE DEGREE IN NURSING PROGRAM

Tuition charge is applicable for up to 45 hours of credit taken at any Park University campus center while in the Nursing Program. In addition, all required nursing and general education courses and applicable electives (which does not include lab fees required by any elective with a laboratory component) will also be covered.

- Clinical course fees
- Required science course lab fees
- Professional liability insurance
- Course syllabi and manuals
- College services (library, etc.)
- Petition for Award of College Credit applications and granting of college credit for Practical Nursing courses through VLE.

## PAYMENT POLICIES

The financial assistance award for each semester/term (excluding the lender origination fee for Subsidized, Unsubsidized, and Parent loans) may be applied toward the total charges if all required materials have been submitted to Student Financial Services. Park University will permit students to apply up to 50 percent of their work-study toward tuition charges. Any remaining balance due is payable on or before the Monday prior to the semester/term.

A student will not be allowed to re-enroll unless all debts are settled. Transcripts are not released until debts are paid.

Additional financial alternatives are available from the Student Accounts Coordinator/Campus Center Director.

If financial assistance results in a credit balance at registration, the balance will be refunded to the student approximately 30 days after the beginning of the semester/term or after the release of financial aid, whichever is later.

## PARKING

All Kansas City Area students (Parkville Daytime Campus and Park Accelerated Programs-Downtown, Independence, and Parkville) are required to register any motor vehicle that is operated at the Downtown, Independence, and/or Parkville Campus Centers with the Park University Department of Public Safety. To register a vehicle, students must complete a vehicle registration form. Forms are available at the Office of Public Safety (1st Floor Thompson Center), the Student Assistance Center (1st Floor Norrington), or online at [www.park.edu/safety/parkingpermit.htm](http://www.park.edu/safety/parkingpermit.htm).

## AUDIT OF COURSES

A student may audit courses (take for no credit or grade) by paying one-half the tuition for the course and the full course fee if applicable. Online courses may not be audited.

## SENIOR CITIZENS

Undergraduate students 55 years of age or older may receive a tuition discount of 10% for credit bearing Parkville Daytime Campus

Center classes only. Undergraduate students 55 years of age or older may audit (for no credit) Parkville Daytime Campus Center classes without tuition cost. Individual course fees, however, will be charged in full if applicable.

### REFUND POLICY

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

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, Subsidized Stafford, Perkins, and Parent), Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Academic Competitiveness Grant, National Smart Grant, Teach Grant, and other Title IV programs. In addition these students must have withdrawn on or before completing 60% of the semester/term. If funds were released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal grants or loans released.

Students who have received federal financial aid and who have withdrawn from anything less than 100 percent of their courses will have tuition refunded using the refund schedule listed below. Students not receiving federal financial aid who withdraw from one

or all of their courses (both officially and/or administratively), will also have tuition refunded using the refund schedule listed below.

Students with financial assistance awards who withdraw from Park University will have financial assistance refunded in compliance with federal regulations as stated in the Federal Register. Park University returns funds to federal programs in the following order: Federal Loans, (Unsubsidized Stafford, Subsidized Stafford, Perkins, and Parent Plus); PELL, Academic Competitiveness Grant, National Smart Grant, FSEOG, Teach Grant, other Title IV. Institutional awards are distributed after the federal programs.

The policies of the California Student Tuition Recovery Fund, the North Dakota Refund Calculation Schedule and the Georgia Refund Policy are in the Appendix. The complete policy, explaining how financial aid to be refunded is calculated, is available in the Office of Student Financial Services or on the Park University website.

All fees are non refundable. Room and Board at the Parkville Daytime Campus Center will be pro-rated on a daily basis. Students on the Parkville Daytime Campus Center wishing to cancel their housing contract must submit (and have approved) a *Request for Off-Campus Living/Housing Exemption Form* (available at: <http://www.park.edu/copleyquad/info.html>) and pay a \$500 contract cancellation fee.

PARK UNIVERSITY REFUND CALCULATION SCHEDULE					
	16-Week	9-Week	8-Week	4-Week	2-Week
Week 1	90%	90%	90%	66%	0%
Week 2	80%	67%	60%	33%	
Week 3	70%	50%	40%	0%	
Week 4	60%	33%	20%		
Week 5	50%	12%	0%		
Week 6	40%	0%			
Week 7	30%				
Week 8	20%				
Week 9	10%				
Week 10	0%				

### ASSISTANCE WITH EDUCATIONAL EXPENSES

The Office of Student Financial Services (SFS) administers and coordinates programs of assistance from federal, state, college and private sources to increase post-secondary educational opportunities for eligible students.

The philosophy of this office is to attempt to meet the full need of all eligible applicants by “packaging” funds from various sources, including college and non-college funds. Legal residents of Missouri, who are enrolled in Missouri, are encouraged to apply for the Access Missouri Financial Assistance Program.

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

## APPLICATION FOR FINANCIAL ASSISTANCE

To be considered for federal financial aid, the student must submit an Application for Admission and Evaluation (AAE) to the Campus Center Director or apply for admission through the Office of Admissions. Preference will be given to those whose files are complete by **April 1** or at least ninety (90) days prior to the first term of enrollment, for the academic award year (July 1 to June 30).

When the following have been received in the SFS office at the Parkville Campus Center, an Award Notification letter will be sent advising the student of his/her eligibility for aid.

1. The 2009-2010 Park University Request for Financial Aid form (RFA) available on line at [www.park.edu/finaid](http://www.park.edu/finaid)
2. Federal needs analysis is generated from the Free Application for Federal Student Aid (FAFSA) or comparable form on which you listed Park University, code #002498. The output document can be in the form of the Student Aid Report (SAR) or Institutional Student Information Report (ISIR), which is printed by Park University from electronic data produced from the FAFSA available online.
3. If selected for verification (an asterisk appears beside the EFC number in upper right corner of the SAR or ISIR), the following documents will be required:
  - Verification Worksheet.
  - Signed copy of 2008 federal income tax and W2 forms as filed with the U.S. Internal Revenue Service, even if the student was not married in 2008 (or student and his/her parent's federal income tax form, if the student was a dependent).

Financial assistance is awarded annually to qualified students who continue to demonstrate

financial need and make satisfactory progress (see policy on Satisfactory Academic Progress for Financial Assistance). Applications must be submitted each year. **Summer financial assistance requires an additional application.**

The 2009-2010 version of the FAFSA form is preferred, but other processors' forms will be accepted. A needs analysis form is required to establish eligibility for need-based financial aid programs. There is no fee charged for the FAFSA application. Forms for 2009-2010 will not be processed after June 30, 2010. The FAFSA form may be used as the single request for consideration for the Federal Pell Grant, Access Missouri Student Financial Assistance Program and all other Title IV and institutional assistance programs.

A FAFSA form is required for each family member when more than one student from the same family plans to attend Park University. Awards are made on a first-come, first-serve basis beginning approximately February 15. Funds are limited for international students attending Park University.

Active duty military personnel should consult their Education Services Officer (ESO) for information about financial aid from branches of the Armed Forces or from the Veterans Administration.

- Tuition assistance is available to active duty personnel within Service guidelines. The Education Center will authorize payment of the proper percentage of tuition/fees to authorized individuals. Enlisted personnel and warrant officers incur no service obligation as a result of acceptance of tuition assistance but must be on active duty upon completion of the course(s). Commissioned officers may have to agree in writing to remain on active duty for a minimum of two years after completion of the course(s).
- Park University programs are approved for veteran benefits and comply fully with Public Law and Title IX of the Education Act of 1964.

Park University's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

## **SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL ASSISTANCE FOR UNDERGRADUATE STUDENTS**

Satisfactory progress is based on four concepts: (a) Minimum number of hours of enrollment each term that are applicable toward the student's degree program; (b) Minimum number of hours completed in a 12 month period of enrollment; (c) Maximum time to complete the degree; (d) Grade point average (GPA).

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

1. Eligibility for most financial aid requires at least halftime enrollment per regular semester/term. A student may earn the minimum credit hours for full, 3/4 or 1/2 time enrollment\* each semester/term AND continue to maintain 2.00 cumulative GPA requirement to avoid suspension. Students will be placed on probation before being suspended.
2. Academic progress will be checked at the end of Fall, Spring and Summer semesters. Failure to meet the minimum standard outlined in this policy statement will either place a student on financial aid probation or suspend them for future semesters/terms of financial aid. This would include grades of "F", "I", and/or withdrawing from classes after aid is disbursed.
3. Students are eligible for Park administered assistance until the student has completed the academic curriculum requirements for their declared degree. Even if they have not received the actual degree or certificate, a student who has completed the required courses for his/her degree or certificate cannot receive further financial aid assistance for that program.
4. The maximum time frame a student is expected to finish a program of study and receive financial aid cannot exceed 150% of the total length of the program based on credit hours applied to their declared degree program. Only the transfer credits that apply to a student's declared degree program will

count toward the maximum time frame total.

5. An incomplete "I" grade, after the enrollment period has ended, will be considered as failure ("F") until such time as the "I" grade is removed for passing grade. For Consortium Agreements, an incomplete "I" grade must be transferred to Park within 8 weeks of the end of the term. If not transferred within this 8 week time frame, it would be considered as a failure "F. If a passing grade is NOT earned for the incomplete grade OR the grade earned results in a cumulative GPA that is less than a 2.00, the student could at that time be put on probation or suspended from financial aid eligibility.
6. Repeated courses will add to the hours attempted, but not earned. The grade will be replaced and the new grade will be considered in the GPA calculation when progress is checked again. A course in which a failing grade ("F") is recorded may be repeated in a subsequent semester/term to apply toward eligibility for assistance in that semester term. "Developmental" and "English as a Second Language (ESL)" classes DO apply to financial aid progress, but are not applicable to credit hours required for a degree.
7. If financial aid has been suspended, students may reinstate eligibility by completing at Park the hours needed to reach the minimum quantitative standard and attaining a 2.00 GPA in the classes attempted without the benefit of financial aid.
8. TO APPEAL the suspension of financial aid, the student must complete the Satisfactory Academic Progress Appeal form online at <http://captain.park.edu/finaid/appeal.aspx>. The student must also forward the required documentation to the Director, Student Financial Services. Catastrophic, unplanned circumstances will be considered. Common situations that may cause a student to fail to meet satisfactory progress standards include: family difficulties, such as a divorce or illness. The student will be advised via Pirate email.
9. TO APPEAL decisions made by the Director, the student must complete the 'Appeal the Decision form' at <http://captain.park.edu/finaid/SFS/appealdecision/appealdecision.aspx>. The appeal will be reviewed by Student Financial Services Appeal Committee and the student will be advised via Pirate email.

## STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS

### UNDERGRADUATE STUDENTS - FALL OR SPRING SEMESTER

(FALL I & FALL II = FALL SEMESTER)

	FULL-TIME	3/4-TIME	1/2-TIME
HOURS PER SEMESTER	12+ HOURS	9-11 HOURS	6-8 HOURS
MUST PASS PER SEMESTER	9 HOURS	7 HOURS	5 HOURS

NOTE: SOME SCHOLARSHIPS REQUIRE SUCCESSFUL COMPLETION OF THIRTY (30) CREDIT HOURS BETWEEN AUGUST AND MAY.

### UNDERGRADUATE STUDENTS - SUMMER SESSION

	FULL-TIME	3/4-TIME	1/2-TIME
HOURS PER TERM	6+ HOURS	4-5 HOURS	3 HOURS
MUST PASS PER TERM	5 HOURS	4 HOURS	3 HOURS

\*See detailed credit hour break down above for full, 3/4 and 1/2 time enrollment.

## FINANCIAL AID CHECKLIST

### for Students Transferring To Park University

To Transfer Financial Aid Eligibility from another school to Park University:

1. The applicant must first be enrolled at Park University.\*
2. RFA (Request for Financial Aid) - Complete a Park University Request for Financial Aid (available online). If additional documents are required, the applicant will be notified.\*
3. SAR (Student Aid Report) / ISIR (Institutional Student Information Report) - The applicant must arrange to have a duplicate copy of the SAR sent to the applicant, or, if listed, Park University as one of the institutions attending, Park can print out an ISIR. A request in writing can be made to Federal Student Aid Programs or telephone and request a duplicate copy. \* (The Park University code is 002498).
4. If the applicant has not already applied for federal financial aid, Park University prefers the Free Application for Federal Student Aid (FAFSA) (available online). Other forms will be accepted, but may lengthen processing time.
5. Student Loan Recipients - If the applicant received a Federal Stafford, Direct, Parent or Perkins Student Loan in the previous semester and are transferring to Park University, the applicant should contact the lending institution to cancel any subsequent loan disbursement at the previous school. The applicant must reapply for the loan at Park University.
6. Missouri Higher Education Academic Scholarship Program - An applicant may change his/her approved institution choice prior to the beginning of the first day of classes and may transfer between approved institutions during the academic year. The deadline for such actions is August 1 for the fall semester and January 1 for the winter or spring semester. Failure to notify

the Missouri Student Assistance Resource Services Office by the dates of such action may result in the loss of the award.

7. The applicant will be informed by Park University of the Financial Aid Award in the form of an Award Letter. Please comply with the instructions accompanying this letter.
8. If the applicant has been admitted with a low grade point average or are on academic probation, the applicant may not be in compliance with Park University's Academic Progress Policy and may not be entitled to financial aid. Please contact the Student Financial Services Office or the Student Assistance Center for additional information.\*

\* Addresses and phone numbers to aid in obtaining forms, documents and information follows.

## FINANCIAL AID APPEALS

A student who is suspended from receiving financial aid may appeal by completing a Satisfactory Academic Progress Appeal Form and forwarding the form with needed documentation to the Director of Student Financial Services. Forms are available in the Student Financial Services (SFS) office and/or on the Park University web site. The complete policy is available upon request from SFS or in this catalog.

## GRANTS AND SCHOLARSHIPS

Codes for campuses eligible to apply for different types of aid:

- (MIL) - Military (active duty)
- (MO) - Missouri (resident attending class in MO)
- (FED) - Federal (all students)
- (Parkville) - Parkville Daytime Campus Center
- (KCA) - Kansas City Metropolitan Area
- (PAP) - Park Accelerated Programs-all areas

## FEDERAL GRANTS

**FEDERAL PELL GRANT** - This grant is considered the first source of assistance. Application for this grant is required as a prerequisite for consideration for additional assistance. Apply on FAFSA after **January 1, 2008**. (FED)

### FEDERAL SUPPLEMENTAL EDUCATIONAL

**OPPORTUNITY GRANT** - This grant is awarded to students with exceptional financial need. This program is funded by the government and is administered by the institution. Apply on FAFSA after **January 1, 2008**. (FED)

**ACADEMIC COMPETITIVENESS GRANT** - This grant is awarded to students who have PELL grant eligibility and who have graduated from a rigorous high school curriculum as defined by the federal government. Freshman qualify for \$750. The grant may be renewed for a second year if the student has PELL grants eligibility and has a cumulative grade point average of a 3.000.

**NATIONAL SMART GRANT** - This grant is awarded to Junior and Senior level students who are majoring in academic areas of need as defined by the federal government.

**TEACH GRANT** - This grant may be applied for by students who have gained admission to the education program and who have passed the C Base examination. Recipients of the grant are obligated to teach in low income, high need content areas determined by the federal government. Years of service required is determined by the number of grants received. This grant will turn into an interest bearing unsubsidized Direct Loan if the student does not complete their obligations.

## OTHER GRANTS

**BUREAU OF INDIAN AFFAIRS GRANTS** - Assistance for Native American students is available from the local Bureau of Indian Affairs Office or the State Director of Indian Education. (FED)

**PRESBYTERIAN GRANT** - Students who are members of the Presbyterian Church applying to Park University should request that the Pastor, Clerk of Session or Director of Christian Education from their church write a letter of recommendation to be used in applying for the grant. Applicant must also file the FAFSA to certify financial need. Preference will be given to those who have the FAFSA completed by **April 1**. Contact your pastor for more information. (Parkville, KCA)

**VETERANS' PROGRAMS** - Students who establish eligibility may enroll at Park with assistance from Veterans Administration Benefits, Disabled Veteran Benefits and War Orphan Benefits. (FED)

### AIR FORCE AID SOCIETY'S GENERAL HENRY H.

**ARNOLD EDUCATION GRANT PROGRAM** - This grant is for dependents of active or retired members of the Air Force. Contact the Air Force Aid Society at (800) 429-9475. (MIL)

### NAVY-MARINE CORPS RELIEF SOCIETY'S VADM E. P. TRAVERS SCHOLARSHIP AND LOAN PROGRAM

- This grant is for dependents of active or retired members of the Navy or Marine Corps. Contact Navy-Marine Corps Relief Society at (703) 696-4960. (MIL)

In addition, some students may be eligible to receive educational assistance through State Vocational Rehabilitation programs or from the Social Security Administration based on individual circumstances. (FED)

## STATE GRANTS AND SCHOLARSHIPS

*All students must be US citizens or eligible non-citizens in order to receive state funding. Proof of citizenship is required.*

### ACCESS MISSOURI FINANCIAL ASSISTANCE

**PROGRAM** - This is a need-based program designed to provide students with a simplified financial aid process, provide predictable, portable awards, and increase access to a student's school of choice. Need is determined by the student's expected family contribution (EFC) as calculated through the Free Application for Federal Student Aid (FAFSA). Beginning with the 2007-2008 academic year, the Access Missouri program replaces the Charles Gallagher Student Financial Assistance and Missouri College Guarantee programs. The FAFSA form must be on file by April 1, 2009. Yearly minimum award is \$2000 and maximum \$4600. Must be enrolled full-time. A cumulative GPA 2.5 is required for renewal.

### ROBERT C. BYRD HONORS SCHOLARSHIP

**PROGRAM** - Under the Byrd Program, students who demonstrate outstanding academic achievement and show promise of continued excellence may be eligible for this award. For more information, please contact (573) 751-1668 or [www.dese.state.mo.us](http://www.dese.state.mo.us). (MO)

**MISSOURI HIGHER EDUCATION ACADEMIC SCHOLARSHIP (BRIGHT FLIGHT)\*** - An award of \$2,000 for qualified high school graduates/GED who rank in the upper 3 percent of all Missouri students taking the ACT or SAT tests.

The award is renewable annually. Application deadline is **July 31**. A cumulative GPA of 2.5 is required to be eligible for this program. High school students must contact their counselor for an application or call (800) 473-6757. (MO)

**MISSOURI MINORITY TEACHER EDUCATION SCHOLARSHIP\*** - A renewable scholarship of \$3,000 per year, \$2,000 provided by the State of Missouri and \$1,000 provided by Park University. Eligible applicants must be:

- Missouri residents;
- African, Asian, Hispanic, or Native American;
- High school graduates, college students, or individuals with a baccalaureate degree returning to an approved math or science teacher education program;
- Student must rank in the top 25 percent of their high school class and score at or above the 75th percentile on the ACT or SAT.

Applications are available in SFS; the deadline is **February 15**. Applicant must also have completed a needs analysis form (FAFSA is preferred) with Park University listed as one of the schools of choice and be making satisfactory academic progress. Other guidelines also apply and are fully described on the application form. (MO)

**MARGUERITE ROSS BARNETT MEMORIAL SCHOLARSHIP \*** - Student must be a United States citizen or permanent resident; resident of Missouri, attend an eligible school in Missouri, enrolled part-time, maintain cumulative 2.5 GPA, complete scholarship application, show financial need on approved needs analysis, be at least 18 years old, be employed and compensated for at least 20 hours, not be employed under federal work study (CWSP). Deadline **April 1**. (MO)

**PUBLIC SERVICE OFFICER OR EMPLOYEE'S CHILD SURVIVOR GRANT PROGRAM \*** - This program provides tuition grants to eligible students enrolled in participating Missouri post secondary schools. Eligibility requirements are:

- A Missouri resident
- A citizen and permanent resident of the United States
- A dependent child of a public safety officer or employee of the Department of Highways and Transportation (engaged in the construction or maintenance of the state's highways, roads and bridges) who was killed in the line of duty

- Enrolled or accepted for enrollment as a full-time undergraduate student in a course of study leading to a certificate, or an associate or baccalaureate degree at a participating Missouri school for the period of the grant
- Less than 24 years of age and have not obtained a baccalaureate degree
- Maintaining satisfactory academic progress according to the standard of the school

The maximum grant amount per academic year is approximately \$125 per credit hour. Deadline **April 1**. (MO)

#### **VIETNAM VETERAN'S SURVIVOR GRANT PROGRAM\***

This state program provides tuition grants to undergraduate students who are survivors of Vietnam veterans. Eligibility requirements are:

- A United States citizen or an eligible non-citizen
- Enrolled or accepted for enrollment as a full-time undergraduate student leading to a certificate or degree at a participating Missouri post-secondary school
- A child or spouse of a Vietnam veteran whose death was contributed to or caused by exposure to toxic chemicals during the Vietnam conflict
- Maintaining satisfactory academic progress according to standards determined by the approved school

The applicant must provide a qualified medical certification by a Veteran's Administration medical authority to verify that the exposure to toxic chemicals contributed to or was the cause of death of the veteran. The maximum grant amount per academic year varies. Scholarships can be renewed annually until a student has obtained a baccalaureate degree or completed 150 semester credit hours. Scholarship awards are not available during summer school terms. Deadline **April 1**. (MO)

*\*For information and applications for these scholarship programs Missouri residents should contact the Missouri Student Financial Aid Information Service Center in Jefferson City, at (800) 473-6757. Students who are residents of other states should contact their state agency. For the number of the state agency, call (800) 4FEDAID.*

## Other State Scholarships

Pennsylvania and Vermont state residents must apply on state-specific applications. Information on scholarships for other states is available from local high schools or community colleges within the state of residence.

The following Missouri state entities offer student financial assistance programs:

### DEPARTMENT OF ECONOMIC DEVELOPMENT

(800) 877-8698

<http://www.ecodev.stste.mo.us/jdt/>

- Federal Job Training Partnership Act; Employment and Training Program

### DESE DIVISION OF VOCATIONAL REHABILITATION

(877) 222-8963

<http://www.vr.dese.state.mo.us>

- Vocational rehabilitation: Assistance for students with physical and/or mental disabilities.

### DEPARTMENT OF HEALTH

(800) 891-7415

<http://www.health.state.mo.us>

- Missouri Professional & Practical Nursing Student Loan Program

### NATIONAL GUARD ASSOCIATION

(800) 972-1164

- Missouri Educational Assistance Program
- Missouri National Guard Association
- Auxiliary Scholarship Program

## OTHER SCHOLARSHIPS

**HISPANIC SCHOLARSHIP PROGRAM** - Park University will match up to \$500/year for each Greater Kansas City Hispanic Scholarship Fund recipient. This matching scholarship is limited to 20 applicants at Park University. Contact the Greater Kansas City Hispanic Scholarship Fund c/o LNEESC, 3435 Broadway, Suite L-9, Kansas City, MO 64111. Deadline is **March 1**. (Parkville)

### PARK UNIVERSITY/PARK HILL ENDOWMENT

**SCHOLARSHIP** - This scholarship is designed to attract the conscientious student who has demonstrated academic ability and perseverance while completing high school coursework. At present, this \$1,000 scholarship, which can only be used at Park University, is non-renewable. As endowment funds grow, scholarship criteria are subject to change annually. Contact the Park Hill School District Education Foundation at (816) 741-1521 ext 336 or 364 for scholarship guidelines and application form. The deadline for application is **March 6**. (Parkville)

**PEACE STUDIES SCHOLARSHIP** - This scholarship is offered to a Park University student by Peace Works (affiliated with Peace Action) in Kansas City. The scholarship is for a student who:

- Is a Peace Studies minor candidate with an overall 2.50 GPA; and
- Is willing to take part in a peace and justice project mutually agreed upon with PeaceWorks; and
- Has financial need as demonstrated by the FAFSA; and
- Demonstrates a genuine interest in getting involved in the peace and justice movement

For application information, contact Professor Andrew Bolton at Park University. Deadlines are **August 1** for the fall semester and **December 1** for the spring semester. (Parkville)

**OFFICERS' SPOUSES CLUB SCHOLARSHIP** - For more information contact the Officers' Spouses Club at your military installation. (MIL)

**ENLISTED SPOUSES CLUB SCHOLARSHIP** - For more information contact the Enlisted Spouses Club at your military installation. (MIL)

**IRVEN AND NEVADA LINSOMB SCHOLARSHIP** - Students must be graduates of North Kansas City or Liberty High School with a 3.2 GPA, demonstrate leadership skills and a solid work ethic during high school, demonstrate financial need, and participate in the work study program. Students apply directly to the Linscomb Foundation. Deadline is **March 15**. (Parkville)

Additional scholarships are available that are not listed here. Students must complete a Park University Scholarship Application to be considered for these awards. Since some scholarships require students to demonstrate financial need, it is recommended that students complete the FAFSA. Scholarship search links can be accessed through the Park University web site [www.park.edu](http://www.park.edu).

### PARK UNIVERSITY

#### ACADEMIC SCHOLARSHIPS

Academic scholarships for new freshman and transfer students range from 25 percent of tuition to full tuition. Recipients must earn a minimum of 24 credit hours between August and May each year and keep the GPA required for their scholarship. More specific information is available from the Coordinator of Academic Scholarships or Office of Student Financial Services. Please contact the Coordinator of Academic Scholarships at (816) 584-6512 or [www.park.edu](http://www.park.edu) for more information and application deadlines.

## PARK UNIVERSITY

### ENDOWED SCHOLARSHIPS

Endowed scholarship selections are made year round. Applications should be made by **February 15**. Brochures with more detailed information are available in the Student Financial Services Office at (816)584-6290 or they are listed on the website at <http://www.park.edu/scholarship/scholar/grid.asp>. The application for the endowed scholarships is available online at <https://www.park.edu/scholarship/apply/>

## OTHER PARK UNIVERSITY

### SCHOLARSHIPS/GRANTS

#### PARK MILITARY FAMILY SCHOLARSHIP -

Scholarships for the value of full tuition up to 15 academic hours are available annually at each of the military campus centers. The scholarship is for the selected eligible non-military dependent of active duty military personnel assigned, attached, or residing in the vicinity of the military campus center. More information is available from the Campus Center Director. The scholarship is awarded in the spring of each year. (MIL)

**PERFORMING ARTS GRANT** - Awarded to eligible students who have proven ability in a specific area of the arts, including art and theatre. Contact department chair for audition: up to 20 percent of tuition. (Parkville)

**ATHLETIC GRANT** - Athletic grants are subject to the recommendation of the Head Coach and Athletic Director. The granting and renewing of the athletic grants are subject to conditions outlined by the Athletic Department in an agreement. (Parkville)

**ARMY ROTC INCENTIVE AWARD** - Army ROTC offers two, three and four-year scholarship opportunities for students who desire to be commissioned as an officer in the active Army, Army Reserve or National Guard after graduation from college. The scholarship provides tuition, money for books and a monthly stipend of up to \$400 per month. In addition Park University offers room and board scholarships at the Parkville Daytime Campus Center to all recipients of the Army ROTC Scholarship. For more information call (816) 584-6204 or visit the Cadet Command homepage at [armyrotc.com](http://armyrotc.com). (Parkville)

## NOTE ON FINANCIAL ASSISTANCE

**N**on-repayable gift awards (other than employment) are directly credited against charges after the Enrollment Adjustment Period each semester/term if all paperwork is completed. For example, a valid Student Aid Report (SAR) must be on file for the Federal Pell Grant to be credited to an account; Federal Perkins Loans require a signed promissory note to be credited to the student's account. Student employment awards are never directly credited against charges. State grants are credited to the student's account when checks from the state are received by Park University.

Financial assistance may be awarded to full and part-time students who qualify. Reduction from full-time to part-time status may result in a decrease in financial assistance.

## INSTITUTIONAL GRANT / SCHOLARSHIP ADJUSTMENTS

**T**he student may have to be full-time to be eligible for the full grant awarded. A pro-rated amount of the grant awarded may be given if less than full-time. If the student drops below the number of hours for which the grant or scholarship was awarded, the grant or scholarship will be pro-rated based on the tuition charge at the time of withdrawal.

## LOANS

**FEDERAL PERKINS** - Based on calculated need, as determined by the FAFSA, the maximum annual loan limit is \$4,000 for undergraduates and \$6,000 for graduate students. Aggregate borrowing limits are \$20,000 for students who have successfully completed two years of undergraduate study leading to a bachelor's degree, \$40,000 for graduate and professional students, including undergraduate loans and \$8,000 for all other students. The interest rate of 5 percent is deferred while the student is enrolled at least half-time. Repayment begins nine months following termination of half-time enrollment, graduation or withdrawal. Partial cancellation of principle is available. For specific requirements, go to [www.studentaid.ed.gov](http://www.studentaid.ed.gov) and review the topic "Repaying." Students must sign a promissory note as well as sign an Entrance and Exit Interview form advising the borrowers of their rights and responsibility in this loan program. (FED)

### THIS AID MUST BE REPAYED!

**FEDERAL STAFFORD STUDENT** - These are long-term, low-interest loans designed to provide students with additional funds for college whether they qualify for other types of federal

financial aid. All of these federal loans have up to 10 year repayment term with a minimum monthly payment of \$50.00. Please check with your lender or the Student Financial Services office for additional information on the federal loan programs. (FED)

**THIS AID MUST BE REPAYED!**

## **UNDERGRADUATE LOAN PROGRAMS FOR DEPENDENT STUDENTS**

**FEDERAL STAFFORD (SUBSIDIZED):** Subsidized means the interest on the loan is paid by the government while the student is in school. To be considered for eligibility the student must be enrolled at least half-time, complete the FAFSA to determine need, not be in default on a previous loan or owe a refund on a federal grant. First-time borrowers must also be informed of their rights and responsibilities while borrowing from the federal loan program through an Entrance Interview. First-time borrowers must also select a lender of their choice. The maximum annual amount a dependent student can borrow is: Year 1 - \$3500, Year 2 - \$4500, Year 3,4,5 - \$5500 not to exceed an aggregate limit of \$23,000. A master promissory note must be signed. The Master Promissory Note (MPN) is a multi-year (serial) note. Once the MPN is signed, additional loans can be made without signing a new promissory note. The MPN can be revoked by the student through the following means: Student must send a WRITTEN notice to the lender: The MPN expires 12 months after the note is signed, if there is no initial disbursement; and the MPN expires 10 years from the date it is signed. Interest is variable but capped at 8.2 percent, and repayment begins when the six-month grace period ends after the student ceases to be enrolled at least half-time. (FED)

**FEDERAL STAFFORD (UNSUBSIDIZED):**

Unsubsidized means the student is responsible for the interest on the loan amount while in school. Students can (1) pay their interest while in school, (2) pay their interest during their six month grace period, or (3) postpone interest payment and have it added to the principle when repayment begins after the six-month grace period ends.

The unsubsidized Federal Stafford Loan can be offered by itself or made in conjunction with the subsidized Federal Stafford Loan. Dependent students are eligible for a minimum of \$2000 in unsubsidized per academic year, not to exceed the aggregate loan limit of \$31,000. The student must apply for the subsidized Federal Stafford Loan before applying for the unsubsidized Federal Stafford Loan. (FED)

**FEDERAL PARENT (PLUS):** This loan is made to parents of dependent undergraduate students. The student must meet the same eligibility requirements as listed for the Federal Stafford Student Loans. The maximum amount a parent can borrow per year per student cannot exceed the cost of education less all other financial aid received. A credit check is required and a promissory note must be signed. The interest rate is variable but capped at 9.00 percent. There is no grace period for repayment unless the parent borrower is also a student enrolled at least half-time.

**NOTE:** If the parent borrower is denied this loan, the dependent student may borrow additional funds under the unsubsidized Federal Stafford Loan for independent students, not to exceed the yearly or aggregate totals for the independent loan program. (FED)

Each type of Federal Stafford Loan described here as well as the Federal PLUS loan will have an origination fee of 3 percent and could have an insurance fee of up to 1 percent deducted from the loan amount guaranteed by the lender. The loan must be guaranteed by the lender while the student is still enrolled and eligible. SFS will request the loan funds for each term or semester for which the student is enrolled by Electronic Funds Transfer (EFT) or paper checks. The funds are sent to Park University and disbursed to the student's account after the enrollment adjustment period has ended and/or the student's required paperwork on file is complete.

**NOTE: ANY BREAK IN THE DATES OF ENROLLMENT REPORTED ON THE PROMISSORY NOTE TO THE LENDER WILL CANCEL ANY REMAINING DISBURSEMENTS OF THE LOAN!** Example: Student indicates their dates of enrollment will be 08-09-06 to 05-07-07. This would be for Fall I, Fall II, Spring I and/or Spring II. Student decides not to enroll in the Fall II. Any loan checks that Park University receives for Fall II, Spring I and/or Spring II will be returned to the lender. If the student plans to reenroll in Spring I, Spring II or Summer, s/he must contact SFS and request to be repackaged for the remaining terms of enrollment. SFS will then contact the lender to guarantee a new loan reflecting the new enrollment dates.

## UNDERGRADUATE LOAN PROGRAMS FOR INDEPENDENT STUDENTS

**FEDERAL STAFFORD (SUBSIDIZED):** Subsidized means the interest on the loan is paid by the government while the student is in school. This loan has the same interest rates and the student must meet the same eligibility requirements as the dependent subsidized Federal Stafford Loan. The maximum annual amount an independent undergraduate student can borrow is: Year 1 - \$3500, Year 2 - \$4500, Year 3, 4, 5 - \$5500 not to exceed an aggregate limit of \$23,000. The combined total of undergraduate and graduate subsidized loans cannot exceed \$65,500. (FED)

**FEDERAL STAFFORD (UNSUBSIDIZED):** Unsubsidized means the student is responsible for the interest on the loan amount while in school. Students can (1) pay their interest while in school, (2) pay their interest during their six month grace period, or (3) postpone interest payment and have it added to the principle when repayment begins after the six-month grace period ends. This loan has the same eligibility requirements and interest rates as the dependent unsubsidized Federal Stafford Loan. The **combination** of subsidized and unsubsidized Federal Stafford Loans cannot exceed: Year 1 - \$9500, Year 2 - \$10,500, Years 3, 4, 5 - \$12,500 not to exceed an aggregate limit of \$57,500. The maximum aggregate total for independent undergraduate and graduate students cannot exceed \$138,500. (FED)

## STUDENT EMPLOYMENT

Employment awards may be included in offers of financial aid to assist financing educational expenses. There are numerous Parkville Daytime Campus Center employment opportunities and limited off-campus employment opportunities.

### FEDERAL COLLEGE WORK STUDY PROGRAM

- Federal CWSP is subsidized by the federal government. Eligibility for this program is based on calculated financial need as determined by the FAFSA. First time work-study students must complete an employment application. The employment application is available online or in the Student Employment office. Additional information can be found at [www.park.edu](http://www.park.edu).

### INSTITUTIONAL EMPLOYMENT PROGRAM -

This program is supported by the Carson C. Hathaway Memorial Trust for Student Employment at Park University. Student

eligibility is based on financial need and/or ability to pay college costs. The Free Financial Aid Application (FAFSA) should be completed as well as a Park Work Study Employment Application.

## RIGHTS AND RESPONSIBILITIES OF STUDENTS ON FINANCIAL AID

As a financial aid recipient, students have certain rights and responsibilities of which they should be aware. Students have the right to know: the aid programs available at Park University; application process to be followed to be considered for financial aid; criteria used to select recipients and calculate need; Park University refund and repayment policy; and the satisfactory academic progress policy.

Students are responsible for: completing and submitting all forms in a timely manner and by the deadlines published by the U.S. Department of Education, including those items needed to perform verification; notifying the Student Financial Services Office of changes in name, address, marital status, or financial situation; reporting to the Student Financial Services Office any additional scholarships, loans, fellowships or educational benefits not listed on the financial aid award; notifying the Student Financial Services Office of change in enrollment status; maintaining satisfactory academic progress; and reapplying for federal financial aid each academic year. Failure to do so could result in loss or reduction of their financial aid award.

## **FINANCIAL ASSISTANCE CONTACT INFORMATION**

### **FEDERAL STUDENT AID PROGRAMS**

(800) 433-3243

### **MISSOURI STUDENT ASSISTANCE RESOURCE SERVICES**

3535 Amazonas Drive  
Jefferson City, MO 65109-5717  
(800) 473-6757

### **ACCESS MISSOURI FINANCIAL ASSISTANCE PROGRAM**

3515 Amazonas Drive  
Jefferson City, MO 65109-5717  
(800) 473-6757

### **OFFICE OF ADMISSIONS**

Park University  
8700 NW River Park Drive  
Parkville, MO 64152-3795  
(816) 584-6215 or  
(800) 745-7275  
(816) 741-4462 FAX  
[admissions@park.edu](mailto:admissions@park.edu)

### **STUDENT FINANCIAL SERVICES**

Park University  
8700 NW River Park Drive  
Parkville, MO 64152-3795  
(816) 584-6290  
(816) 741-9668 FAX  
[finaid@park.edu](mailto:finaid@park.edu)

### **STUDENT ASSISTANCE CENTER**

Park University  
8700 NW River Park Drive  
Parkville, MO 64152-3795  
(816) 584-6800  
[studentassistancecenter@park.edu](mailto:studentassistancecenter@park.edu)

Also, information may be obtained at [www.park.edu](http://www.park.edu). For admissions to a military campus center, contact the Campus Center Director's office at the location the applicant desires to attend.

Care is taken to ensure the accuracy and timeliness of information contained in this catalog. However, due to constantly changing federal and state legislation, the contents are subject to change without notice. Up-to-date information can be obtained by contacting:

### **STUDENT FINANCIAL SERVICES**

#### **Park University**

8700 NW River Park Drive  
Parkville, MO 64152-3795  
(816) 584-6290

[finaid@park.edu](mailto:finaid@park.edu)



## ACADEMIC SUPPORT CENTER

(<http://www.park.edu/support>)

The Academic Support Center, located in room 406 of the Mabee Learning Center (near the library), offers many services to Park University students, all free of charge to Park students.

The Center also monitors the academic progress of students who are admitted on probation, or who become academically “at risk” after admission, or are placed on academic probation by the Academic Standards Committee. Academic counseling is provided to assist the student in regaining good academic standing.

### Free Tutoring

Tutors are available for many academic subjects, including writing, math, accounting, computer science, and others. Most tutoring is done in the ASC during operating hours, but some appointments are available on weekends. Academic support, including free tutoring, is available online through <http://parkonline.org/>

### Computer Lab

A computer lab is maintained with standard software for most needed applications, Internet access, online course access, and printer. The staff is available to help students who need assistance.

### Test Preparation Help

Test preparation classes for the Writing Competency Test are offered on several days and times before each administration of the WCT (five times per year). WCT test dates, schedule of prep classes, and helpful information and tips for preparation for the WCT are available at the ASC website: <http://www.park.edu/support/testprepare.asp> Test preparation advice and help is also available for students preparing to take the C-BASE exam (required of all students entering teacher education programs). The staff can help students prepare for the math portion (it is suggested that students obtain the available C-BASE math workbooks). Students are also guided to helpful resources for preparation for other parts of the test.

### Disability Services

The Director of Academic Support Services coordinates services and accommodations for qualifying students with disabilities. Students must identify themselves by providing adequate and appropriate

documentation to the Director of Academic Support Services. Park University policy on disability services may be found in this catalog, and at <http://www.park.edu/support/policy.asp>.

### StepUP Program

StepUP began as a federally-funded TRiO (Student Support Services) program. StepUP is designed to give specialized support to its participants, in order to encourage and assist them in achieving their college degree. StepUP students are advised by a professional mentor, receive motivational and educational programs and other free services.

### Testing Center

(<http://www.park.edu/support/testcenter>)

The Testing Center, located in the Mabee Learning Center, administers CLEP, DANTES, C-BASE, and final exams for online courses by appointment only. The Testing Center also administers residential ACT (for Park University students only). At the request of the instructor, the staff may also proctor exams for students who have missed classroom tests. Most tests must be arranged by appointment. Call the Testing Center, (816) 584-6887, for more information. Check the website for more information about the tests, and for current days and times of Testing Center services.

**NOTE:** Park University does NOT administer GRE, TOEFL, PRAXIS, GMAT, LSAT, or other tests. Most of these tests have websites that have more complete information and the location of testing sites.

## THE CAMPANELLA GALLERY

Located on the Parkville campus in the McAfee Memorial Library, the Campanella Gallery provides monthly exhibits by professional artists in a wide variety of styles and media. Each May and December the Gallery is reserved for senior exhibits by graduating Art majors. The Campanella Gallery serves the educational mission of the Department of Fine Arts, the Park community and the wider art community. Inquiries about the Gallery should be made to the Fine Arts Program Coordinator, who serves as the director. The Campanella Gallery was named to honor Vincent Campanella, painter and professor emeritus, and distinguished Artist in Residence who chaired the Department of Art for 29 years.

## ENROLLMENT SERVICES AND STUDENT ASSISTANCE CENTER

The Student Assistance Center (SAC) located on the first floor of the Norrington Center provides a variety of services for the Parkville 16-Week Campus Center and Park Accelerated Programs - KCA. Many services are available in the SAC to create a convenient location for students to conduct university business in one place. Students can register and confirm for courses, apply for parking permits, obtain student identification cards, request and pick up transcripts, questions about students account, request transcript evaluations and degree audits, complete Entrance/Exit counseling, and gain general information. The SAC office hours are 8:00 a.m. to 6:00 p.m. Monday thru Thursday and 8:00 a.m. to 4:30 p.m. on Fridays. For more information on Enrollment Services and the SAC please visit our website at [www.park.edu/sac](http://www.park.edu/sac) or call 584-6800.

## THE PARK STUDENT SUCCESS CENTER

Enrollment Counselors at the Park Student Success Center (PSSC) are available to assist Park students with all enrollment-related issues. Regardless of where students are located, what types of courses they are taking or what their degree program, the PSSC will meet their needs. The PSSC goal is simple: to provide the highest level of service. Enrollment Counselors are available Monday - Thursday, 7:00 a.m. - 7:00 p.m. and Friday, 7:00 a.m. to 6:00 p.m., CST.

Contact the PSSC:

- In person: Park's commercial underground
- On the web: <http://www.park.edu/pssc/>
- By phone: 877-505-1059
- By Email: [pssc@park.edu](mailto:pssc@park.edu)

## CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) assists students in all stages of career development including career assessment, internship opportunities, resume and cover letter preparation, interview coaching, and a number of job search strategies to insure successful attainment of a career upon graduation. The CDC hosts several events in conjunction with local recruiting organizations and professional development networking groups. For a comprehensive listing of services and events, visit the website at [www.park.edu/career](http://www.park.edu/career) or contact the CDC staff at (816) 584-6350 or (816) 584-6407.

## Online Career Chat

If you are looking for answers to specific career questions, log into our online chat every Wednesday evening from 5:30 - 9:00 p.m. CST to speak with a Career Counselor.

## Career Planning and Assessment

Individual appointments, as well as several career workshops, are held each semester.

### DISCOVER

Computerized career guidance assessment that assists students with career decisions. Provides descriptions of occupations, as well as information about colleges and universities. Contact the CDC for login and password information.

### RESUME SERVICES/COVER LETTER ASSISTANCE

The CDC will assist with resume and cover letter composition. These services are free to Park students and alums.

### CAREER SEMINARS/ WORKSHOPS/FAIRS/INTERVIEW DAYS

- Greater Kansas City and Heart of America Career Fairs
- Teacher Interview Day and Education Interview Day
- Park University Meet, Eat and Greet Career Fair
- COSMC (Career Offices of Small Metropolitan Colleges) Interview Day
- Shoot for the Star Career Day
- Ad Club Career Day
- Federal Jobs Hiring Fair
- Etiquette/Networking Dinner
- Nursing Career Fair
- Internship Pizza Party, Career Fair and Workshop
- Dress for Success Workshop
- Job Search Strategies for Success Workshops
- Interview Workshops
- "Major" Decision Workshops
- Class Lectures
- On-campus Interviews

### INTERNSHIPS, PART-TIME EMPLOYMENT, AND FULL-TIME EMPLOYMENT OPPORTUNITIES

Students are encouraged to investigate internship possibilities after their sophomore year in school. This is the best assurance of full-time employment at graduation.

Listings of part-time and full-time job opportunities are posted in the CDC database sixty days. Go to the Career Development website [www.park.edu/career](http://www.park.edu/career). Access the student link and create a job search account.

Students are encouraged to check the database frequently as new opportunities are posted on a regular basis.

**NOTE:** At the request of faculty, Career Workshops can be brought to the classroom.

The Career Development Center's hours are 8:00 a.m. - 6:00 p.m. Monday through Thursday and 8:00 a.m.-4:30 p.m. on Friday, with additional evening hours available by appointment.

## COUNSELING CENTER

The Counseling Center is located in Dearing Hall, on the north side of campus. The Counselors are available, by appointment, 8:00 a.m. to 4:30 p.m., Monday through Friday. Limited evening hours are also available.

The Counseling Center includes a Resource Room with access to many publications, and online information about mental health issues is available at the website <http://www.park.edu/studentlife/counseling/>. Students can request appointments with the counselors by sending an e-mail to [counselingappointments@park.edu](mailto:counselingappointments@park.edu). The center also sponsors special programs during the year, such as separate workshops on relationship issues for males and females, National Depression Screening Day, and other wellness events.

## HOUSING AND FOOD SERVICES

A housing contract is available to all students enrolled for a minimum of 12 semester hours at the Parkville Daytime Campus Center. This contract is for the entire academic year (fall and spring semesters). Park University believes in providing the opportunity for students to develop in all areas of their lives. Every effort is made to encourage students to assume responsibility for their own behavior, while at the same time developing respect for the rights of others. The resident hall experience is intended to enhance the student's classroom experiences and provide opportunities for students to develop the whole person. In order to facilitate this total student development, certain policies and procedures for residence life have been established. These policies and procedures are contained in the Residence Hall Handbook and are available at <http://www.park.edu/copleyquad/info.html>. All students living in the residence halls are required to have a meal plan. There are several locations on campus to obtain food including the Copley Quad Smart Market (for residential

students only); the Academic Underground, the Pirate Grounds Coffee Shop, and the Thompson Café. Special diet needs may be arranged by contacting the Director of Food Service at (816) 584-6395.

## INTERNATIONAL STUDENTS

Park University has a distinguished group of over 550 international students representing more than 109 countries. Upon arrival, the Office of International Student Services is available to serve the adjustment needs of this unique student population. In addition to one full week of orientation that includes sightseeing trips to Kansas City, the office provides ongoing social activities (such as a "farm trip to Nebraska" and "cultural exchange weekend"), individualized student advising and continuous guidance regarding Department of Homeland Security policies and benefits. The office also provides admission guidance.

In addition, the Office of International Student Services advises one of the largest student clubs on campus, the World Student Union (WSU). Each month, WSU plans social activities for club members, which may include fund raisers, fun excursions in the city, community service projects or its biggest event-the International Student Dinner. All students attending Park University are welcome to join.

## FITNESS CENTER, WELLNESS PROGRAMS, AND INTRAMURAL SPORTS

All Parkville campus students have access to the Pirate Fitness Center located inside Labor Hall, which is adjacent to the Breckon Sports Center. The facilities include free weights, dumbbells, machine weights, Bosu and exercise balls, resistance bands, elliptical trainers, stationary bikes, and treadmills. The Pirate Fitness Center is also home to the Community Wellness Program which includes all of the fitness classes, Yoga, Pilates, Zumba, Boot Camp, and more. The gym area is available by appointment. Contact the fitness center staff at (816) 584-6463 or by e-mail at [bciolek@park.edu](mailto:bciolek@park.edu). For a complete schedule of classes, wellness programs, and details on the facility go to [www.park.edu/wellness](http://www.park.edu/wellness).

Online, indoor, and outdoor intramural events are offered throughout the fall and spring semesters at the Parkville campus. Activities and sports for individual students, groups of students, and student organization involvement are available. Check for details and the schedule online at: [www.park.edu/intramurals](http://www.park.edu/intramurals).

## McAFEE MEMORIAL LIBRARY

The McAfee Memorial Library now contains approximately 155,000 volumes, over 1,000 periodicals and approximately 4,000 reels of microfilm. The library is electronically networked to several colleges, universities, and city libraries so that students have access to over 2,000,000 volumes. Other library resources include periodical indexes and databases, reference sources, database access, and the archives and records of the University. Full-text articles may also be located in a number of the periodical databases. The underground library located beneath the Parkville Daytime Campus Center seats approximately 290, provides seminar rooms and group study rooms, has an extended hours study area and an art gallery. Typing, word processing, and small computer facilities are available, as well as photocopy equipment. The book collection may be accessed through a computerized electronic catalog. Access to the online catalog and other electronic resources is provided through the University's web page: [www.park.edu/library](http://www.park.edu/library).

Library facilities are available for all student use, on campus centers and on the Parkville Daytime Campus Center.

The University cooperates with other institutions of higher learning in the metropolitan area so that its students may get additional access to their libraries. The library offers interlibrary loan and direct borrowing from area libraries through several cooperative agreements.

Library hours during Fall and Spring terms are CST/CDT (Hours are subject to change.)

Monday-Thursday	8:00 a.m. - 9:30 p.m.
Friday	8:00 a.m. - 4:30 p.m.
Saturday	10:00 a.m. - 4:30 p.m.
Sunday	4:00 p.m. - 9:30 p.m.
Study Room	Open 24 hours a day.

## MUSIC

The Park University Music Program offers opportunities for students to sing in various choral groups. Such participation does not require that students are music majors. Interested students should call (816) 584-6486.

## PUBLICATIONS

Park University students have the opportunity to work on student-run publications: newspaper, yearbook and literary magazine. For more information, please call (816) 584-6322.

The **Stylus**, Park's newspaper, is operated and managed by students. While it provides an

invaluable laboratory in news writing, editing, composition and photography, its staff is not limited to journalism students. Issued biweekly except during vacation periods, the **Stylus** contains reports of campus events and is a forum for student opinion.

The **Narva** is published annually in the spring. It is a visual and verbal expression of the people and the year's events. Through its photographs and articles, students have an expressive record of their Park experiences.

The **Scribe** is Park's student-edited literary and art magazine, which contains fiction, dramas, poetry, essays and visual art created by students, faculty members and others in the Park community.

The **Scholasticus** is published by the University annually in the fall and presents research excellence conducted by undergraduate and graduate students during the previous academic year.

## RADIO AND TELEVISION

Educational radio station KGSP-FM is student operated and broadcasts to the campus and communities nearby. It features a diversified (MOR) format.

The TV Production Studio on the Parkville Daytime Campus Center serves both as a teaching facility for TV students and as the local origination facility for a two-county cable TV system. Students produce programs with both studio and mini-cam field equipment.

Students assume a wide range of responsibilities in both programs, and the excellent "hands-on" learning experiences qualify them for future employment. Interested students should call (816) 584-6321.

## STUDENT ACTIVITIES, ORIENTATION, AND STUDENT CLUBS

There are a number of cultural and social activities for students at Park University. In the average year there are more than 200 athletic events, plays, lectures, dances, films and other forms of entertainment. There are traditional events such as Fright Night, Spring Fling, Harvest Festival, International Dinner, and Christmas on the River. The Campus Activities Board (CAB) plans musical performances, game shows, films, dances, and special events for the Parkville campus, plus accelerated students in the Kansas City Area. The online Activities Calendar is available through the Student Life homepage at: [www.park.edu/studentlife](http://www.park.edu/studentlife).

Staff in Student Life coordinate the Orientation programs each Fall and Spring semester for new and transfer students. Orientation events include a ropes challenge course, educational workshops, social activities, and programs to acquaint students with Park University's traditions, programs, and campus. Students also have the opportunity to join many different student clubs and organizations on campus. Active groups on campus include community and campus service organizations like Rotaract and Student Ambassadors, academic organizations such as the Association for Supervision and Curriculum Development and Association for Computing Machinery (ACM), honorary organizations such as Alpha Chi and Psi Beta, social groups such as Residence Hall Council and Campus Activities Board, and groups with an international focus, such as World Student Union (WSU) and Model United Nations. For information about any of these student clubs or student activities, please call staff in the Office of Student Life, at (816) 584-6377 or check the website at: [www.park.edu/studentlife](http://www.park.edu/studentlife).

## STUDENT HEALTH SERVICES

Student Health Services is located on the first floor of Dearing Hall, on the north side of the Parkville Campus. It is staffed by a Nurse Practitioner several hours a week. Please check the website: <http://park.edu/studentlife/healthservices/> for specific hours and days. The Nurse Practitioner is available to provide free assistance to Park University students; please request an appointment time by sending an e-mail to [studenthealth@park.edu](mailto:studenthealth@park.edu). The Nurse Practitioner is equipped to handle most routine medical concerns and can write prescriptions as needed. If lab work, x-rays, or other medical tests are needed, then the student is responsible for those costs. For information about Student Insurance, please talk with staff in the Student Assistance Center, or check online at: <http://www.bollingerschools.com/park>.

## STUDENT LEADERSHIP AND ENGAGEMENT

Staff in Student Life provide a comprehensive Student Leadership program to equip both emerging and experienced student leaders with skills and experiences that will benefit them during their time at Park University, in their careers, and in the community. There are also many opportunities for Student Engagement, offering students a chance to understand servant leadership and become civically engaged with the campus, local community, and global

community. For more information about these programs and events, or to utilize the Student Leadership and Engagement resource information, please check the website at: [www.park.edu/studentlife/leadership](http://www.park.edu/studentlife/leadership).

## STUDENT LIFE

Student Life encompasses several areas of the campus that provide outside-the-classroom support, services and programs for students. Areas within Student Life include Residence Life, Student Leadership and Engagement, Student Activities and Orientation, Event Scheduling, Counseling Center, student Health Services, Student Clubs and Organizations, Pirate Fitness, Intramural Sports, Park Student Government Association (PSGA – Student Senate), Summer Academic Camps, Student Conduct, Food Service, and Parent Programs. Please check the website at [www.park.edu/studentlife](http://www.park.edu/studentlife) or call (816) 584-6377 for more information. Most Student Life staff is located on the second floor of Thompson Student Center and regular hours are 8:00 am to 4:30 pm Monday through Friday. Many special events and programs provided by staff are offered on evenings and weekends.

## STUDENT GOVERNMENT

All students enrolled for a minimum of 12 semester hours at the Parkville 16-week Campus Center are members of the Park Student Government Association (PSGA). The Student Senate consists of the Executive Board and the Senate. Members of the Executive Board are President, Vice-President, Secretary, Business Manager and Campus Activities Board (CAB) Director. Members of the Senate include students representing both the on-and-off-campus population. The Dean of Student Life and Assistant Dean of Student Life serve as advisors to the Student Senate. The PSGA assists Park University in its commitment as an institution of higher learning; acting as a means of communication between students, faculty and administration; while addressing the needs of the campus and initiating general campus activities. For specific information about PSGA, please check the website at: <http://www.park.edu/studentlife/senate/>.

## **THEATRE**

The Park University Theatre Program is dedicated to serving the artistic needs of its theatre-interested students, the Park University student body and the Parkville community.

In addition to providing an academic major designed to augment other departmental majors on campus, the Theatre Program offers two main stage presentations each year in the Jenkin and Barbara David Theatre located in Alumni Hall. The Studio Theatre on the second floor of Alumni Hall provides an intimate performance alternative for student-mounted projects.

The University also is partnered with Kansas City's Unicorn Theatre. The partnership includes classes taught by Unicorn staff, internship opportunities, and special jointly sponsored theatrical events.

Interest and commitment are the only prerequisites for theatre involvement. No prior experience is necessary. Interested students please call (816) 584-6450.

## **VARSITY ATHLETICS**

Park University has a highly successful varsity athletic program offering 15 varsity sports that compete in the National Association of Intercollegiate Athletics (NAIA). Varsity sports include men's and women's basketball, men's and women's soccer, men's and women's volleyball, men's and women's cross country, men's and women's indoor track and field, men's and women's outdoor track and field, men's baseball, women's softball and women's golf. Park is a member of the American Midwest Conference (AMC), the Mid American Men's Volleyball Intercollegiate Conference (MAMVIC) and is a NAIA Division I Independent in men's and women's basketball. Varsity student-athletes are required to comply with eligibility guidelines established by Park University, the NAIA, and the AMC.



## ACADEMIC ADVISING

Academic advising is an integral part of the academic program of Park University. Advisors are full-time faculty or staff. The advisors serve as a central academic resource and mentor of Park University students. Each student has an advisor who provides guidance in academic planning and who is available for counseling on academic and related issues and concerns. Each student is expected to work closely with his/her advisor in the design and pursuit of a coherent course of study shaped by his/her goals and interests and by University and departmental requirements.

Academic advising at Park University is viewed as a cooperative educational partnership between advisor and advisee, grounded in mutual respect and a common commitment to student growth and success. The advisor/advisee relationship respects the autonomy and intellect of each student and acknowledges the broader developmental and educational contexts within which academic advising occur.

Although advisors and advisees work together in all areas related to academic planning, **academic decision-making responsibilities, including the responsibility for meeting each of the graduation requirements of the University, rest ultimately with the student.** Primary responsibility for timely, effective use of the academic advising system also remains with the student.

Academic advisors are responsible for providing their advisees with appropriate, accurate information concerning the academic policies, programs, procedures, and resources of the University. Advisors also assist advisees in defining, developing, and pursuing an educational plan consistent with their academic, career, and life goals, including the selection of an academic major consistent with their interests and abilities within the broader liberal educational curriculum. Advisees are encouraged to meet regularly with their advisors in order to realize the full educational potential of the advising program. More specifically, each student shall work carefully with his/her advisor to structure an appropriate course schedule, based on the student's short and long-term academic objectives as well as his/her career interests and goals.

In addition to ongoing general discussions concerning academic planning and scheduling, career goals, and academic progress, students and advisors will want to discuss at least the following:

- Taking less or more than a standard load (twelve credit hours in a given semester or six credit hours in a given term)
- Dropping a course in progress
- Changing the schedule in any way
- Selecting and declaring a major or minor
- Changing a major or minor
- Study abroad opportunities
- Internship possibilities
- Going on leave or withdrawing from the University.

## ACADEMIC GRIEVANCES AND GRADE APPEALS

A student who believes that s/he has an academic grievance should discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student should confer with his/her academic advisor and may take the matter to the relevant department chair. If no resolution is reached at this level or if the department chair or Academic Director is the faculty member in question in the first instance, the concern should be taken to the relevant Associate Dean or Dean. Concerns remaining unresolved at this level should be taken to the Associate Provost and Vice President for Academic Affairs.

## GRADE APPEAL POLICY

1. An undergraduate may challenge the validity of a grade received and may petition for a change of that grade by submitting in writing, with all documentation (copies of all pertinent papers and tests, emails or correspondence between instructor and student, etc.) attached, and the justification for the appeal to the appropriate Associate Dean (Parkville Daytime Campus Center), Campus Center Academic Director (College for Distance Learning).
2. The appeal process must be initiated within 28 calendar days after the completion of the semester/term for which the grade appeal is based.
3. Each School will form an Appeals Committee composed of three faculty members to review each submitted appeal. The appropriate Dean 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 Dean within 14 calendar days of receiving the notice.

4. The Appeals Committee will review all submitted documentation and render its recommendation to the appropriate Dean. The appropriate Dean will review the recommendation and make a final decision.

5. A final decision will be completed within 45 calendar days following the submission of the grade appeal with the appropriate Dean. The student will be notified in writing of the decision. The appropriate Dean may extend this time for decision-making in circumstances where the faculty member is unavailable during the 45 calendar day period. For example, if the faculty member is out of the country, additional time may be granted for the faculty member to file his/her response. The appropriate Dean shall notify the student and the Office of Academic Affairs, in writing, of such extension, with new date, and the reasons for the extension.

6. The final arbiter in all grade appeals is the Provost and Senior Vice President whose decision reflects that of the University and is final.

Students may contact the Director of Enrollment Services in the Student Assistance Center for guidelines and procedures.

## 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.

### Definitions

Academic dishonesty includes committing or the attempt to commit cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student.

- Cheating includes, but 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 incorrect paraphrasing.

- Falsifying academic records includes, but not limited to, altering grades or other academic records.
- Other acts include:
  - Stealing, manipulating, or interfering with an academic work of another student or faculty member
  - Collusion with other students on work to be completed by one student
  - Lying to or deceiving a faculty member.

### Procedures

In the event of alleged academic dishonesty on the part of an undergraduate student, a faculty member will document the incident on an Academic Dishonesty Incident Report and submit a copy of the form to the Department Chair, Academic Director, or Dean. A student who wishes to report an alleged incident of academic dishonesty may do so by completing the Academic Dishonesty Incident Report form and submitting it to the faculty member for the course, who will submit copies as outlined above. Forms are available online and in the offices of Department Chairs, Academic Director, or Dean. Once an Academic Dishonesty Incident Report Form has been submitted, the faculty member will schedule a conference with the student who has been accused of academic dishonesty.

**IF THE STUDENT DOES NOT DISPUTE THE CHARGE**, the faculty member may then assign a penalty, such as a verbal reprimand or lowered grade. Possible sanctions are listed below in the section titled Penalties in the Event of Academic Dishonesty. Any penalty imposed will be recorded by the faculty member on the incident form and filed with the appropriate Department Chair, Academic Director, or Dean.

**IN ALL CASES IN WHICH THE STUDENT DISPUTES THE CHARGE**, s/he may request a review of the issue by the appropriate Department Chair or Academic Director within 10 business days following the initial meeting with the faculty member. If the matter cannot be resolved at that level, an undergraduate student may contact the appropriate Dean or Academic

Director to request a formal hearing. The Dean or Academic Director will appoint a Hearing Committee to conduct a hearing within 20 business days.

The individual making the allegation will present the case to the Hearing Committee. During the hearing, each side will have the opportunity to present their case and to question the other side. The Hearing Committee may also ask questions. The hearing shall focus on evidence for the specific allegation and may include up to three witnesses for each side of the dispute. All evidence presented at the hearing will become a part of the hearing file. The hearing file will be submitted to the Associate Provost and Vice President for Academic Affairs or Associate Dean of the College for Distance Learning within five business days. Upon receipt, the appropriate documentation will be scanned to the student's e-file.

### **Hearing Committee**

- The Hearing Committee shall be comprised of two faculty members (not including any of the student's current faculty) and one student appointed by the Academic Director or Dean. One faculty member shall be appointed chair. At an academic hearing the Park University policy does not include the right to have legal representation. Students may select a Park University student, staff or faculty member as an adviser to be present for consultation purposes during the hearing. The adviser may not address the committee members or witnesses.
- Following the hearing, the committee will make a recommendation to the Associate Provost and Vice President for Academic Affairs who will make a post-hearing decision. The student will receive written notice of that decision within 15 business days after the hearing. The notification will be mailed via "Certified Mail Receipt."
- A student may appeal the decision of the Associate Provost and Vice President for Academic Affairs or Associate Dean of the College for Distance Learning in writing to the Provost and Senior Vice President within 72 hours of receipt of the decision. The decision of the Provost and Senior Vice President for Academic Affairs is the final decision of Park University. Grades and/or degree(s) may be withheld pending the outcome of the appeal process.

### **Penalties in the Event of Academic Dishonesty**

In the event of academic dishonesty, the following courses of action are available to Park University, based upon the severity of the violation:

- Verbal reprimand.
- Assignment of a lower grade on the test/paper/project in question, with an explanation from the faculty member.
- Assignment of a grade of "F" in the course.
- Expulsion from the course with the assignment of a passing grade (W).
- Expulsion from the course with the assignment of a failing grade (WF).
- Referral to the Student Code of Conduct Administrator for consideration of University-wide sanctions, including the possibility of suspension or expulsion from Park University.

### **ACADEMIC PROGRESS/PROBATION**

No fixed incremental rate of progress toward a degree is required. A student is considered in good standing as long as the student's cumulative GPA stands at 2.00 or better, and the student continues to achieve a Park University GPA of 2.00 or better in each subsequent academic semester/term.

#### **1. ACADEMIC WARNING**

Any academic semester/term in which a student's GPA falls below a 2.00, the student will receive a warning letter from the Office of Academic Affairs. A copy of the letter will be placed in the student's academic file.

#### **2. ACADEMIC PROBATION**

A student who fails to achieve a 2.0 cumulative Park University GPA will be placed on academic probation until his/her cumulative Park GPA increases to 2.00 or greater. A letter will be sent to the student by the Office of Academic Affairs. A copy of the letter will be retained in the student's academic file.

A student receiving VA benefits who remains on academic probation beyond two semesters/terms without an improvement in his/her GPA will no longer be certified. In order for a veteran student to be reinstated for veteran's benefits, s/he must (1) show progress at an acceptable rate to graduate, and (2) must maintain a 2.0 GPA.

### 3. ACADEMIC SUSPENSION

A student seeking a bachelor's degree will be placed on suspension according to the following:

**0 - 27 Total Earned Hours**

Below a 1.00 Cum GPA

**28 - 57 Total Earned Hours**

Below a 1.50 Cum GPA

**58 or more Earned Hours**

Below a 1.75 Cum GPA

A student seeking an associate's degree will be placed on suspension according to the following:

**0 - 15 Total Earned Hours**

Below a 1.00 Cum GPA

**16 - 30 Total Earned Hours**

Below a 1.50 Cum GPA

**31 or more Earned Hours**

Below a 1.75 Cum GPA

Any student who has been suspended may appeal in writing to the Associate Provost and Vice President for Academic Affairs. After being academically suspended from Park University any student who wishes to return is required to apply for readmission. If enrollment is broken for two or more semesters for Parkville Campus students, the student will be required to follow the current catalog in effect when readmitted.

### 4. ACADEMIC READMISSION/EXPULSION

The student must submit a written request for Readmission to the Associate Provost and Vice President for Academic Affairs. If the student is readmitted, s/he will be placed on probationary status. Failure to meet the requirements stated above could result in expulsion for an indefinite period.

## ACADEMIC WITHDRAWAL POLICY

Park University reserves the right to withdraw a student from class(es) for failure to meet financial obligations or failure to attend classes without approved excuse. Excused absences may be granted at the discretion of the instructor.

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

Students must officially withdraw from a class(es) no later than two-thirds of the way

through the semester/term in order to receive a "W." If a student **does not** officially withdraw by this time, a grade of "F" will be recorded.

## APPLYING FOR GRADUATION

An Application for Diploma is required before a completion statement is posted to the transcript. Applications may be acquired from the Student Assistance Center, Campus Center Director, or online at [www.park.edu/forms](http://www.park.edu/forms). Students must return the completed form with the appropriate fee.

### Deadline for Application:

December Commencement	April 1
May Commencement	November 1
August Completion	August 1

Once the Application is filed, the Office of the Registrar will perform a degree check of the student's coursework and will provide written or email notification of remaining requirements.

In order for students to participate in the Kansas City Area December commencement, students must be enrolled in their final class not later than the August semester or October term. To participate in the May commencement, the students must be enrolled in their final classes not later than the January semester or March term. Students who finish in the summer may participate in the December commencement or the following May commencement.

For campuses offering accelerated programs, students may be enrolled in the last class required for graduation. The student must be making a "C" or better in that class in order to walk in the ceremony. A note from the instructor must be sent to the Office of the Registrar or Campus Center Director verifying the student's grade. Campus Centers hold graduation ceremonies at various times. Students should check with the Campus Center Director for specific dates.

If a student is enrolled at another institution, s/he must obtain a letter from the instructor verifying that a grade of "C" or better will be earned in order to participate. When another term is required to complete, marching in the graduation procession is not permitted.

Any outstanding official transcripts or exams (CLEP, DANTES, etc.) verifying credit which are necessary for graduation must be received at the Office of the Registrar by October 1 (preceding the December graduation) or March 15 (preceding the May graduation) in order for a candidate to participate in that commencement.

## ATTENDANCE

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

**NOTE:** An attendance report of "P" (present) will be recorded for students who have logged in to the Online classroom at least once during each week of the term. Recording of attendance is not equivalent to participation. Participation grades will be assigned by each instructor according to the criteria in the Grading Policy section of the syllabus.

## BASIC SKILLS

These courses are designed for those students who need to review the fundamentals of reading, writing and mathematics. In addition, courses to develop skills for college success, keyboarding (computer) and career development are offered. Credit for those courses do not count toward the 122 semester hours needed to graduate. The grade, however, does count in the cumulative grade point average. These courses are not intended for transfer but are available to enhance the student's success in his/her pursuit of a university degree.

## CANCELLATION OF CLASSES

Any course may be cancelled at the discretion of the Provost and Senior Vice President, Associate Provost and Vice President for Academic Affairs, or Campus Center Director in conjunction with the Dean of the College for Distance Learning. Generally, a class is cancelled if the enrollment is less than ten students. When a class is cancelled, students are notified by PirateMail so they may make necessary adjustments.

## CLASS DIVISIONS

Class division is determined by the number of accumulated hours as follows:

Freshman	0 - 27
Sophomore	28 - 57
Junior	58 - 87
Senior	88 - 122

## COPYRIGHT POLICY—CLASSROOM

It is the intention of Park University to comply with the provisions of the Copyright Act of 1976 and all related legislative acts (the TEACH Act). The material(s) in any Park University classroom is/are only for the use of students enrolled in that course for purpose(s) associated with the course and may not be retained and/or further disseminated.

The use of material(s) is limited to personal study and research related to the completion of the course. Material(s) found in the classroom may not be reproduced in multiple copies and/or for further distribution without the permission of the course instructor unless otherwise noted. Enrolled students in the course may display the material(s) on their computer screen and/or equivalent device(s) or make a single printed copy for the sole purpose of personal reference.

Students may not make multiple copies of any material for redistribution, redistribute the material(s) by electronic means to any other person(s) or machine(s); modify or create derivatives of the material(s); reproduce, display, distribute, or modify the material(s) for commercial purpose(s) or for financial gain. The list of prohibited use(s) is not meant to be exhaustive.

For permission to copy, distribute, and/or reproduce material(s) in excess of the above guidelines and/or to publicly display and/or modify material(s), please contact the course instructor.

## COURSE REPEATS

When a Park University course is repeated, both the granting of credit and computation of the cumulative GPA will be based upon the second attempt.

## CRITERIA FOR DEAN'S LIST AND PRESIDENTIAL SCHOLAR'S LIST

### Dean's List

A student's name is placed on the Dean's List when the following conditions are met:

1. Twelve or more graded hours at Park University are completed, either in one sixteen week term or in two accelerated terms (Fall I/Fall II or Spring I/Spring II).
2. Must be degree seeking at Park University.
3. Student earned a semester grade point average of 3.600 or better.
4. Student received no Incomplete grades for the semester or terms.
5. The fall Dean's List is based on the Fall semester or Fall I, and Fall II terms; the spring Dean's list is based on the Spring semester or Spring I and Spring II terms.

Dean's List is not retroactive for those students receiving changes of grades or changes of Incompletes.

### Presidential Scholars (Parkville Daytime Campus Center Program)

A student's name is placed on the Presidential Scholar's List when the following conditions are met:

1. Student is enrolled at the Parkville Daytime Campus Center.
2. Student has earned 30 or more graded hours at Park University.
3. Student was enrolled for 12 or more hours for the semester.
4. Student must be degree seeking at Park University.
5. Student has a cumulative grade point average of 3.9 or better.
6. Student has received no Incomplete grades for the semester.

## MISSED FINAL EXAMS

Only extraordinary circumstances warrant a student being allowed to make up a missed final examination. It is the student's responsibility to contact the faculty member before the scheduled exam to request permission to take a makeup exam. In the process of determining whether a makeup exam should be allowed, the burden of proof is on the student. The faculty member has the right

to request verification of any excuse offered by the student.

A student who is denied permission to take a makeup exam may appeal immediately to the Associate Dean/Dean of the School in which the course is offered or Campus Center Director. The appeal must be made in writing by the end of the first working day after the day of the denial. The appeal will be forwarded immediately to the Associate Provost and Vice President for Academic Affairs whose decision will be final.

Online students who fail to take the scheduled proctored exam will receive a grade of "F" for the course.

## FULL-TIME STATUS, OVERLOAD APPROVALS, AND ONLINE AND SUMMER COURSES

### FULL-TIME STATUS AND OVERLOAD

Full-time class load is seven credit hours for an eight or nine-week accelerated term, or twelve (12) credit hours in a semester program. A student may enroll in no more than six hours per term in an accelerated program without written prior approval from the Campus Academic Director of his/her program or eighteen (18) credit hours per semester at the Parkville Daytime Campus Center without prior written approval from his/her Associate Dean or Dean.\* The student shall have a cumulative grade point average of 3.25 or higher for consideration of an overload.

### ONLINE COURSES

Courses offered online are from the current Park University catalog and are taught in an accelerated eight-week format, five (5) terms per year. Students may register for Internet courses any term during their Park University career. The courses offered will supplement the traditional classroom or complete a degree online. Up to seven (7) credit hours per term may be taken on the Internet without getting prior written approval for an overload. All Park University online courses will count toward residency. Park University prides itself on the quality of its courses in all modes of instruction.

During the term, online classroom contact with the instructor must be made on a weekly basis for attendance, assignments, and online interaction with the course environment (eCollege). Syllabi for online courses are available online according to University-wide assessment procedures. Online courses contain the same core assessment and learning outcomes as Parkville campus courses. Students will find instructor contact information in the course syllabus.

*\* Please see Errata sheet for notes concerning this section.*

The student must have his/her own access to the Internet. Additional information about online courses may be obtained from the Distance Learning section of the University web site - [www.park.edu/online](http://www.park.edu/online).

**SUMMER COURSES**

The Parkville Daytime Campus Center offers a variety of on-campus programs during the summer semester/terms. The Parkville Daytime Campus Center program, offers two, four and eight week sessions. These programs provide an opportunity for students to accumulate a maximum of fifteen credit hours over the entire summer program. Additionally, these summer programs are available to those students from other colleges or universities who are home on vacation and wish to accumulate additional credits during vacation time. For additional information concerning summer programs, please visit [www.park.edu/summer.asp](http://www.park.edu/summer.asp).

**GRADING POLICY**

The official grades issued by Park University to indicate the assessment of the student's performance are as follows: (per semester hour)

A – Excellent	4 grade points	HA - Honors Excellent	5 grade points
B – Good	3 grade points	HB - Honors Good	4 grade points
C – Average	2 grade points	HC - Honors Average	3 grade points
D – Poor	1 grade points		
F – Failure	0 grade points		
Cr – Passing	- a mark used when students “test out” of the class		
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 summer sessions. No later than the third week of a four week summer session. The “W” is a student initiated withdrawal.		

WH -Administrative Withdrawal

Au - Audit

P - Pass

A grade of “Cr,” “WH,” “Au,” or “P” will not affect a student's grade point average.

**GRADE CHANGE POLICY**

No grade changes shall be granted more than one calendar year 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.

A grade may be changed, prior to the deadline, for the purpose of correcting clerical or administrative error, 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.

**ENROLLMENT  
ADJUSTMENT PERIOD**

It is the student's responsibility to initiate and complete the necessary procedures for making course schedule changes such as adding, dropping, exchanging, or withdrawing from courses.

The first eight calendar days of a semester/term constitutes the Enrollment Adjustment Period. Within this time, the student will be permitted to **exchange** class(es) without financial penalty. For any adjustment other than even exchange, the student will be responsible for charges associated with the Enrollment Adjustment as detailed in the Refund Policy section. Adding or dropping class(es) must be arranged by the student in the Park University representative's office or by using their PirateMail (e-mail) account. **COURSES MAY NOT BE ADDED OR DROPPED BY TELEPHONE.**

**GRADUATION HONORS**

Eligibility for graduation honors at the Bachelor's degree level shall be based upon the following criteria:

1. At least 45 earned credit hours prior to the last term of enrollment at Park University.
2. The cumulative Park University grade point earned as follows:  
CUM LAUDE .....3.5 to 3.699  
MAGNA CUM LAUDE.....3.7 to 3.899  
SUMMA CUM LAUDE .....3.9 to 4.0
3. Graduation Honors are not retroactive for those students receiving changes of grades or Incompletes.

4. Students who complete 24 to 44 graded hours and accumulate a 3.75 or better grade point average may be honored by having the notation "With Distinction" entered on their academic records.
5. Graduation Honor designations for the Associate of Science in Nursing graduates are as follows:  
 30 OR MORE HOURS EARNED FROM PARK UNIVERSITY  
 With Honor .....3.5 to 3.699  
 With High Honor .....3.7 to 3.899  
 With Highest Honor .....3.9 to 4.0

#### 24-29 GRADED HOURS

EARNED FROM PARK UNIVERSITY:

With Distinction .....3.75 or better

### INCOMPLETES

The notation "I" may be issued only upon written completion of a "Contract for Incomplete" signed by the student and the instructor and placed on file in the Office of the Registrar or Campus Center. An Incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. An "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. Final assessment of the grade is postponed to no later than the last day of the semester/term immediately following the semester/term in which the "I" was received, unless an earlier deadline was established by the instructor. Failure on the part of the student to complete the work will result in a grade of "F".

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

### INDEPENDENT STUDY

(PARKVILLE DAYTIME CAMPUS CENTER ONLY)

Independent Study is a means by which a degree-seeking student may complete a course. Junior standing is required. The requested courses must be out-of-class academic work which cannot be met through the existing curriculum, for which a course number and supervision are available, or a catalog course not scheduled for an academic year.

The application must have attached a detailed proposal to include title, resources to be used, course objectives, content and evaluation aspects of the study.

Applications must be signed by the student, the instructor, and the Department Chair, Associate Dean or Dean. The application must be filed in the Office of the Registrar prior

to the last day of the enrollment adjustment period.

### INDEPENDENT STUDY

(ACCELERATED PROGRAMS ONLY)

Independent Study is a method for completion of courses in this catalog that do not require special equipment, instruments, 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. Have been evaluated as a degree-seeking student at Park University;
2. Have no access to classes in any Park University program;
3. Have completed no less than 24 of the 30 residency hours for a Bachelor of Arts degree or a Bachelor of Science degree or 9 of the 15 hours for an Associates degree.

If qualified, the student must request an Independent Study Agreement from the Office of the Registrar or Campus Center Director. A student is allowed a maximum of six credit hours through Independent Study to complete the requirements. Each three hour course carries a maximum completion time of six months. Final approval of all Independent Study courses is made by the Office of the Registrar. All charges, regardless of funding, must be paid in full when the Independent Study is approved.

### INDIVIDUALIZED INSTRUCTION

(ACCELERATED PROGRAMS ONLY)

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

#### TO QUALIFY FOR AN INDIVIDUALIZED

INSTRUCTION COURSE, A STUDENT MUST:

1. Be evaluated as a degree-seeking student at Park University.
2. Be in residence in a Park University program;
3. Be within nine (9) semester hours of an associate's degree OR be within fifteen (15) semester hours of a bachelor's degree.

**APPROVAL FOR AN INDIVIDUALIZED INSTRUCTION COURSE ALSO REQUIRES THE FOLLOWING:**

1. That a substitute course cannot be determined that would reduce degree requirements;
2. That the course was not available in the immediately prior term, and
3. That the course is not scheduled to be available in the next term.

If qualified, the student must request an Individualized Instruction Agreement through their Park University Campus Center Director. The Agreement must include the faculty member's name, specific course requirements, meeting times (minimum of 1 1/2 hours per week), and evaluation requirements and must be submitted to the College for Distance Learning or Park Accelerated Programs offices four weeks prior to the beginning of the term. Final approval of the Individualized Instruction is made by the Dean for College for Distance Learning or Park Accelerated Program Director, as appropriate, after a total review of the student's record.

**LEAVE OF ABSENCE/EMERGENCY LEAVE PROCEDURES**

A student may request a Leave of Absence from all courses if s/he needs to be absent for more than two consecutive weeks of class(es). The formal institutional guidelines for this procedure are:

1. Students must request the leave of absence in writing, signed and dated, prior to the leave of absence unless unforeseen circumstances prevent the student from doing so. If that is the case, the circumstances must be documented.
2. Documentation supporting the request should be submitted concurrently with the request.
3. The written request and documentation should be sent to the Office of the Registrar or to the appropriate Campus Center Director.
4. All faculty members concerned will be provided the requested materials for review. This is necessary so that potential problems associated with grading or required assignments can be dealt with. The faculty member may make arrangements to allow the student to complete the coursework that s/he began prior to the leave of absence. The student cannot begin a new semester/term without having completed all conditions of the previously approved leave

of absence.

5. Faculty members will respond, in writing, to the Office of the Registrar or Campus Center Director, concerning their agreement or disagreement to the terms of the leave of absence.
6. The student and faculty member will complete, in writing, the nature of the coursework that must be completed in order to successfully receive credit for the class.
7. In addition to the faculty member, the appropriate Associate Dean or Regional Director will be provided all materials pertaining to the leave of absence.
8. If all parties agree to the terms of the leave, the leave may be granted. There must be a reasonable expectation that the student will return to school.
9. The approved leave request and all supporting documentation will be forwarded to the following individuals as appropriate for the students:
  - Associate Provost and Vice President for Academic Affairs
  - Controller
  - Associate Dean of College for Distance Learning
  - Faculty
  - Vice President for Student Services
  - Campus Center Director
  - Student Financial Services
  - Associate Dean
  - Registrar
  - Regional Director
10. A student may be granted no more than one leave of absence in any 12-month period and it may not exceed 180 days. The institution will not place additional charges on the student's account for completion of the course work upon return from the leave of absence. An approved leave of absence will not affect a student's in-school status for the purposes of deferring Federal loans.
11. One 30-day extension may be granted due to unforeseen circumstances, such as jury duty, military reasons or circumstances covered under the Family and Medical Leave Act of 1993.
12. If a student does not return from an approved leave of absence, the student's withdrawal date and the beginning of the student's grace period for federal loans will be the date the student began the leave of absence. This may exhaust some or all of the student's grace period for federal loans, putting the student into repayment status.

#### IN ORDER TO TOTALLY WITHDRAW:

Students enrolled through the Parkville Daytime Campus Center must initiate withdrawal from all classes and/or residence hall in the Student Assistance Center. Students enrolled in an accelerated eight or nine week program must initiate the withdrawal with the appropriate Campus Center Director. Students continuing enrollment but wishing to withdraw from an individual class must do so at their Campus Center. Withdrawals by email or fax will be accepted.

#### PRE-ENROLLMENT AND CONFIRMATION FOR RETURNING STUDENTS

Current students who will be returning to the Parkville Daytime Campus Center for Fall 2008, Spring 2009, and Summer 2009 have an opportunity to enroll early. The following process will be followed for returning students:

1. Currently enrolled students should obtain their login and password (PIN) from the Student Assistance Center or their Campus Center Director to have the capability of viewing academic and demographic information online. Students are encouraged to print an audit and take it with them when they visit their advisor.
2. Students will meet with advisors during a designated period of time. Appointments are highly encouraged. The student and advisor will mutually agree upon the selection of courses.
3. Selected courses can be input by the advisor, Campus Center Director or the student. The course selection form may also be taken to the Student Assistance Center for inputting.

Campus Centers register students one month prior to their beginning term dates at the Campus Center. Students can register online anytime for up to one academic year. Online registration for the current upcoming term is closed on the Thursday before the beginning of the term. During the last week of registration for the current upcoming term, either at the Campus Center or online, the students are required to finalize payment at the time of registration.

All students - new and returning - who pre-register must confirm (pay for or make financial arrangements for) their enrollment with the Student Assistance Center or Campus Center Director seven calendar days before the semester/term begins. **If a student fails to confirm by the close of the final**

**confirmation deadline, s/he will be removed from his/her courses.** If a student is dropped from a class as a result of non-confirmation, s/he may re-enroll (if space is available) prior to the beginning of the term; in this case the student must pay at the time of re-registration.

**NOTE:** If a student is enrolling in an Independent Study course or is attempting to register in more than 18 credit hours for fall and/or spring semesters, approval must be obtained from the student's appropriate Associate Dean. Enrolling in an Independent Study course requires that the appropriate form be completed and the accompanying paperwork be signed by the student, the instructor, and the student's appropriate Associate Dean. This form must be on file before registration can be completed. Registration for Independent Study and Overload courses must be done in the Office of the Registrar or Campus Center Director.

#### BLENDED COURSES

Some of Park University's courses are blends of face-to-face and online delivery methods. Through the eCollege online platform, instructors place interactive course materials into a course shell as enrichment for the face-to-face courses. In the blended course, students participate in class in both the online and face-to-face formats. These blended courses may be taught in both the accelerated (8-9 week session) or traditional (16-week session) format.

These courses will be identified as blended courses in the class schedule so that students will be aware of the delivery format. All courses offered are defined in the Park University Undergraduate catalog, and there is no indicator on the transcript as to the delivery method or location of the course delivered. A student in good academic standing may take up to six (6) credit hours per term in face-to-face, online, or blended classes without obtaining approval for an overload. All Park University courses count toward residency and contain the same content rigor no matter the instructional format.

All Park University blended classes require weekly contact with the instructor and attendance taken on a weekly basis.

## SECOND DEGREE, DUAL DEGREES, AND DOUBLE MAJORS

### SECOND DEGREE

A student who has completed a bachelor's degree at Park University can choose to be evaluated as a degree-seeking student for a second bachelor's degree.

- a. The accepted credit listed on the student's transcript remains the same, but the accepted credit will be applied toward the second degree according to the catalog at the time the student re-enrolls.
- b. A Second Degree Audit is generated.
- c. Students entering Park University with a bachelor's degree from a regionally accredited college or university are required to meet the residency, major and/or certification requirements.
- d. The student must complete a diploma application in order to have the second graduation phrase placed on the permanent record.

### DUAL DEGREES

Students may pursue dual degrees if such degrees are approved and readily available at the student's campus center of record.

### DOUBLE MAJORS

A student may declare a double major at the time of request of an evaluation by submitting a Declaration of Major form or an Application for Admission and Evaluation.

### NOTE FOR VETERAN BENEFITS RECIPIENTS:

Dual Objective programs, requiring more hours than a standard degree, which are reasonably related to a single career field, may be pursued by veterans. The student shall file a statement pertaining to his/her 'career field of pursuit' showing the relatedness of the objectives that is approved by school officials. The programs of pursuit must be approved by the State Approving Agency of jurisdiction in which the campus presides. Contact your Veterans Affairs representative on campus for more information.

## Requirements for Double Major:

### ASSOCIATE'S

1. Minimum of 15 residency hours - Associate of Arts/Sciences. At least nine of these credits must be in the major core.
2. Minimum cumulative grade point average of 2.0.

3. Core requirements fulfilled for each major.
4. Requirements outside major division fulfilled.
5. A minimum of 60 semester hours accumulated.

### BACHELOR'S

1. Minimum of 30 residency hours.
2. At least 15 of these 30 hours must be in the major core.
3. Minimum cumulative grade point average of 2.0.
4. Core requirements fulfilled for each major.
5. Complete general education course distribution.
6. A minimum of 120 (B.S.) or 122 (B.A.) semester hours accumulated.

When all core courses for both majors and the distribution requirements are completed, one diploma listing both majors will be issued.

When adding a major after the initial evaluation, only the new major will be evaluated under the new catalog. The general education requirements and the original major will remain as stated in the catalog in effect at initial declaration. The previously accepted transfer credit will remain transcribed; however, the application of credit may change.

## TRANSFER CREDIT POLICY

Park University will accept transfer credit from regionally accredited institutions. A minimum of 60 hours will be accepted for an Associates degree (excluding AAS). A maximum of 75 hours from all two-year school sources will be applied.

If a student presents documentation of an A.A. or A.S. degree at the **time of initial entrance**, the block method is used in evaluating the general education component of transferring credit for students with a 2.0 cumulative GPA and with a "C" or better in each course used to meet the 27-hour General Education requirement at Park University. No transfer course with a USA grade equivalent less than "C" will be used to meet any Park University course requirement. This applies only to students transferring into Park University with a transferable and non-terminal associate degree, including a minimum of six hours in each of the following areas: humanities, natural and applied sciences and social sciences.

Students who do not have a transferable and non-terminal degree will have their courses accepted on a course-by-course basis. No course

with less than a USA grade equivalent “C” will be accepted.

Credit from formal military service schools is awarded based on the recommendations of the American Council on Educations’ Guide to the Evaluation of Educational Experiences in the Armed Services. Credit will be awarded where it is applicable to the student’s degree program and in keeping with the basic educational philosophy of Park University.

Grade points and the letter grades are not transferred nor included in the cumulative grade point average.

### **Foreign Transcripts Evaluation**

To receive official transfer credit at Park University, all students submitting foreign transcripts must include an official evaluation completed by a recognized foreign credit evaluation company prior to their first enrollment period or be charged the Park University foreign transcript evaluation fee as shown on [page 62](#).

Students are responsible for supplying the official foreign transcript(s) in a timely manner to the appropriate Park University office, and will bear sole responsibility for enrolling in “duplicate” classes that otherwise would have been credited to the student as transferable from previous courses taken when the official evaluation was completed.

### **TRANSFERABILITY OF PARK UNIVERSITY CREDIT**

Park University is an accredited higher education institution. Recognition of Park University as an accredited higher education institution means that the accrediting association *Integrative Literacies for Global Citizenship* (required for new undergraduate students, effective fall 2008)



## Associate of Arts/Science Degrees

Park University confers the associate's degree at selected locations when a candidate has satisfied the following conditions:

1. Presentation of a minimum of sixty (60) earned credit hours.
2. Cumulative GPA of 2.0 for Park University courses.
3. Satisfaction of all requirements for a major as outlined in this catalog.
4. Completion of 15 earned (A, B, C, D) Park University credit hours in residence. At least nine of these credits must be in the major core.
5. Proficiency in the use of the English language which can be demonstrated by the successful completion of one of the following:
  - a. Park University courses EN 105 Writing Strategies and Concepts and EN 106 Writing Purposes and Research or equivalent courses from a regionally accredited institution.
  - b. CLEP General Examination #1 Composition and the completion of EN 106 Writing Purposes and Research or an equivalent course.
6. Proficiency in the use of mathematics which can be demonstrated by the successful completion of one of the following:
  - a. MA 105 Introduction to College Mathematics or MA 106 Introduction to Business Mathematics or MA 131 College Algebra or higher, or an equivalent course from a regionally accredited institution.
  - b. CLEP General Examination #5 Mathematics. (Not required for an Associate of Science in Nursing.)
7. Completion of the general education requirements which can be satisfied by completing 15 credit hours outside the division of the major, with a minimum of six (6) credit hours in the areas of humanities, natural sciences and social sciences.
8. Presentation of an application for diploma not less than 60 days prior to projected completion.

**NOTE:** Courses are coded in this catalog as Humanities (H), Natural Science (NS), and Social Sciences (SS) respectively. Credits in English composition (EN 105 and EN 106) cannot be applied toward the humanities general education requirement.

## Bachelor of Arts/Bachelor of Social Work/ Bachelor of Music Degrees/Bachelor of Science – Education

Park University grants the Bachelor of Arts or Bachelor of Social Work Degree upon completion of the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative 2.0 gpa.
2. A departmental major as specified by the department (A minor is optional in some departments, but not all departments have minors. Minors are not available in accelerated programs).
3. Completion of at least 45 hours of upper division (300 or 400 level) college course work.
4. Completion of residency requirement, 30 hours of earned and graded (A, B, C, D) college hours at Park University. At least 15 of these 30 hours must be in the major core.
5. Satisfactory demonstration of competence is required in the areas of:

### WRITING:

By completing the two freshmen writing courses, English 105 and 106; passing the Writing Competency Test (WCT); and completing an upper-level writing course, English 306 or an equivalent course in the department of the major.

**NOTE:** English 105 and 106 and the Writing Competency Test must be completed not later than the semester in which the student acquires 60 credit hours. For transfer students with more than 60 hours, these requirements, including the Writing Competency Test, must be completed during their first two semesters or their first three terms at Park University. An administration fee is collected for the Writing Competency Test at the time the student registers. Further information about the Writing Competency Test is available at [www.park.edu/support.wct.asp](http://www.park.edu/support.wct.asp).

**MODERN LANGUAGES:**

By completing 8 hours of the same modern language, or 8 hours of American Sign Language. Park University requires two semesters of a modern language for a total of **at least** 8 semester hours.

**NOTE:** The Modern Language requirement does not apply to students in accelerated programs unless it appears as a specific requirement in the major core.

**MATH:**

By completing Mathematics 131, College Algebra or higher.

**SCIENCE:**

By completing a Science course with a laboratory component.

**NOTE:** The lab requirement is waived for students in accelerated programs where lab facilities are not available.

**GENERAL:**

By completing assessment tests and other requirements developed by the University to meet standards associated with accreditation or government requirements.

6. Satisfactorily completing General Education requirements:

Completion of 27 hours of approved General Education (MGE/GE) courses distributed as follows:

- At least nine (9) credit hours in each of the following areas: humanities (HU), natural and applied sciences (NS), social sciences (SS).
- Only one introductory MGE/GE course from the student's major discipline will be counted as satisfying part of the MGE/GE requirement.
- No more than three (3) credit hours in any one discipline. (This requirement is waived for accelerated programs.)

**NOTE:** General Education requirements must be completed by the end of the student's first 75 hours, or as soon as possible for transfer students.

7. Satisfactorily completing Liberal Learning (MLL/LL) courses distributed as follows:  
After students have completed at least 60 credit hours, they must enroll and satisfactorily complete at least three different Park University courses (minimum three credit hours per course) designated as Liberal Learning courses. MLL/LL courses cannot be transferred to Park (except for students in accelerated learning programs where course offerings are limited) and cannot be in the

discipline of the major. Courses, which are cross-listed between disciplines, may not be used for MLL/LL credit by students majoring in either discipline.

8. A major must be declared prior to accumulating 60 hours of work. For transfer students with more than 60 hours, majors must be declared at the time of admission or during the first enrolled semester/term thereafter.

9. Presentation of an application for graduation by established deadlines during the semester/term prior to the student's graduation.

**NOTE:** Parkville Daytime Campus Center students who do not maintain continuous enrollment (excluding Summer School) are required to reapply when they desire to re-enroll. Students who break enrollment for two consecutive semesters must, upon re-admittance, follow the requirements of the current catalog. Students who break enrollment for only one semester may continue under the academic catalog in effect when they were originally admitted.



## Bachelor of Science/Bachelor of Public Administration Degrees

Park University grants the Bachelor of Science or Bachelor of Public Administration Degree upon completion of the following requirements:

1. Completion of a minimum of 120 semester hours with a cumulative 2.0 gpa.
2. A departmental major as specified by the department (A minor is optional in some departments, but not all departments have minors. Minors are not available in accelerated programs).
3. Completion of at least 45 hours of upper division (300 or 400 level) college course work.
4. Completion of residency requirement, 30 hours of earned and graded (A, B, C, D) college hours at Park University. At least 15 of these 30 hours must be in the major core.
5. Satisfactory demonstration of competence is required in the areas of:

### WRITING:

By completing the two freshmen writing courses, English 105 and 106; passing the Writing Competency Test (WCT); and completing an upper-level writing course, English 306 or an equivalent course in the department of the major.

**NOTE:** English 105 and 106 and the Writing Competency Test must be completed not later than the semester/term in which the student acquires 60 credit hours. For transfer students with more than 60 hours, these requirements, including the Writing Competency Test, must be completed during their first two semesters or their first three terms at Park University. An administration fee is collected for the Writing Competency Test at the time the student registers. Further information about the Writing Competency Test is available at [www.park.edu/support.wct.asp](http://www.park.edu/support.wct.asp).

### MATH:

By completing Mathematics 131, College Algebra or higher.

### SCIENCE:

By completing a Science course with a laboratory component.

**NOTE:** The lab requirement is waived for students in accelerated programs where lab facilities are not available.

**NOTE:** Math and Computer Science courses cannot be used to meet the Science requirement.

### GENERAL:

By completing assessment tests and other requirements developed by the University to meet standards associated with accreditation or government requirements.






**NOTE:** Students pursuing a Bachelor of Science degree through the Parkville Daytime Campus Center program will fulfill the General Education and Liberal Learning requirements as described in the Bachelor of Arts degree requirements.






6. Satisfactorily completing general education requirements:  
Completion of 27 hours of approved general education courses distributed as follows:
    - At least nine (9) hours in each of the following areas: humanities (HU), natural and applied sciences (NS), social sciences (SS).
    - Only one course from the student's major discipline will be counted as satisfying the general education requirements.






**NOTE:** General education requirements must be completed by the end of the student's first 75 hours, or as soon as possible for transfer students.
  7. Satisfactorily completing liberal learning courses distributed as follows:  
After students have completed at least 60 credit hours, they must enroll and satisfactorily complete at least three different upper level (300-400) Park University courses (minimum two credit hours per course) for a total of nine or more credit hours. These courses cannot be in the discipline of the major. Liberal learning courses, which are cross-listed between disciplines, do not satisfy liberal learning requirements for students majoring in either of the cross-listed disciplines.
  8. Majors must be declared prior to accumulating 60 hours of work. For transfer students with more than 60 hours, majors must be declared at the time of admission or during the first enrolled semester/term thereafter.
  9. Presentation of an application for graduation by established deadlines during the semester/term prior to the student's graduation.
- NOTE:** Courses leading to completion of the Bachelor of Science degree may be taken, where available, online or face-to-face.

## Academic Degrees Offered

A student enrolling at Park University in 2008-2009 can, within reason, expect the academic programs described in this catalog to be available during the academic year with some courses offered on a two-year or three-year cycle. However, they may be subject to change without notice.

    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio
Accounting	Bachelor of Arts				B.A.	
	Minor				Minor	
Athletic Training	Bachelor of Science				B.S.	
Biology	Bachelor of Arts				B.A.	
	Bachelor of Science				B.S.	
	Minor				M	
Business Administration	Bachelor of Arts			B.A.	B.A.	B.S.
	Minor				Minor	
Business Economics	Bachelor of Arts				B.A.	
Chemistry	Bachelor of Arts			B.A.		
	Bachelor of Science			B.S.		
	Minor			Minor		
Communication Arts	Bachelor of Arts			B.A.		
	Minor			Minor		
Computer Based Info. Systems	Bachelor of Science		B.S.			
Computer Science	Associate of Science	A.S.				
	Bachelor of Science	B.S.				
Construction Management	Associate of Science	A.S.				
Criminal Justice Administration	Associate of Science	A.S.	A.S.	A.S.		A.S.
	Bachelor of Science	B.S.	B.S.	B.S.		B.S.
	Bachelor of Arts				B.A.	
	Minor				Minor	
Early Childhood Education	Bachelor of Science				B.S.E.	
Early Child. Ed. & Leadership	Bachelor of Science	B.S.E.	B.S.E.	B.S.E.	B.S.E.	
Early Child. Ed. Teaching Young Children	Bachelor of Science		B.S.E.	B.S.E.	B.S.E.	
Economics	Bachelor of Arts				B.A.	
	Minor				Minor	
Education Studies	Bachelor of Science				B.S.E.	
Elementary Education	Bachelor of Science				B.S.E.	

    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio
Middle School Education	Bachelor of Science				B.S.E.	
Secondary Education	Bachelor of Science				B.S.E.	
K-12 Education (Spanish, Art)	Bachelor of Science				B.S.E.	
English	Bachelor of Arts				B.A.	
	Minor				Minor	
Fine and Performing Arts	Minor				Minor	
Fine Arts	Bachelor of Arts				B.A.	
	Minor				Minor	
Fire Services Management	Bachelor of P.A.			B.P.A.		B.P.A.
Geography	Bachelor of Arts				B.A.	
	Bachelor of Science				B.S.	
	Minor				Minor	
Geoscience	Minor				Minor	
Global Studies	Minor				Minor	
Global Sustainability	Minor				Minor	
Graphic Design	Bachelor of Arts				B.A.	
	Minor				Minor	
History	Bachelor of Arts				B.A.	B.A.
	Minor				Minor	
Info. & Computer Science	Bachelor of Science				B.S.	
	Minor				Minor	
Interior Design	Bachelor of Arts				B.A.	
Legal Studies	Bachelor of Arts				B.A.	
	Minor				Minor	
Liberal Arts	Associate of Arts	A.A.				
Liberal Studies	Bachelor of Arts			B.A.	B.A.	B.A.
Management	Associate of Science	A.S.	A.S.	A.S.		
	Bachelor of Science	B.S.	B.S.	B.S.		B.S.
Management/Accounting	Associate of Science	A.S.		A.S.		
	Bachelor of Science	B.S.		B.S.		
Management/Aviation	Associate of Science	A.S.				
Mgmt./Comp. Info. Systems	Bachelor of Science	B.S.	B.S.	B.S.		B.S.
Mgmt./Engineering Admin.	Bachelor of Science	B.S.				

     <small>SCHOOL OF EXTENDED LEARNING (SELECTED CAMPUSES)</small> <small>SCHOOL OF ONLINE LEARNING</small> <small>KANSAS CITY ACCELERATED PROGRAMS</small> <small>PARKVILLE 16 WEEK PROGRAM</small> <small>PORTFOLIO PROGRAM</small>		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio
Management/Finance	Bachelor of Science	B.S.		B.S.		
Management/Health Care	Bachelor of Science	B.S.	B.S.	B.S.		
Mgmt./Human Resources	Bachelor of Science	B.S.	B.S.	B.S.		
Management/Logistics	Associate of Science	A.S.	A.S.			
	Bachelor of Science	B.S.	B.S.			
Management/Marketing	Bachelor of Science	B.S.	B.S.	B.S.		
Mathematics	Bachelor of Arts				B.A.	
	Minor				Minor	
Medical Records Management	Associate of Science	A.S.				
Music	Bachelor of Music				B.M.	
	Minor				Minor	
Natural Science	Bachelor of Arts				B.A.	
Nursing	Associate of Science				A.S.	
Office Management	Associate of Science	A.S.				
Organizational Communications	Bachelor of Arts		B.A.	B.A.	B.A.	
	Minor				Minor	
Peace Studies	Minor				Minor	
Philosophy and Religion	Minor				Minor	
Political Science	Bachelor of Arts				B.A.	
	Minor				Minor	
Pre Law Studies	N/A				X	
Psychology	Bachelor of Arts		B.A.	B.A.	B.A.	
	Minor				Minor	
Public Administration	Bachelor of P.A.	B.P.A.		B.P.A.		B.P.A.
Social Psychology	Associate of Science	A.S.	A.S.	A.S.		
	Bachelor of Science	B.S.	B.S.	B.S.	B.S.	
Social Studies	Bachelor of Arts				B.A.	
Social Work	Bachelor of S.W.				B.S.W.	
Sociology	Bachelor of Arts		B.A.	B.A.	B.A.	
	Minor				Minor	
Spanish	Bachelor of Arts				B.A.	
	Minor				Minor	
Theatre	Bachelor of Arts				B.A.	



## **SPECIAL ACADEMIC PROGRAMS**

### **Personal Major Program (Parkville Daytime Campus Center Only)**

There are many reasons why students go to college. Not the least of these is to participate in the formal learning situations provided by a college curriculum. Unfortunately, the intensive learning opportunities afforded by the standard college curriculum do not always correspond to a particular student's reasons for going to college. These intensive learning opportunities are usually cataloged as departmental major programs and impose a relatively limited number of alternatives. It would seem desirable to increase the number of options that are available to students matriculating at a college. Therefore, Park University designed the Personal Major, in which a student, with appropriate institutional guidance, is allowed to construct an intensive learning experience which corresponds to his/her own needs where these fall outside the traditional major fields.

The Personal Major Program at Park University is an individualized curriculum in which objectives and content have been chosen by the student in consultation with his/her advisor(s). The program is approved by the Associate Provost and Vice President for Academic Affairs. As with other major programs, the student is subject to all general degree requirements at Park University. A 2.0 GPA is required in the major core of the designed program.

### **Minor Programs (Parkville Daytime Campus Center Only)**

Minor programs in the Bachelor of Arts disciplines are available in the areas of Accounting, Art, Biology, Business Administration, Chemistry, Communication Arts, Computer Science, Computer-Based Information Systems, Criminal Justice Administration, Economics, English, Fine Arts, Geoscience, Geography, Global Studies, Graphic Design, History, Legal Studies, Mathematics, Music, Organizational Communication, Peace Studies, Philosophy, Political Science, Psychology, Public Administration, Religion, Sociology, Spanish, and Theatre, and are outlined in this catalog. Consult with the appropriate department chair for procedure of declaration.

### **Internships and Cooperative Education**

A number of majors and departments provide students with opportunities for hands-on experience related to classroom learning.

Generally, work experience which is not paid but which carries significant academic credit is considered an internship.

Cooperative education is defined as an on-the-job learning experience, jointly supervised by a faculty member and a representative of the employer, for which the student is paid.

Under a cooperative education arrangement, a student typically, but not necessarily, alternates semesters of full-time study at Park University with semesters of full-time employment in an organization, which will enhance the student's training, development and career goals. The employment periods are a regular, continuing and essential element in the student's educational process.

### **Kansas City Area Student Exchange (KCASE) (Parkville Daytime Campus Center Only)**

As a member of the Kansas City Area Student Exchange (KCASE), Park University offers full-time undergraduates an opportunity to register for one course a semester at other member institutions. KCASE students pay regular tuition and fees at the home institution and laboratory/special course fees at the host institution.

Other participating institutions include Avila University, Baker University, Blue River Community College, Central Missouri State University, Kansas City Art Institute, Longview Community College, Maple Woods Community College, Penn Valley Community College, Rockhurst University and University of Missouri-Kansas City. Programs on the accelerated format, the nursing program, communication arts courses in television and/or radio and computer science courses are excluded from the KCASE program.

Park University reserves the right to limit KCASE enrollments. The KCASE forms are available from the Office of the Registrar. Participating institutions are subject to change.

### **Study Abroad Programs**

Park University offers Study Abroad Programs to several foreign countries in the summer. For more information, please contact the Office of International Education at (816) 584-6868.

Degree-seeking students enrolled in a study-abroad program that is approved for credit by Park University are considered enrolled for the purpose of applying for assistance for federal financial aid.

## **English as an International Language Program (Parkville Campus Center Only)**

Park University offers credit-bearing English classes for speakers of other languages at six levels: Beginners I and II, Intermediate I and II, and Advanced (Academic) I and II. This program is designed to assist students in their acquisition of the academic-level English necessary to succeed in an American university. This program also provides students with a wide knowledge of American culture and values, helping them to adjust to Park University and to life in the USA.

All incoming students must take a placement test and interview with the Coordinator in order to be placed at the appropriate level. Thereafter, a student's progress is determined by their course grades, instructor's recommendations, scores on the placement test, and interview with the Coordinator of EIL academic advisor. Every effort is made to ensure that students possess the skills they require before leaving the program, while expediting their introduction to the academic mainstream by interspersing EIL courses with courses in the student's major.

Students who demonstrate superior prowess in English by achieving a score of 93 or better on both parts of the computer-based test, a 4.5 or better on the written section, and a 13 or better on the interview, are considered to have "tested out" of the program. Incoming students who test out may petition to receive 6 hours of Modern Languages credit towards their degree; there is a fee for this service.

English as an International Language courses fulfill students' Modern Languages requirement, and also confer academic credit towards the degree.

## **English as an International Language Courses**

- EI 101 Beginning Reading & Writing I (3 cr.)
- EI 102 Beginning Reading & Writing II (3 cr.)
- EI 111 Beginning Listening & Speaking I (3 cr.)
- EI 112 Beginning Listening & Speaking II (3 cr.)
- EI 121 Beginning Grammar I (3 cr.)
- EI 122 Beginning Grammar II (3 cr.)
- EI 130 Beginning Integrated Skills I (3 cr.)
- EI 140 Beginning Integrated Skills II (3 cr.)
- EI 145 American Culture (3 cr.)
- EI 201 Intermediate Reading & Writing I (3 cr.)
- EI 202 Intermediate Reading & Writing II (3 cr.)
- EI 210 Intermediate Listening  
& Speaking I (3 cr.)

- EI 211 Intermediate Listening  
& Speaking II (3 cr.)
- EI 230 Integrated Skills I (3 cr.)
- EI 245 Advanced American Culture (3 cr.)
- EI 301 Academic Writing I (3 cr.)
- EI 302 Academic Writing II (3 cr.)
- EI 310 Academic Listening & Speaking (3 cr.)
- EI 311 Academic Listening & Speaking (3 cr.)
- EI 321 Academic Reading I (3 cr.)
- EI 322 Academic Reading II (3 cr.)
- EI 330 Academic Integrated Skills I (3 cr.)
- EI 340 Academic Study Skills (3 cr.)
- EI 350 Academic Integrated Skills II (3 cr.)

## **English Placement Exam**

All International students, including transfer students, must take this examination, comprised of a Reading, Writing, and Speaking/Listening component. TOEFL scores have no bearing on the English Language Placement Test, which will be given to all incoming international students, both transfer students and freshmen, despite their TOEFL scores.

Based on their scores, students will be assigned a specific level of EIL. Students who pass the test will not be required to take EIL courses. Transfer students who have received college credit for previous EIL classes or freshman composition courses must take the English Placement Exam. Students will only be allowed to CLEP out of the language requirement if they have not done so in their native language.

## **Reserve Officer Training Corps (ROTC)**

Park University affords students the opportunity to complete the Army or Air Force Reserve Officer Training Corps (ROTC) program while earning a baccalaureate degree. Completion of the four-year program leads to a commission as a second lieutenant in the active Army, Army Reserves, Army National Guard or the United States Air Force.

Cadets must meet military medical, fitness and weight standards prior to entrance into Advanced ROTC.

ROTC scholarships are also available to students who have excellent academic records as freshmen and sophomores, and who exhibit outstanding leadership potential in school or community activities. These scholarships, for two or three years, provide full tuition and fees reimbursement, a textbook and supplies allowance each semester and \$150 per academic month to defray other living costs. In addition, Park University awards ROTC scholarship winners room and board remission at the Parkville Daytime Campus Center.

Prior military service in the Army, Air Force, Navy or Marine Corps automatically waives the first two years (freshman and sophomore) of ROTC courses, and permits direct entrance into Advanced Military Science (junior and senior) courses.

### **Army ROTC Program Summary**

Army ROTC is offered to Parkville Daytime Campus Center students by special arrangement. Park Accelerated Programs-Kansas City Area students in a full-time equivalent status may qualify and at Extended Learning Campus Centers where cross-town agreements have been established.

ROTC basic summer camp of six weeks may be substituted for the first two years of ROTC for community college graduates and students who do not complete basic ROTC courses in their first two years of college. Attendance at a five-week Summer ROTC Advanced Camp is required between junior and senior years.

Park University awards four semester hours of lower level electives for completion of Basic Military Science and six semester hours of upper level electives for completion of Advanced Military Science. These 10 hours may be applied toward the graduation elective requirement. There are no course fees; textbooks and uniforms are government-furnished.

Upon entering junior-level Advanced ROTC, cadets are contracted by the Army to accept a commission upon graduation with a bachelor of arts or bachelor of science degree and are paid \$150 per month while a full-time student at Park University. In addition, cadets are paid approximately \$700 plus room, board and transportation for attendance at Summer Camps.

### **Air Force ROTC Program Summary**

Air Force ROTC Program/Aerospace Studies courses are offered only at Air Force Campus Centers offering AFROTC with cross-town agreements.

Most scholarships pay full college tuition and most laboratory, textbooks, and incidental fees, plus a \$200-\$400 monthly nontaxable allowance during the school year.

Aerospace Studies consists of the General Military course and the Professional Officer Course. The General Military Course is the first half of the four-year program and is taken during the freshman and sophomore years, giving the student an opportunity to "try out" Air Force ROTC for up to two years without

incurring any obligations, unless the student has an ROTC scholarship. The General Military Course consists of four semesters of study with one hour of classroom work, one and one-half hours of leadership laboratory, and one hour of physical fitness training per week. The Professional Officer Course consists of two semesters of study and leads to a commission in the United States Air Force. Leadership and management skills as they apply to a junior officer in the Air Force are emphasized. Three classroom hours, and one and one-half hours in leadership laboratory, and one hour of physical fitness training are required weekly. Students interested in this program leading to a commission should contact the Professor of Aerospace Studies at the participating cross-town institution.

### **Honors Degree Program (Parkville Daytime Campus Center Only)**

The Park University Degree with Honors Program seeks to create a cooperative learning environment where each student can establish him/herself both academically and personally. This program allows students as freshmen and sophomores to interact with a small cohort group in a specially designed program to explore academic majors, service learning, and leadership opportunities; to regularly interact with faculty and administrators, travel nationally or internationally, and design portfolios for scholarship, graduate school and employment applications. It also provides the opportunity for junior and senior members to pursue supervised research or creative projects as independent study. During their last two years, students focus time and effort in a self-designed project, developing intellectual relationships with faculty mentors, while sharing project results with student and faculty audiences. Honors students are excited about learning and are not satisfied with simply meeting minimum academic or graduation requirements. Park University Degree with Honors Program seeks students who desire to learn not only for self-satisfaction, but also as a means through which they may vitally contribute to their campus, city, national, and global communities in support of the University and program mission statements. The program also acknowledges that often the most creative learning opportunities for students lie in the intersections between seemingly diverse academic disciplines. For this reason, the program encourages interdisciplinary work.

During the first four semesters, students enroll in LS 100 and three one credit hour courses, HN111, HN210, and HN211, the tuition funded by a three credit hour scholarship awarded to each program student. These courses establish the group as a cohort, support service learning and decision-making regarding an academic major, require a leadership self-assessment, stimulate thought regarding the Honors Project, provide planning for travel and internships, require portfolio production, and provide opportunities to interact with University administrators. During the first semester in the junior year, students enroll in HN 300, a one credit hour class, during which the student will identify an Honors Advisor and their topic for study. During the second and third semesters students enroll in HN 302 for two credit hours each and work with advisors on their projects. During their fourth semester course, HN 400 (three credit hours), students prepare for a public presentation based on their project activities and conclusions. Appropriate presentations will be made to the University and public communities near the completion of the final semester, as well as in other venues. Students are also encouraged to take advantage of a travel opportunity to a nation-wide honors conference.

## **HONORS SOCIETIES**

### **Pi Gamma Mu International Honor Society in Social Science**

A Chapter of PI GAMMA MU, was established at Park in 1959. The society has as its primary objectives to encourage the study of social science among undergraduate students and faculty members in colleges and universities throughout the world, and to recognize outstanding achievement through election to membership and the presentation of various awards for distinguished achievement. Any Park University student of good moral character who is a junior or senior can be considered for nomination. A qualified student shall have at least twenty semester hours of social science with a grade point average of 3.0 or better and an overall GPA of 3.7; academically ranked in the upper 35 percent of his/her class; junior or senior status; and no record of academic failure in the social sciences. Contact the Social Science Department for further information.

### **Pinnacle National Honor Society (Accelerated Programs only)**

A chapter of PINNACLE, a national honor society, was established at Park University in 1991. PINNACLE is dedicated to recognizing and encouraging superior scholarship among adult and non-traditional college students. Good character, demonstrated leadership, and community involvement are essential supporting attributes for those selected for membership. Eligibility for invitation to membership is reserved for students with senior status (exceptional juniors may be admitted to membership) and a minimum grade point average of 3.0. The Campus Center Academic Advisory Council reviews and recommends extending invitations for membership to nominees. Contact the Campus Center Director for further information.

### **Alpha Chi National Honor Society (Parkville Daytime Campus Center only)**

A chapter of Alpha Chi, a national honor society was established at Park University in 1987. The purpose of Alpha Chi is to promote academic excellence and exemplary character among university studies and to honor those who achieve such distinction. Invitation to join the society is reserved for students within the top 10% of the junior and senior classes with a minimum of 3.80 GPA. The Parkville faculty votes on candidates meeting these criteria and selects the nominees. Contact the Office of Academic Affairs for further information.

## **PORTFOLIO**

The Portfolio Plan is an individualized degree completion program for mature, self-motivated students who wish to earn a baccalaureate degree without giving up full-time employment. Students entering the Portfolio program will have earned 27+ credit hours from an accredited institution of higher education. Requests may be made for exceptions on a case-by-case basis. To request an exception, evidence must be provided to demonstrate that the student is highly motivated with a strong academic background and would be able to succeed in a program that requires independent work. The request for exception is forwarded to the Director, Portfolio Programs, 911 Main Street, Suite 800, Kansas City, Missouri, 64105. It is particularly applicable to those adults whose job or personal

responsibilities preclude attending classes in the traditional manner. The program is designed to serve students who reside in the Kansas City area.

Portfolio applicants submit official college transcripts, a detailed resume, and documentation of any military training. Evaluation takes place and credit may be awarded for experiential learning as well as for prior college work. Students work with a faculty advisor to determine their educational goals. Coursework is completed by individual study tutorials and/or by formal classroom work.

**Portfolio Terms of Enrollment**

The Portfolio term of registration begins the 16th and continues until the last day of the calendar month prior to the term of enrollment. Students wishing to enter the program will begin during the first week of the month that follows their acceptance into the program.

**Portfolio Term Dates**

Students admitted to the Portfolio program may begin their program of study at the beginning of any of the following term dates:

**2009**

MONTH	SESSION – TERM DATES
July	PO 01 - July 1-August 28
August	PO 02 - August 1-September 28
September	PO 03 - September 1-October 28
October	PO 04- October 1-November 28
November	PO 05 - November 1-December 28
December	PO 06 - December 1-January 28

**2010**

MONTH	SESSION – TERM DATES
January	PO 07 - January 1-February 28
February	PO 08 - February 2-March 28
March	PO 09 - March 1-April 28
April	PO 10 - April 1-May 28
May	PO 11 - May 1-June 28
June	PO 12 - June 1-July 28

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First eight days of each term  
is Enrollment Adjustment

**Portfolio Withdrawal Refund Policy**

If the student finds it necessary to withdraw from the program, the refund policy will be the same as stated elsewhere in the catalog for an 8-week term. The effective date of withdrawal will be the date on which the student met with the instructor. The withdrawal form can be obtained from the Portfolio Administrative Office at 911 Main, Suite 800, Kansas City, MO 64105.

**Portfolio Satisfactory Academic Progress**

The Portfolio Program is a total program in which the student contracts his/her degree with a stated number of credit hours. For satisfactory progress, the student must be continuously enrolled in course work, completing each course in a reasonable length of time (8 weeks) unless otherwise specified by the tutor or advisor.



## Degree Requirements



# Accounting

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
68 HOURS  
2.0 GPA

**MINOR:** 24 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The accounting major is designed to prepare students for a professional career in public accounting, managerial accounting, tax accounting or governmental accounting. The curriculum stresses professional ethics. It is excellent preparation for graduate study in accounting, business administration or law.

REQUIREMENTS FOR:  
**B.A. MAJOR - 68 HOURS, 2.0 GPA**

BUSINESS CORE CURRICULUM		
AC	201	Principles of Accounting I..... 3 cr.
AC	202	Principles of Accounting II..... 3 cr.
AC	230	Computer Based Accounting Systems ..... 3 cr.
CS	140	Introduction to Computer Science..... 3 cr.
EC	141	Principles of Macroeconomics ..... 3 cr.
EC	142	Principles of Microeconomics ..... 3 cr.
EC	315	Quantitative Research Methods ..... 3 cr.
FI	360	Financial Management..... 3 cr.
MA	120	Basic Concepts of Statistics ..... 3 cr.
MG	260	Business Law I ..... 3 cr.
MG	495	Business Policy..... 3 cr.
MK	351	Principles of Marketing..... 3 cr.
MG	352	Principles of Management..... 3 cr.

PROFESSIONAL CORE		
AC	309	Individual Income Tax ..... 3 cr.
AC	309A	Income Tax Practicum..... 2 cr.
AC	312	Business Income Tax ..... 3 cr.
AC	315	Cost Accounting ..... 3 cr.
AC	320	Intermediate Accounting I ..... 3 cr.
AC	325	Intermediate Accounting II..... 3 cr.
AC	420	Advanced Accounting I..... 3 cr.
AC	425	Advanced Accounting II..... 3 cr.
AC	430	Auditing..... 3 cr.
MG	261	Business Law II ..... 3 cr.
TOTAL.....		68 cr.

REQUIREMENTS FOR:  
**MINOR - 24 HOURS, 2.0 GPA**  
AC 201, AC 202, AC 230, AC 309, AC 315, AC 320,  
EC 141, & MG 260

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. Major:**

78 HOURS

2.75 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

The athletic training major, accredited by CAATE (Commission on Accreditation of Athletic Training Education), provides graduates with a variety of course and practical experiences related to the prevention, care, and rehabilitation of athletic injuries. Admission to this program occurs prior to the sophomore year. Transfer students who qualify to be at the sophomore level or higher will be required to apply to the athletic training program prior to enrollment in athletic training courses. Acceptance is based on a minimum overall grade point average, success in designated professional courses, recommendations, athletic training competencies and proficiencies, and a minimum completion of observational hours under the direct supervision of a certified athletic trainer. Once accepted into the program, students will be required to do four clinical assignments over no less than four semesters during a period of no more than five years. Upon completion of the athletic training major, students are eligible to apply for the Board of Certification exam. The career outlook for certified athletic trainers is excellent. Once certified, employment opportunities for athletic trainers include high-schools, two- and four-year colleges and universities, professional sports, rehabilitation clinics and fitness facilities. Professional and graduate schools complement the athletic training major by offering curriculum in health-related areas such as physical or occupational therapy, biomechanics, exercise physiology, and physician assistant.

REQUIREMENTS FOR:

**B.S. MAJOR – 78 HOURS, 2.75 GPA**

AT	144	Introduction to Athletic Training I.....	1 cr.
AT	145	Introduction to Athletic Training II .....	1 cr.
AT	231	First Aid and Emergency Procedures .....	3 cr.
AT	236	Kinesiology .....	3 cr.
AT	246	Clinical Education I.....	3 cr.
AT	250	Exercise Physiology .....	3 cr.
AT	261	Care & Prevention of Athletic Injuries .....	3 cr.
AT	347	Clinical Education II.....	3 cr.
AT	350	Pathology in Athletics .....	4 cr.
AT	351	Introduction to Pharmacology & Pharmacy.....	3 cr.
AT	355	Therapeutic Modalities in Athletic Training.....	4 cr.
AT	356	Administration of Athletic Training.....	3 cr.
AT	365	Advanced Athletic Training.....	4 cr.
AT	366	Therapeutic Exercise & Rehabilitation.....	4 cr.
AT	449	Clinical Education III .....	3 cr.
AT	450	Clinical Education IV .....	3 cr.
AT	480	Research and Writing in Athletic Training.....	3 cr.
AT	490	Senior Seminar in Athletic Training .....	3 cr.
BI	115	Human Biology .....	4 cr.
BI	122	Human Nutrition .....	3 cr.
BI	211	Human Anatomy & Physiology I.....	4 cr.
BI	212	Human Anatomy & Physiology II .....	4 cr.
BI	214	Personal & Community Health .....	3 cr.
MA	120	Basic Concepts in Statistics .....	3 cr.
PS	101	Introduction to Psychology .....	3 cr.
		<b>TOTAL.....</b>	<b>78 cr.</b>

# Aviation Management

AVAILABLE:

A.S.  
B.S.

REQUIREMENTS:

A.S. MAJOR:  
7 HOURS  
2.0 GPA

B.S. MAJOR  
57 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

### A.S. MAJOR – 27 HOURS, 2.0 GPA

AC	201	Principles of Accounting I.....	3 cr.
AV	103	Air Transportation.....	3 cr.
AV	104	General Aviation Management.....	3 cr.
AV	262	Aviation Marketing.....	3 cr.
AV	267	Aviation Law and Regulations.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
TOTAL.....			27 cr.

## BACHELOR OF SCIENCE

This degree program will prepare graduates for aviation-related managerial and supervisory positions in industry and government. In government, positions with the Federal Aviation Agency, U.S. Department of Transportation, State, County and City aviation authorities and regulatory agencies, require a knowledge of aviation industry practices, problems, law, economics, safety, and managerial principles. In industry, graduates will seek managerial and administrative careers with airlines, air cargo, airport management, fixed-based operations, aviation supply and maintenance firms, and in aviation sales and marketing. A bachelor's degree is considered by many airlines as added requirement for pilot positions, and this aviation-related degree program will fulfill that prerequisite.

REQUIREMENTS FOR:

### B.S. MAJOR – 57 HOURS, 2.0 GPA

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AV	103	Air Transportation.....	3 cr.
AV	104	General Aviation Management.....	3 cr.
AV	262	Aviation Marketing.....	3 cr.
AV	267	Aviation Law and Regulations.....	3 cr.
AV	370	Airline Management.....	3 cr.
AV	402	Special Topics in Aviation Management.....	3 cr.
AV	403	Airport Management.....	3 cr.
AV	426	Aviation Safety.....	3 cr.
AV	428	Senior Project in Aviation Management.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
PO	330	Public Administration.....	3 cr.
TOTAL.....			57 cr.

AVAILABLE:

**B.A.  
B.S.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
49 HOURS  
2.0 GPA**MINOR**  
18 HOURS  
2.0 GPA**B.S. MAJOR:**  
65-67 HOURS  
2.0 GPATHIS PROGRAM IS OFFERED  
THROUGH:

A major in biology provides the graduate with a variety of courses for a diversity of experiences in biology. This program includes courses in general biology, botany, anatomy, physiology, genetics, microbiology, and research techniques. With the basic core courses, plus required supporting chemistry, mathematics, and elective biology courses, the biology graduate will be prepared for either the workforce or entrance into professional or graduate school. Students are strongly advised to seek either an additional major or a minor to provide for maximum postgraduate opportunities.

REQUIREMENTS FOR:

**B.A. MAJOR – 49 HOURS, 2.0 GPA****B.S. MAJOR – 65 HOURS, 2.0 GPA****CORE CURRICULUM: (REQUIRED FOR BOTH MAJORS)**

			B.A.	B.S.
BI	115	Human Biology	4 cr.	4 cr.
BI	225	Botany	4 cr.	4 cr.
BI	226	Zoology	4 cr.	4 cr.
BI	231	Introductory Molecular Cell Biology	3 cr.	3 cr.
BI	306	Biological Literature	3 cr.	3 cr.
BI	326	Ethics in Science	3 cr.	3 cr.
BI	415	Senior Research	3 cr.	3 cr.
NS	220	Applied Statistics & Experimental Design	3 cr.	3 cr.
NS	401	Natural Science Seminar (1 cr.)	2 cr.	2 cr.
CH	107	Introduction to Chemistry I	3 cr.	3 cr.
CH	107L	Introduction to Chemistry I Lab	1 cr.	1 cr.
CH	108	Introduction to Chemistry II	3 cr.	3 cr.
CH	108L	Introduction to Chemistry II Lab	<u>1 cr.</u>	<u>1 cr.</u>
			37 cr.	37 cr.
CH	317	Organic Chemistry I		3 cr.
CH	317L	Organic Chemistry I Lab		1 cr.
CH	318	Organic Chemistry II		3 cr.
CH	318L	Organic Chemistry II Lab		1 cr.
PY	155	Concepts of Physics I		4 cr.
PY	156	Concepts of Physics II		4 cr.
			37 cr.	53 cr.

# Biology

<b>BI ELECTIVES:</b>	(FROM APPROVED LIST)	.....12 cr.	12 cr
BI	300	Evolution (3 cr.)	
BI	320	Genetics (4 cr.)	
BI	330	Paleobiology (4 cr.)	
BI	337	Biochemistry (3 cr.)	
BI	337L	Biochemistry Lab (1 cr.)	
BI	340	Comparative Anatomy (4 cr.)	
BI	344	Animal Physiology (4 cr.)	
BI	350	Microbiology (4 cr.)	
BI	360	Cell Biology (4 cr.)	
BI	378	Ecology (4 cr.)	
BI	417	Developmental Biology (4 cr.)	
BI	422	Individual Research (1-3 cr.)	
BI	470	Internship in Biology (1-4 cr.)	
BI	490	Advanced Topics in Biology (1-4 cr.)	
GGP	350	Geographic Information Systems (GIS) (3 cr.)	
		<b>B.A.</b>	<b>B.S.</b>
		TOTAL.....	49 cr. 65 cr.

A comprehensive Senior Examination, is to be taken during the seventh and eighth semesters as scheduled at the beginning of the fall semester.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

12 of the 18 hours must be numbered above the 220 level.

**\*\*For those students wishing to teach Unified Science: Biology  
See also Bachelor of Science in Education ([page 151](#)).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours  
2.75 Cum G.P.A.  
2.50 Core G.P.A.**

## Business Administration

AVAILABLE:

### B.A. MINOR

REQUIREMENTS:

B.A. MAJOR:

51-57 HOURS

2.0 GPA

MINOR:

18-21 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Students taking the business administration major receive a broad education covering the major functional areas of business. This major will help a student prepare for a career in business or government leadership and provide him/her with knowledge and skills desired by all types of employers. It can also give one the background to organize and manage his/her family business. Graduates in business administration typically find jobs in business, production management, personnel management, marketing management, or financial management. Many serve their communities as marketing or management specialists in insurance, real estate, investments, banking, communications, manufacturing, retailing and wholesaling. A number of students with this major move into graduate study in law, management, or other business specialties.

REQUIREMENTS FOR:

**B.A. MAJOR – 51-57 HOURS, 2.0 GPA**

#### CORE CURRICULUM:

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing .....	3 cr.
		<b>TOTAL.....</b>	<b>36 cr.</b>

Specialty Area: (Choose One)

#### FINANCE ..... 15 cr.

EC	301	Intermediate Macroeconomics (3 cr.)
EC	303	Money, Credit and Banking (3 cr.)
FI	417	Investment Analysis and Management (3 cr.)
FI	425	Principles of Real Estate (3 cr.)
MG	261	Business Law II (3 cr.)

#### HUMAN RESOURCES ..... 21 cr.

EC	302	Labor Economics (3 cr.)
HR	353	Intro. to Human Resource Management (3 cr.)
HR	421	Corporate Training and Development (3 cr.)
HR	422	Organizational Development and Change (3 cr.)
HR	434	Compensation Management (3 cr.)
HR	491	SR. Seminar in Human Resources Develop. (3 cr.)
MG	365	Organizational Behavior (3 cr.)

**Business Administration**

<b>MARKETING</b> .....			18 cr.
EC	300	Intermediate Microeconomics (3 cr.)	
MK	380	Advertising (3 cr.)	
MK	385	Consumer Behavior (3 cr.)	
MK	395	International Marketing (3 cr.)	
MK	411	Marketing Management (3 cr.)	
MK	453	Marketing Research & Information Systems (3 cr.)	
<b>*MANAGEMENT</b> .....			15 cr.
EC	300	Intermediate Microeconomics (3 cr.)	
EC	302	Labor Economics (3 cr.)	
HR	353	Intro. to Human Resource Management (3 cr.)	
MG	365	Organizational Behavior (3 cr.)	
MG	375	Production Operations Management (3 cr.)	
<b>INTERNATIONAL BUSINESS</b> .....			21 cr.
EC	300	Intermediate Microeconomics (3 cr.)	
EC	301	Intermediate Macroeconomics (3 cr.)	
EC	407	International Trade and Finance (3 cr.)	
GGH	110	Cultural Geography (3 cr.)	
IB	315	International Business Perspectives (3 cr.)	
IB	451	Seminar on International Business (3 cr.)	
MK	395	International Marketing (3 cr.)	
<b>TOTAL</b> .....			51-57 cr.

\* Only emphasis area available through the Park Accelerated Programs - KCA.

REQUIREMENTS FOR:  
**MINOR – 21 HOURS, 2.0 GPA**  
(Parkville Daytime Campus Only)

**Business Administration/Finance:** ..... 21 cr.  
EC 141, AC 201, AC 202, EC 303, FI 360,  
FI 417, FI 425

**Business Administration/Human Resources:** ..... 21 cr.  
MG 260, MG 352, HR 353, HR 421, HR 422,  
HR 434, HR 491

**Business Administration/Management:**..... 21 cr.  
EC 142, AC 201, EC 302, MK 351, MG 352,  
HR 353, MG 375

**Business Administration/Marketing:**..... 21 cr.  
EC 142, MG 260, MK 453, MK 351, CA 380,  
MK 385, MK 411

## Business Economics

AVAILABLE:

**B.A.**

REQUIREMENTS:

B.A. MAJOR:

57 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This degree program is designed to give students a comprehensive economics education with a major emphasis in business and a focus throughout on international subjects. This degree prepares students for staff and management positions in business, government and international organizations. Students who plan to attend graduate school will find this major provides an excellent basis for advanced degrees in Economics, Business, and/or Law.

REQUIREMENTS FOR:

**B.A. MAJOR – 57 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics.....	3 cr.
EC	300	Intermediate Microeconomics.....	3 cr.
EC	301	Intermediate Macroeconomics.....	3 cr.
EC	309	Economic Development.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
EC	402	Comparative Economic Systems.....	3 cr.
EC	404	Managerial Economics.....	3 cr.
EC	407	International Trade and Finance.....	3 cr.
EC	450	Senior Seminar in Economics.....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	260	Business Law I.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		<b>TOTAL.....</b>	<b>57 cr.</b>

# Chemistry

## AVAILABLE:

**B.A.  
B.S.  
MINOR**

## REQUIREMENTS:

## B.A. MAJOR:

61 HOURS  
2.0 GPA

## MINOR:

18-20 HOURS  
2.0 GPA

## B.S. MAJOR

71 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



In contemporary society, it is evident that the science of Chemistry is no longer confined to the research laboratory, but is exerting a profound impact on social, political, and economic decisions at the local, national, and international levels. Chemistry is the recognized physical basis for the biological and psychological sciences and is important in every effort of our industrialized society. Students wishing to pursue a career in the chemical profession, medicine, dentistry, veterinary medicine, laboratory technology, or the environmental sciences are encouraged to consider the major program in chemistry with appropriate minors in other disciplines for their preparatory work.

## REQUIREMENTS FOR:

**B.A. MAJOR - 61 HOURS, 2.0 GPA**

**B.S. MAJOR - 71 HOURS, 2.0 GPA**

			B.A.	B.S.
CH	107	Introduction to Chemistry I.....	3 cr.	3 cr.
CH	107L	Introduction to Chemistry I Lab.....	1 cr.	1 cr.
CH	108	Introduction to Chemistry II.....	3 cr.	3 cr.
CH	108L	Introduction to Chemistry II Lab.....	1 cr.	1 cr.
CH	310	Introduction to Inorganic Chemistry.....	4 cr.	4 cr.
CH	317	Organic Chemistry I.....	3 cr.	3 cr.
CH	317L	Organic Chemistry Lab.....	1 cr.	1 cr.
CH	318	Organic Chemistry II.....	3 cr.	3 cr.
CH	318L	Organic Chemistry II Lab.....	1 cr.	1 cr.
CH	328	Analytical Chemistry.....	4 cr.	4 cr.
CH	329	Intro. to Instrumental Analysis.....	4 cr.	4 cr.
CH	405	Fundamentals of Physical Chemistry.....	4 cr.	4 cr.
CH	407	Physical Chemistry I.....	4 cr.	4 cr.
CH	408	Physical Chemistry II.....	4 cr.	4 cr.
MA	221	Calculus and Analytic Geometry for Majors I.....	5 cr.	5 cr.
MA	222	Calculus and Analytic Geometry for Majors II.....	5 cr.	5 cr.
MA	223	Calculus and Analytic Geometry for Majors III.....	3 cr.	3 cr.
NS	401	Natural Science Seminar (1 cr.).....	2 cr.	2 cr.
PY	205	Introduction to Physics I.....	5 cr.	5 cr.
PY	206	Introduction to Physics II.....	5 cr.	5 cr.

Electives selected from the following: ..... 7 cr. 10 cr.

CH	321	Intro. to Medicinal Chemistry (3 cr.)
CH	337	Biochemistry (3 cr.)
CH	337L	Biochemistry Lab (1 cr.)
CH	400	Special Topics in Chemistry (1-3 cr.)
CH	429	Advanced Analytical Chemistry (4 cr.)
CH	440	Organic Synthesis (5 cr.)
CH	451	Internship in Chemistry (1-6 cr.)
CH	490	Research in Chemistry (1-3 cr.)

TOTAL..... B.A. 61 cr. B.S. 71 cr.

PASSING A WRITTEN COMPREHENSIVE EXAMINATION IS REQUIRED.

REQUIREMENTS FOR:

**MINOR - 18-20 HOURS, 2.0 GPA**

CH 107, CH 107L, CH 108, CH 108L, and 10-12 additional hours chosen from remaining chemistry coursework.

**\*\*For those students wishing to teach Unified Science: Chemistry  
See also Bachelor of Science in Education ([page 151](#)).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

# Communication Arts

AVAILABLE:

B.A.  
MINOR

REQUIREMENTS:

MAJOR:

45-48 HOURS\*  
2.0 GPA

MINOR:

21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Communication Arts Department offers four related concentrations:

1. journalism,
2. broadcasting,
3. photojournalism, and
4. public relations.

These communication art majors are designed to prepare the student for successful pursuit of occupational goals. An individual graduating from this program will also be equipped to function well in the larger setting of society. Each major combines traditional course work with practical application in the field of choice. This has proven to be invaluable to students and may take the form of internships, private employment, or work assignments (or a combination of all three). In the print journalism and photojournalism majors, students work for academic credit on school publications: The Stylus, the century-old Park newspaper, and Narva, the yearbook.

In the electronic media, students work at KGSP-FM, the Park University radio station, or in the production of programs for the Platte-Clay commercial cable service. Students who select the organizational communication or the public relations majors often have specified occupational goals in mind, such as public relations, personnel management, human resources or related fields.

REQUIREMENTS FOR:

**B.A. MAJOR – 45-48 HOURS\*, 2.0 GPA**

**CORE CURRICULUM:**

CA 103	Public Speaking .....	3 cr.
CA 104	Interpersonal Communication I.....	3 cr.
CA 302	Communication Ethics and Law.....	3 cr.
CA 322	Theory & History of Mass Media .....	3 cr.

**SPECIALTY AREA (CHOOSE ONE):**

Journalism, Photojournalism,  
Broadcasting, Public Relations ..... 33-36 cr.  
TOTAL..... 45-48 cr.\*

The student must complete an approved portfolio or a senior project (CA 491). Approval for the senior project option must be obtained from the student's advisor prior to enrolling in the course.

**Journalism Concentration:**..... 33 cr.  
CA 201 (3), CA 241 (3 ), CA 311 (3), CA 315-A, B (3) or  
CA 125 (3), CA 315-G (3), CA 316 (3), CA 317 (3), CA 341  
(3), CA 450 (3) English above 200 (6 )

*\* Please see Errata sheet for notes concerning this section.*

## Communication Arts

**Photojournalism Concentration:** ..... 33 cr.  
A hands-on approach to mastering the techniques of photographic communication strongly rooted in the fundamental principles of journalism. Practical experience leads to creation of a professional portfolio.

CA 201 (3), CA 241 (3), CA 311 (3), CA 315 D (3), CA 315 G (3), CA 317 (3), CA 341 (3), CA 441 (3), CA 450 (3), Art Electives (6)

**Broadcasting Concentration:** ..... 33 cr.  
CA 115 (3), CA 241 (3), TH 105 (3), CA 201 (3), CA 316 (3), CA 231 (3), CA 221 (3), CA 335 (3) or CA 325 (Three hours required but student may take up to 9 hours for credit), and CA 490 B (3).

**Students are strongly urged to choose one of these two companion minors:**

**Public Relations Minor**

CA 218 Public Relations, CA 380 Advertising, and MK 351 Marketing.

**Journalism Minor**

CA 317 Feature Writing, PO 200 or PO 201, PO 336 or EC 101

Students who do not choose Public Relations or Journalism minor, add six hours of English above 200 (6), not including EN 306.

**Public Relations Concentration:** ..... 36 cr.  
CA 115 (3), CA 218 (3), CA 241 (3), CA 201 (3), CA 231 (3), CA 301 (3), CA 317 (3), CA 311 (3), CA 318 (3), PO 200 (3) or PO 201 (3), CA 380 (3), CA 400 (3).  
TOTAL..... 45-48 cr.\*

REQUIREMENTS FOR:

**MINORS – 21 HOURS, 2.0 GPA**

In journalism, photojournalism, broadcasting or public relations – 21 hours, 2.0 GPA.

CA 103, CA 104, CA 302, CA 322 and three courses selected by faculty advisor from the appropriate concentration.

**\*\*For those students wishing to teach Journalism:**  
**See also Bachelor of Science in Education (page 151).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours**  
**2.75 Cum G.P.A.**  
**2.50 Core G.P.A.**

*\* Please see Errata sheet for notes concerning this section.*

# Organizational Communication

AVAILABLE:

B.A.

REQUIREMENTS:

B.A. MAJOR:  
42 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The major in Organizational Communication serves a broad spectrum of professions in contemporary corporate, government, and non-profit environments. Career choices include management, training, development, human resources, consulting, or related fields.

REQUIREMENTS FOR:  
**B.A. MAJOR - 42 HOURS, 2.0 GPA**

**REQUIRED COURSES**

CA 104	Interpersonal Communication I.....	3 cr.
CA 200	Interviewing: Theories and Practice.....	3 cr.
CA 235	Multicultural Communication.....	3 cr.
CA 301	Interpersonal Communication II .....	3 cr.
CA 302	Communication Ethics and Law.....	3 cr.
CA 348	Theories of Communication .....	3 cr.
CA 382	Communication Research Methods .....	3 cr.
CA 402	Organizational Communication.....	3 cr.
CA 420	Human Relations in Group Interaction.....	3 cr.
CA 475	Case Studies in Communication Leadership.....	3 cr.
CA 490	Professional Learning Experience (PLE) .....	3 cr.
CA 491	Senior Project .....	3 cr.

**ELECTIVES**

CA 404	Special Topics in Communications and/or CA Electives .....	6 cr
TOTAL.....		42 cr.

Requirements For:  
**MINOR – 18 HOURS, 2.5 GPA**

CA200	Interviewing: Theories and Practice.....	3 cr.
CA402	Organizational Communication.....	3 cr.
CA420	Human Relations in Group Interaction.....	3 cr.
CA475	Case Studies in Communication Leadership .....	3 cr.
Two Upper Division Communication Electives.....		6 cr.
TOTAL.....		18 cr.

## Computer Based Information Systems

AVAILABLE:

B.S.

REQUIREMENTS:

MAJOR:

66 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



There is no organization, whether it is large or small, that can survive without the support of its data processing department. The number of jobs available in business and government for computer-trained personnel continues to increase. The major specifically prepares the student in the area of data processing, business management, and accounting. The combination of computer and business courses prepares the students for careers in programming, system analysis, and management of computer systems.

### Program Competencies:

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- Identify appropriate information technologies for a given organizational context and explain how to incorporate such technologies into the given organizational context.

The information and Computer Science (ICS) Department works with Park's Career Development Center in helping to place students in computer internship positions. The ICS Department actively encourages students to work in such internship positions and considers internships to be an integral part of the ICS curriculum.

REQUIREMENTS FOR:

### B.S. MAJOR – 66 HOURS, 2.0 GPA

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
CS	151	Introduction to Programming.....	3 cr.
CS	208	Discrete Mathematics.....	3 cr.
CS	219	Programming Fundamentals .....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS	300	Technologies in a Global Society .....	3 cr.
CS	314	User Interface Design.....	3 cr.
CS	351	Computer Operating Systems .....	3 cr.
CS	360	Database Management.....	3 cr.
CS	365	Computer Networking.....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
IS	205	Managing Information Systems.....	3 cr.
IS	216	COBOL I.....	3 cr.
IS	217	COBOL II.....	3 cr.
IS	315	Computer Systems Analysis and Design I ..	3 cr.
IS	316	Computer Systems Analysis and Design II ..	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
TOTAL.....			66 cr.

## Computer Science

AVAILABLE:

A.S.  
B.S.

REQUIREMENTS:

A.S. MAJOR:

33 HOURS

2.0 GPA

B.S. MAJOR

60 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

### ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

**A.S. MAJOR – 33 HOURS, 2.0 GPA**

CS	140	Introduction to Computers.....	3 cr.
CS	151	Introduction to Programming.....	3 cr.
CS	208	Discrete Mathematics.....	3 cr.
CS	219	Programming Fundamentals .....	3 cr.
CS	220	Computer Architecture .....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS/IS		Elective .....	3 cr.
(Any CS/IS 3 credit, 300-level or above course)			
MA	120	Basic Concepts of Statistics .....	3 cr.
MA	141	College Trigonometry .....	3 cr.
- OR -			
MA	150	Precalculus Mathematics (3 cr.)	
MA	210	Calculus and Analytic Geometry I .....	3 cr.
MA	211	Calculus and Analytic Geometry II .....	3 cr.
TOTAL.....			33 cr.

### BACHELOR OF SCIENCE

One of the essential tools of the modern technology is the computer. The computer is used to support scientific research, development of applications, and the data processing environment. The Computer Science Program provides the necessary core curriculum and supporting courses to train individuals to enter a variety of computer industries. Individuals will also be well qualified to enter graduate programs in computer related areas.

#### Program Competencies:

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- Design and implement elegant programs that utilize data structures and operating systems concepts.

The information and Computer Science (ICS) Department works with Park's Career Development Center in helping to place students in computer internship positions. The ICS Department actively encourages students to work in such internship positions and considers internships to be an integral part of the ICS curriculum.

REQUIREMENTS FOR:

**B.S. MAJOR – 60 HOURS, 2.0 GPA**

CS	140	Introduction to Computers.....	3 cr.
CS	151	Introduction to Programming.....	3 cr.
CS	208	Discrete Mathematics.....	3 cr.
CS	219	Programming Fundamentals .....	3 cr.
CS	220	Computer Architecture .....	3 cr.
CS	225	Programming Concepts.....	3 cr.

**Computer Science**

CS	300	Technology in a Global Society .....	3 cr.
CS	305	Artificial Intelligence.....	3 cr.
CS	314	User Interface Design.....	3 cr.
CS	321	Web Programming I.....	3 cr.
CS	322	Web Programming II .....	3 cr.
CS	351	Computer Operating Systems .....	3 cr.
CS	352	Data Structures .....	3 cr.
CS	360	Database Management.....	3 cr.
CS	365	Computer Networking.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MA	141	College Trigonometry .....	3 cr.
		- OR -	
MA	150	Pre-calculus Mathematics (3 cr.)	
MA	210	Calculus and Analytic Geometry I .....	3 cr.
MA	211	Calculus and Analytic Geometry II .....	3 cr.
MA	311	Linear Algebra.....	3 cr.
		TOTAL.....	60 cr.

Construction Management

AVAILABLE:

A.S.

REQUIREMENTS

A.S. MAJOR:

33 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

REQUIREMENTS FOR:

A.S. MAJOR – 33 HOURS, 2.0 GPA

CO	111	Intro. To Engr. Const.	
		Tech. Design & Materials .....	3 cr.
CO	121	Plans Analysis.....	3 cr.
CO	215	Construction Safety and Health .....	3 cr.
CO	225	Building Codes .....	3 cr.
CO	235	Construction Planning.....	3 cr.
CO	245	Construction Estimating.....	3 cr.
CO	360	Critical Path Analysis .....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EG	101	Introduction to Engineering Management .	3 cr.
MG	260	Business Law I .....	3 cr.
MG	271	Principles of Supervision .....	3 cr.
		TOTAL.....	33 cr.

# Criminal Justice Administration

AVAILABLE:

A.S.  
B.S.  
B.A.  
MINOR

REQUIREMENTS:

A.S. MAJOR:  
27 HOURS  
2.0 GPA

B.A. MAJOR:  
42 HOURS  
2.0 GPA

MINOR:  
18 HOURS  
2.0 GPA

B.S. MAJOR:  
42 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## ASSOCIATE OF SCIENCE

(School of Extended Learning, Kansas City 8-Week Program & Portfolio)

REQUIREMENTS FOR:

### A.S. Major – 27 hours, 2.0 GPA

CJ 100	Introduction to Criminal Justice Administration.....	3 cr.
CJ 105	Criminal Law.....	3 cr.
CJ 200	Criminology.....	3 cr.
CJ 220	Criminal Justice and the Community.....	3 cr.
CJ 221	Criminal Procedure.....	3 cr.
CJ 311	Criminal Investigation .....	3 cr.
CJ 231	Introduction to Law Enforcement.....	3 cr.
CJ 232	Introduction to Corrections.....	3 cr.
CJ 233	Introduction to Security.....	3 cr.
	<b>TOTAL.....</b>	<b>27 cr.</b>

## BACHELOR OF ARTS

(Parkville 16-Week Program)

The major in Criminal Justice Administration is designed to provide a comprehensive understanding of the complete criminal justice system within society in the United States. There are three areas of concentration the student can choose from which build on the core curriculum: Law Enforcement, Corrections, and Security. Providing a comprehensive understanding from a theoretical, philosophical, and practical perspective, the program provides a broad background for over 40 basic career opportunities in the criminal justice system, both in the public and private sectors, at the local, state, national, and international levels.

Requirements for:

### B.A. Major – 42 hours, 2.0 GPA

#### Core Curriculum

CJ 100	Introduction to Criminal Justice Administration.....	3 cr.
CJ 105	Criminal Law.....	3 cr.
CJ 200	Criminology.....	3 cr.
CJ 221	Criminal Procedure.....	3 cr.
CJ 300	Agency Administration .....	3 cr.
CJ 430	Research in Criminal Justice.....	3 cr.
CJ 440	Internship in Criminal Justice .....	3 cr.
CJ 450	Senior Seminar in Criminal Justice.....	3 cr.
	<b>TOTAL.....</b>	<b>24 cr.</b>

**Area of Concentration** (One of the following areas)..... 6 cr.

#### Area A. Law Enforcement

CJ231 Introduction to Law Enforcement  
CJ311 Criminal Investigation

#### Area B. Corrections

CJ232 Introduction to Corrections  
CJ322 Probation, Parole, and Community Corrections

Criminal Justice Administration

Area C. Security

CJ233 Introduction to Security

CJ333 Security Administration

<b>Criminal Justice Electives</b> .....	12 cr.
(From Criminal Justice courses not in the Core or the individual student's Area of Concentration: one 200-level course and three 300-level and/or 400-level courses, at least one of which must be 400-level courses)	
<b>TOTAL</b> .....	42 cr.

Requirements for Minor in Criminal Justice:

**MINOR – 18 HOURS, 2.0 GPA**

(Parkville 16-Week Program)

18 hours which must include CJ100, CJ105, CJ200, and 9 hours of CJ electives **excluding** CJ440, CJ441, and CJ450

**BACHELOR OF SCIENCE**

(School of Extended Learning, School of Online Learning, Kansas City 8-Week Program and Portfolio icons)

The major in Criminal Justice Administration is designed to provide a comprehensive understanding of the complete criminal justice system within society in the United States. There are three areas of concentration the student can choose from which build on the core curriculum: Law Enforcement, Corrections, and Security. Providing a comprehensive understanding from a theoretical, philosophical, and practical perspective, the program provides a broad background for over 40 basic career opportunities in the criminal justice system, both in the public and private sectors, at the local, state, national, and international levels.

Requirements for:

**B.S. MAJOR – 42 HOURS, 2.0 GPA**

**Core Curriculum**

CJ	100	Introduction to Criminal Justice Administration.....	3 cr.
CJ	105	Criminal Law.....	3 cr.
CJ	200	Criminology.....	3 cr.
CJ	221	Criminal Procedure.....	3 cr.
CJ	300	Agency Administration .....	3 cr.
CJ	430	Research in Criminal Justice.....	3 cr.
CJ	440	Internship in Criminal Justice .....	3 cr.
-OR-			
CJ	441	Senior Writing Project.....	3 cr.
CJ	450	Senior Seminar in Criminal Justice.....	3 cr.
<b>Sub-TOTAL</b> .....			24 cr.

**Criminal Justice Administration**

**Area of Concentration** (One of the following areas)..... 6 cr.

Area A. **Law Enforcement**

CJ231 Introduction to Law Enforcement

CJ311 Criminal Investigation

Area B. **Corrections**

CJ232 Introduction to Corrections

CJ322 Probation, Parole, and Community Corrections

Area C. **Security**

CJ233 Introduction to Security

CJ333 Security Administration

**Criminal Justice Electives**..... 12 cr.

(From Criminal Justice courses not in the Core or the individual student's Area of Concentration: one 200-level course and three 300-level and/or 400-level courses, at least one of which must be 400-level courses)

TOTAL..... 42 cr.

Economics

AVAILABLE:

B.A.  
MINOR

REQUIREMENTS:

B.A. MAJOR:  
42 HOURS  
2.0 GPA

MINOR:  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This degree program is designed to give students in-depth education in one of the applied social sciences. Economics is the social science which investigates the conditions and laws affecting the production, distribution and consumption of wealth in an organized society. Students who major in economics use their degree in working for business, government and other institutions serving in various staff and management positions. Many students combine the economics major with another related major such as political science, information and computer sciences, business or communications, which broadens the range of options available to them. Others plan to do graduate work in economics or other areas, which qualifies them to serve as economists or other specialists in government, business or higher education.

REQUIREMENTS FOR:  
**B.A. MAJOR – 42 HOURS, 2.0 GPA**

CS	140	Introduction to Computer Science.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	300	Intermediate Microeconomics.....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	302	Labor Economics .....	3 cr.
EC	303	Money, Credit and Banking .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
EC	404	Managerial Economics .....	3 cr.
EC	407	International Trade & Finance .....	3 cr.
EC	450	Senior Seminar in Economics.....	3 cr.
EC		Upper Division Electives .....	6 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
		TOTAL.....	42 cr.

SENIOR COMPREHENSIVE EXAMINATION:  
All economics majors must pass all parts of a four-part examination.

REQUIREMENTS FOR:  
**MINOR–18 HOURS, 2.0 GPA**

EC 141 and EC 142, plus 12 hours of upper division Economics electives.

## Early Childhood Education and Leadership

AVAILABLE:

**B.S.E.**

REQUIREMENTS:

**B.S.E. MAJOR**

78 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor of Arts degree in Early Childhood Education and Leadership is designed to prepare graduates for positions of responsibility and leadership in Head Start programs, child care centers, private preschools, and family child care. The degree program combines knowledge of child development and learning; family and community relationships; observation, documentation, and assessment; concepts and tools of inquiry in the content areas; curriculum development; effective teaching strategies; guidance; professionalism; and leadership, including basic knowledge of program planning and evaluation, and human and financial resources. **This program does not result in certification.**

REQUIREMENTS FOR:

**B.S.E. MAJOR – 78 HOURS, 2.75 CUMULATIVE GPA,  
2.5 CORE GPA**

EDU	107	Career Inquiry.....	2 cr.
EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education.....	3 cr.
EDU	310	Issues in Diversity & World Cultures .....	3 cr.
EDU	210	School as Social System .....	cr.
EDC	220	Child Growth & Development For Early Childhood & Elementary Teachers.....	3 cr.
EDC	222	Early Childhood Principles.....	3 cr.
EDE	311	Children's Literature for Early Childhood & Elementary Teachers.....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers .....	3 cr.
EDC	340	Language and Literacy Development in Early Childhood.....	3 cr.
SW	205	Introduction to Social Work.....	cr.
SO	302	The Study of the Family.....	3 cr.
BI	214	Personal and Community Health .....	cr.

**Admission to the School for Education—Early Childhood Education and Leadership Program required for enrollment in the following EDC/EDE/EDU courses**

EDC	325	Issues for Exceptional Children .....	3 cr.
EDC	354	Observation, Assessment & Screening in Early Childhood Education.....	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood Education.....	3 cr.
EDC	357	Family Involvement in Early Childhood Education.....	3 cr.
EDC	358	Early Childhood Program Management ...	2 cr.
EDC	359a	Infants and Toddlers.....	3 cr.
EDC	359b	Integrating the Curriculum: PreK.....	3 cr.
EDC	361a	Infant and Toddler Practicum for Early Childhood Education and Leadership .....	1 cr.
EDC	361b	PreK Practicum for Early Childhood Education and Leadership .....	1 cr.
EDC	365	Financial Aspects of Early Childhood Programs .....	2 cr.

## Early Childhood Education and Leadership

EDC	366	Human Resources in Early Childhood Programs.....	2 cr.
EDC	367	Program Planning and Evaluation in Early Childhood Programs.....	2 cr.
EDC	415	Internship in ECE & Leadership.....	12 cr.
		TOTAL.....	78 cr.

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment.**

### Criteria for Admission to the School for Education— Early Childhood Education and Leadership Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75 including transfer courses)
- 2.5 GPA in core classes
- WCT passing score
- Successful completion of EDU 203, EDC 220, EDC 222, MA 131, EN 105, EN 106, and EDU 107
- ACT scores (on file in Admissions Office) - when applicable

The above information is verified by the Registrar's office on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Two disposition evaluations (long form) completed by SFE faculty with each disposition rated "at" or "above"
- Letter of recommendation from professor outside of the School for Education
- Initial portfolio approved by advisor
- Missouri or appropriate Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

### Procedures for Request to Admission to the School for Education—Early Childhood Education and Leadership Program

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Documents are submitted in a single envelope with name, telephone number, and e-mail address.

- Letter of recommendation submitted electronically or in a sealed/signed envelope
- Application for Admission to the School for Education (completed form hand delivered by the student to the Director of Field Experiences from the Registrar's office)
- Initial portfolio advisor approval form

## Early Childhood Education

AVAILABLE:

**B.S.E.**

REQUIREMENTS:

B.S.E. MAJOR:

89 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:

### EARLY CHILDHOOD EDUCATION

(BIRTH THROUGH GRADE 3)

REQUIREMENTS FOR:

**B.S. MAJOR – 89 HOURS, 2.75 CUMULATIVE GPA**

NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

#### PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry in Education .....	2 cr.
EDU	203	Educational Psychology .....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDU	310	Issues in Diversity & World Culture .....	3 cr.
EDC	220	Child Growth and Development for Early Childhood & Elementary Teachers ...	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDE	311	Children's Literature for ECE & Elementary Teachers .....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers .....	3 cr.
EDC	340	Language and Literacy Development .....	3 cr.
SO	302	The Study of the Family .....	3 cr.
BI	214	Personal and Community Health .....	3 cr.

#### Admission to the School for Education—Certification Program required for enrollment in the following EDC/EDE/EDU courses

EDC	354	Observation, Assessment & Screening in Early Childhood Education ...	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood .....	3 cr.
EDC	357	Family Involvement in Early Childhood Education .....	3 cr.
EDC	358	Early Childhood Program Management ....	2 cr.
EDC	359A	Infants and Toddlers .....	3 cr.
EDC	360A	Infant and Toddler Practicum for Early Childhood Education Certification ..	2 cr.
EDC	359B	Integrating the Curriculum: PreK .....	3 cr.
EDC	360B	PreK Practicum for Early Childhood Education Certification ..	2 cr.
EDC	359C	Integrating the Curriculum: K-3 .....	3 cr.
EDC	360C	K-3 Practicum for Early Childhood Education Certification ..	2 cr.
EDU	375	Exceptional Children .....	3 cr.
EDE	378	Science for ECE and Elementary Teachers .	2 cr.
EDE	380	Literacy for ECE and Elementary Teachers	6 cr.
EDE	385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
EDC	410	ECE Directed Teaching with Seminar .....	14 cr.
		<b>TOTAL .....</b>	<b>89 cr.</b>

## Early Childhood Education

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment.**

### **Criteria for Admission to the School for Education Certification Program**

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative 2.75 GPA a including transfer courses)
- 2.5 in Core classes
- WCT passing score
- C-BASE passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable  
Letter of recommendation (from professor outside for the School for Education) (submitted electronically or in a sealed/ signed envelope)
- Successful completion of MA131, EN105, EN106, EDU107, EDU 203, EDC 220 and EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar.)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

### **Procedure for Request to Admission to the School for Education Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School for Education (completed form hand delivered by the student to the Director of Field Experiences from the Registrar's office)
- Initial portfolio form approved by advisor

**Procedure for Request to Admission to Directed Teaching**

*(to be requested one year before planned student teaching semester)*

Council for Teacher Education must approve all student teaching requests.

- Complete Application for Directed Teaching
- Complete an autobiography
- Signed permission to send requested materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Approval by Council on Teacher Education
- Good standing in School for Education

# Early Childhood Education Teaching Young Children

AVAILABLE:

**B.S.E.**

REQUIREMENTS:

**B.S.E. MAJOR:**

74 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor of Science degree in Early Childhood Education Teaching Young Children-non-certification is designed to prepare graduates for positions of teaching or curriculum coordinators in Head Start programs, early childhood centers, private preschools, and family child care centers, or with programs such as Parents as Teachers. The degree program combines knowledge of child development and learning; family and community relationships; observation, documentation, and assessment; concepts and tools of inquiry in the content areas; curriculum development; effective teaching strategies; guidance; and professionalism. **The Degree does not result in certification.**

REQUIREMENTS FOR:

**B.S.E. MAJOR – 74 HOURS, 2.75 CUMULATIVE GPA**

NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

## PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry .....	2 cr.
EDU	203	Educational Psychology .....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDC	220	Child Growth & Development for Early Childhood & Elementary Teachers...	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDU	310	Issues in Diversity & World Cultures .....	3 cr.
EDE	311	Children's Literature for Early Childhood & Elementary Teachers...	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers .....	3 cr.
EDC	340	Language and Literacy Development in Early Childhood .....	3 cr.
SW	205	Introduction to Social Work .....	3 cr.
SO	302	The Study of the Family .....	3 cr.
BI	214	Personal and Community Health .....	3 cr.

## Admission to the School for Education—Early Childhood Education and Leadership Program required for enrollment in the following EDC/EDE/EDU courses

EDU	375	Exceptional Children .....	3 cr.
EDC	354	Observation, Assessment & Screening in Early Childhood Education .....	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood Education .....	3 cr.
EDC	357	Family Involvement in Early Childhood Education .....	3 cr.
EDC	358	Early Childhood Program Management ....	2 cr.
EDC	359A	Infants and Toddlers .....	3 cr.
EDC	359B	Integrating the Curriculum: PreK .....	3 cr.
EDC	360A	Infant and Toddler Practicum for Early Childhood Education and Leadership .....	2 cr.
EDC	360B	PreK Practicum for Early Childhood Education and Leadership .....	2 cr.
EDC	420	Internship in Early Childhood Teaching ..	12 cr.
		<b>TOTAL .....</b>	<b>74 cr.</b>

Because there are specific general education courses required graduation, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment.

## Criteria for Admission to the School for Education— Early Childhood Education—Non Certification

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75, including transfer courses
- 2.5 GPA in core classes
- WCT passing score
- Successful completion of EDU 203, EDC 220, EDC 222, MA 131, EN 105, EN 106, and EDU 107
- ACT scores (on file in Admissions Office) – when applicable.

The above information is verified by the Registrar's office on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated "at" or "above"
- Letter of recommendation from a professor outside of the School for Education
- Initial portfolio approved by advisor
- Appropriate Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

## Procedures for Request to Admission to the School for Education—Early Childhood Education—Non Certification

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Documents are submitted in a single envelope with name, telephone number, and e-mail address.

Letter of recommendation submitted in a sealed/signed envelope  
Application for Admission to the School for Education (completed form hand delivered by the student to the Director of Field Experiences from the Registrar's office)

- Initial portfolio advisor approval form

# Elementary Education

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

78 HOURS  
2.75 CUMULATIVE GPA  
2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## ELEMENTARY EDUCATION (GRADES 1 THROUGH 6)

REQUIREMENTS FOR  
**B.S.E. MAJOR — 78 HOURS, 2.75 GPA AND 2.5 CORE GPA**  
NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

### PROFESSIONAL CURRICULUM

EDU 107	Career Inquiry in Education .....	2 cr.
EDU 203	Educational Psychology .....	3 cr.
EDE 205	Child Psychology .....	3 cr.
EDU 210	School as a Social System .....	3 cr.
EDE 335	Art, Music and Movement for ECE and Elementary Teachers.....	3 cr.
EDU 207	Technology in Education .....	3 cr.
EDE 311	Children’s Literature for ECE and Elementary Teachers.....	3 cr.
EDU 310	Issues in Diversity and World Cultures .....	3 cr.
GGH 140	Economic Geography .....	3 cr.
SO 302	The Study of the Family .....	3 cr.
BI 214	Personal and Community Health .....	3 cr.

### Admission to the School—Certification Program required for enrollment in the following EDE/EDU courses

EDE 355	Classroom Management .....	3 cr.
EDE 359	Elementary Teaching Strategies with Practicum .....	5 cr.
EDE 360A	Practicum .....	2 cr.
EDE 360B	Practicum .....	2 cr.
EDE 360C	Practicum .....	2 cr.
EDU 367	Assessment in Education.....	3 cr.
EDU 375	Exceptional Children .....	3 cr.
EDE 378	Science for ECE and Elementary Teachers .....	2 cr.
EDE 380	Literacy for ECE and Elementary Teachers .....	6 cr.
EDE 385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
EDE 387	Diagnosis and Remediation for Reading Difficulties.....	3 cr.
EDE 410	Elementary Directed Teaching with Seminar .....	12 cr.
	TOTAL .....	78 cr.

Because there are specific general education courses required  
for teacher certification in the state of Missouri, it is imperative  
the student speak with his or her advisor regarding these  
course requirements prior to enrollment

## Elementary Education

### AREA OF CONCENTRATION

The student must have a total of at least 21 semester hours in an area of concentration (courses taken as part of the General Curriculum may be counted as part of the area of concentration). This concentration must be approved by the student's advisor.

Areas available are:

- Language Arts
- Mathematics
- Science
- Social Studies
- Science and Mathematics
- Art
- Fine Art

**Students should plan the courses needed for the area of concentration with his or her advisor.**

### Criteria for Admission to the School for Education

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated "at" or "above"

Cumulative GPA of 2.75 including transfer courses

- 2.5 GPA in Core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores (on file in Admissions office)
- Completion of EDU 107, MA131, EN105, EN106, EDU 203 (a grade of C or higher is required in EDU107)

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Letter of recommendation from professor outside of the School for Education (submitted electronically or in a sealed/signed envelope)
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

## Elementary Education

### **Procedures for Request to Admission to the School for Education Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name and telephone number/e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School for Education
- Initial portfolio approved by advisor
- Two Disposition evaluation (long forms) completed by SFE faculty with a rating of "at" or "above"

**Procedure for Request to Admission to Directed Teaching** (to be requested one year before planned student teaching semester)  
Council for Teacher Education must approve all Student teaching requests.

- Completed Application for Directed Teaching
- Completed an autobiography
- Signed permission to send request materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education

## Middle School Education

AVAILABLE:

**B.S.E**

REQUIREMENTS:

**B.S.E. MAJOR:**

56 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### MIDDLE SCHOOL EDUCATION

(GRADES 5 THROUGH 9)

REQUIREMENTS FOR

**B.S.E. MAJOR — 56 HOURS, 2.75 GPA AND 2.5 CORE GPA**

NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

Students seeking middle school certification must select two of the following areas of concentration:

- Language Arts
- Mathematics
- Science
- Social Studies

#### PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry in Education .....	2 cr.
EDM	225	Psychology of Education & Adolescence....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EN	320	Literature for Young Adults.....	3 cr.
EDU	310	Issues in Diversity & World Cultures.....	3 cr.
SO	302	The Study of the Family .....	3 cr.
BI	214	Personal and Community Health .....	3 cr.

#### Admission to the School—Certification Program required for enrollment in the following EDM/EDU courses

EDM	353	Teaching Strategies & Classroom Management .....	3 cr.
EDM	360A	Practicum .....	2 cr.
EDM	360B	Practicum .....	2 cr.
EDU	367	Assessment in Education.....	3 cr.
EDU	375	Exceptional Children .....	3 cr.
EDM	380	Literacy for Middle School Teachers .....	6 cr.
EDM	397	Methodology in the Content .....	2 cr.
EDM	410	Directed Teaching.....	12 cr.
		TOTAL .....	56 cr.

**Because there are specific general education and subject area courses required for graduation from Park University and for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these requirements prior to enrollment.**

#### Criteria for Admission to the School for Education Certification Program

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Two disposition evaluations (long form) completed by SFE faculty with each disposition rated “at” or “above” Cumulative GPA of 2.75 including transfer courses
- GPA of 2.5 in Core classes
- WCT passing score (Transfer students with a Bachelor’s Degree from an accredited institution are exempt)

## Middle School Education

- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores (on file in Admissions office)
- Completion of EDU 107, MA131, EN105, EN106, EDU 203 (a grade of C or higher is required in EDU107).

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Letter of recommendation from professor outside of the School for Education (submitted electronically or in a sealed/signed envelope)
- Two long form Dispositions completed by SFE faculty with each disposition rated "at" or "above"
- Initial portfolio approved by advisor
- Missouri Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

### **Procedures for Request to Admission to the School for Education Certification Program**

The student provides the three following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name and telephone number/e-mail address.

- Letter of recommendation (submitted electronically or in a sealed/signed envelope)
- Application for Admission to the School for Education (completed form picked up by the student from the Registrar's office)
- Initial portfolio form with a score of 2 or above
- Two Disposition evaluation long forms completed by SFE faculty with a rating of "at" or "above"

**Procedure for Request to Admission to Directed Teaching** (to be requested one year before planned student teaching semester) Council for Teacher Education must approve all Student teaching requests.

- Completed Application for Directed Teaching
- Completed an autobiography
- Signed permission to send request materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education

## Secondary Education

AVAILABLE:

### B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

53 - 55 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### SECONDARY EDUCATION

(GRADES 5 THROUGH 9)

REQUIREMENTS FOR

**B.S.E. MAJOR — 53-55 HOURS, 2.75 GPA AND 2.5 CORE GPA**

NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

#### PROFESSIONAL CURRICULUM

EDU 107	Career Inquiry in Education .....	2 cr.
EDM 225	Psychology of Education & Adolescence....	3 cr.
EDU 207	Technology in Education .....	3 cr.
EDU 210	School as a Social System .....	3 cr.
EN 320	Literature for Young Adults.....	3 cr.
EDU 310	Issues in Diversity & World Cultures.....	3 cr.
BI 214	Personal and Community Health .....	3 cr.
SO 302	The Study of the Family .....	3 cr.

#### Admission to the School—Certification Program required for enrollment in the following EDS/EDU courses

EDS 353	Teaching Strategies & Classroom Management .....	3 cr.
EDS 358	Reading and Writing in the Content Areas.....	3 cr.
EDS 360A	Practicum .....	2 cr.
EDS 360B	Practicum .....	2 cr.
EDU 367	Assessment in Education.....	3 cr.
EDU 375	Exceptional Children .....	3 cr.
EDS 397	Methodology in the Content Area-Secondary.....	2 cr.
EDS 410	Directed Teaching.....	12 cr.
	– OR –	
EDU 410	Directed Teaching – Art or Spanish .....	14 cr.
	<b>TOTAL.....</b>	<b>53-55 cr.</b>

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment.**

**Students should plan the courses needed for the areas of concentration with his or her advisor.**

#### AREAS OF CERTIFICATION

##### English

EN 231	Introduction to Language.....	3 cr.
EN 351	Foundations of Literature.....	3 cr.
EN 387	Composition Theory.....	3 cr.
EN 315	Earlier English Literature .....	3 cr.
EN 316	Later English Literature.....	3 cr.
EN 317	Earlier American Literature .....	3 cr.
EN 323	Literary Modernism .....	3 cr.
EN 440	Shakespeare.....	3 cr.

## Secondary Education

### Social Science

HIU	104	American History Survey through the Civil War (3 cr) – OR –.....	3 cr.
HIU	105	American History Survey Since the Civil War (3 cr.)	
HIE	101	Western Civilization.....	3 cr.
HIE	102	The Reformation to 1918 .....	3 cr.
PS	101	Introduction to Psychology .....	3 cr.
HIU	325	The Cold War.....	3 cr.
PO	201	State & Local Government.....	3 cr.
HIE	330	Modern Europe.....	3 cr.
SO	141	Introduction to Sociology .....	3 cr.
PO	210	Comparative Political Systems.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.

### Mathematics

MA	301	Mathematical Thought .....	3 cr.
MA	150	Pre Calculus .....	3 cr.
MA	221	Calculus & Analytical Geometry for Majors I.....	5 cr.
MA	222	Calculus & Analytical Geometry for Majors II .....	5 cr.
MA	141	College Trigonometry .....	3 cr.
MA	360	Modern Geometries.....	3 cr.
MA	312	Abstract Algebraic Structures.....	3 cr.
MA	311	Linear Algebra.....	3 cr.

### Unified Science – Biology Certificate

BI	320	Genetics.....	4 cr.
BI	225	Botany .....	4 cr.
BI	226	Zoology .....	4 cr.
CH	107	Introduction to Chemistry I.....	4 cr.
CH	108	Introduction to Chemistry II .....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.
GO	141	Introduction to Physical Geology.....	4 cr.
GO	205	Introduction to Meteorology.....	4 cr.
BI	231	Introduction to Molecular Cell Biology .....	3 cr.
BI	378	Ecology.....	4 cr.
BI	300	Evolution .....	3 cr.
BI	350	Microbiology .....	4 cr.
BI	115	Human Biology .....	4 cr.

## Secondary Education

### Unified Science – Chemistry Certificate

BI	320	Genetics.....	4 cr.
BI	225	Botany.....	4 cr.
BI	226	Zoology.....	4 cr.
CH	107	Introduction to Chemistry I.....	4 cr.
CH	108	Introduction to Chemistry II.....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.
GO	141	Introduction to Physical Geology.....	4 cr.
GO	205	Introduction to Meteorology.....	4 cr.
CH	337	Biochemistry.....	4 cr.
CH	317	Organic Chemistry I.....	4 cr.
CH	318	Organic Chemistry II.....	4 cr.
CH	328	Analytical Chemistry.....	3 cr.

**In addition, Students must choose a minimum of 4 hours among the following:**

CH	329	Intro to Instrumental Analysis.....	4 cr.
CH	321	Intro to Medicinal Chemistry.....	3 cr.
CH	306	Chemical Bibliography.....	3 cr.
CH	440	Organic Synthesis.....	5 cr.
CH	490	Research in Chemistry.....	1-3 cr.

### K-12 Spanish

SP	202	Intermediate Spanish II.....	3 cr.
<i>(Students must test out of SP 201 to enroll in SP 202)</i>			
SP	294	Intermediate Spanish Conversation.....	3 cr.
SP	295	Intermediate Spanish Composition.....	3 cr.
SP	301	Advanced Spanish Conversation.....	3 cr.
SP	302	Advanced Grammar & Composition.....	3 cr.
SP	311	Culture & Civilization of Spain.....	3 cr.
SP	310	Independent Readings in Spanish.....	3 cr.
SP	394	Introduction to the Literature of Spain.....	3 cr.
SP	395	Introduction to Literature of Spanish America & the Hispanic Caribbean.....	3 cr.

### K-12 Fine Arts

AR	150	Drawing I.....	3 cr.
AR	203	Three-Dimensional Design.....	3 cr.
AR	204	Two-Dimensional Design.....	3 cr.
AR	208	Color Theory.....	3 cr.
AR	216	Art History II.....	3 cr.
AR	241	Photography I.....	3 cr.
AR	251	Drawing II.....	3 cr.
AR	260	Painting I.....	3 cr.
AR	320	Ceramics I.....	3 cr.
AR	370	Fiber I.....	3 cr.
AR	497	Senior Seminar in Fine Arts.....	2 cr.

## Secondary Education

**Criteria for Admission to the School for Education Certification Program Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.**

- Cumulative GPA of 2.75 including transfer courses
- GPA of 2.5 in Core classes
- WCT passing score (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- C-BASE passing score (two years to complete) (Transfer students with a Bachelor's Degree from an accredited institution are exempt)
- ACT test scores (on file in Admissions office)
- Completion of EDU 107, MA131, EN105, EN106, EDU 203 (a grade of C or higher is required in EDU107)

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Two disposition evaluations (long forms) completed by SFE faculty with each disposition rated "at" or "above"
- Letter of recommendation from professor outside of the School for Education (submitted electronically or in a sealed/signed envelope)
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

### **Procedures for Request to Admission to the School for Education Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name and telephone number/e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- *Application for Admission to the School for Education* (completed form picked up by the student from the Registrar's office)
- Initial portfolio approved by advisor
- Two long form Disposition evaluations completed by 2 SFE faculty with a rating of "at" or "above"

**Procedure for Request to Admission to Directed Teaching** (to be requested one year before planned student teaching semester) Council for Teacher Education must approve all Student teaching requests.

- Completed Application for Directed Teaching forms
- Completed an autobiography
- Signed permission to send request materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education

## Education Studies

**THIS DEGREE DOES NOT  
LEAD TO CERTIFICATION**

AVAILABLE:

**B.S.E.**

REQUIREMENTS:

60-75 HOURS  
2.75 CUMULATIVE GPA  
2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### EDUCATION STUDIES

REQUIREMENTS FOR

**B.S.E. MAJOR — 60-75 HOURS, 2.75 GPA AND 2.5 CORE GPA**

THIS DEGREE DOES NOT LEAD TO CERTIFICATION.

NO GRADE LOWER THAN A “C” IN EDUCATION CORE OR MAJOR FIELD  
FOR ADMISSION AND GRADUATION. COURSES NUMBERED ABOVE 350  
REQUIRE FORMAL ADMISSION TO THE SCHOOL FOR EDUCATION.

#### Early Childhood emphasis:

(BIRTH THROUGH GRADE 3)

#### Professional Curriculum

EDU	107	Career Inquiry in Education .....	2 cr.
EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDU	310	Issues in Diversity& World Culture .....	3 cr.
EDC	220	Child Growth and Development for Early Childhood & Elementary Teachers ...	3 cr.
EDC	222	Early Childhood Principles .....	3 cr.
EDE	311	Children's Literature for ECE & Elementary Teachers.....	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC	340	Language and Literacy Development .....	3 cr.
BI	214	Personal and Community Health.....	3 cr.
SO	302	Study of the Family .....	3 cr.

#### Admission to the School for Education—Certification Program required for enrollment in the following EDC/EDE/EDU courses

EDC	354	Observation, Assessment & Screening in Early Childhood Education .....	3 cr.
EDC	355	Social and Emotional Learning in Early Childhood .....	3 cr.
EDC	357	Family Involvement in Early Childhood Education .....	3 cr.
EDC	358	Early Childhood Program Management.....	2 cr.
EDC	359A	Infants and Toddlers.....	3 cr.
EDC	360A	Infant and Toddler Practicum for Early Childhood Education Certification ...	2 cr.
EDC	359B	Integrating the Curriculum: PreK .....	3 cr.
EDC	360B	PreK Practicum for Early Childhood Education Certification ...	2 cr.
EDC	359C	Integrating the Curriculum: K-3 .....	3 cr.
EDC	360C	K-3 Practicum for Early Childhood Education Certification ...	2 cr.
EDU	375	Exceptional Children .....	3 cr.
EDE	378	Science for ECE and Elementary Teachers ...	2 cr.
EDE	380	Literacy for ECE and Elementary Teachers ..	6 cr.
EDE	385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
		<b>TOTAL.....</b>	<b>75 cr.</b>

## Education Studies

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment.**

### **Criteria for Admission to the School for Education—Non-Certification Program**

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75 including transfer courses
- GPA of 2.5 in Core classes
- WCT passing score
- C-BASE passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professor outside for the School for Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA131, EN105, EN106, EDU107, EDU 203, EDC 220 AND EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

### **Procedure for Request to Admission to the School for Education—Non-Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted electronically or in a sealed/signed envelope)
- *Application for Admission to the School for Education* (completed form picked up by the student from the Office of the Registrar)
- Initial portfolio form approved by advisor

## Education Studies

### Elementary emphasis:

(GRADES 1 THROUGH 6)

#### PROFESSIONAL CURRICULUM

EDU	107	Career Inquiry in Education .....	2 cr.
EDU	203	Educational Psychology.....	3 cr.
EDE	205	Child Psychology .....	3 cr.
EDE	335	Art, Music and Movement for ECE and Elementary Teachers .....	3 cr.
EDU	207	Technology in Education .....	3 cr.
EDU	210	School as a Social System .....	3 cr.
EDE	311	Children's Literature for ECE and Elementary Teachers .....	3 cr.
EDU	310	Issues in Diversity and World Cultures.....	3 cr.
GGH	140	Economic Geography.....	3 cr.

#### Admission to the School for Education—Certification Program required for enrollment in the following EDE/EDU courses

EDE	355	Classroom Management.....	3 cr.
EDE	359	Elementary Teaching Strategies with Practicum.....	5 cr.
EDE	360A	Practicum.....	2 cr.
EDE	360B	Practicum.....	2 cr.
EDE	360C	Practicum.....	2 cr.
EDU	367	Assessment in Education .....	3 cr.
EDU	375	Exceptional Children .....	3 cr.
EDE	378	Science for ECE and Elementary Teachers.....	2 cr.
EDE	380	Literacy for ECE and Elementary Teachers.....	6 cr.
EDE	385	Diagnosis and Remediation for Math Difficulties .....	3 cr.
EDE	387	Diagnosis and Remediation for Reading Difficulties .....	3 cr.
		TOTAL.....	60 cr.

#### AREA OF CONCENTRATION

#### Students should plan the courses needed for the area of concentration with his or her advisor.

The student must have a total of at least 21 semester hours in an area of concentration (courses taken as part of the General Curriculum may be counted as part of the area of concentration). This concentration must be approved by the student's advisor.

Areas available are:

- Language Arts
- Mathematics
- Science
- Social Studies
- Science and Mathematics
- Art
- Fine Art

## Education Studies

**Because there are specific general education courses required for teacher certification in the state of Missouri, it is imperative the student speak with his or her advisor regarding these course requirements prior to enrollment.**

### **Criteria for Admission to the School for Education – Non-Certification Program**

Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.75 including transfer courses
- GPA 2.5 in Core classes
- WCT passing score
- C-BASE passing score in all sections (two years to complete)
- ACT test scores (on file in Admissions office) - when applicable
- Letter of recommendation from professor outside for the School for Education (submitted electronically or in a sealed/signed envelope)
- Successful completion of MA131, EN105, EN106, EDU107, EDU 203, EDC 220 AND EDC 222.

The above information is verified by the Office of the Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Office of the Registrar)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol background Check
- FBI Finger Print check
- Child abuse and Neglect Screening

### **Procedure for Request to Admission to the School for Education – Non-Certification Program**

The student provides the following documents to Director of Field Experiences, ten days before the School for Education meeting (4th Wednesday of each month). Please submit documents in a single envelope with your name, telephone number, and e-mail address.

- Letter of recommendation from professor outside of SFE (submitted in a sealed/signed envelope or electronically)
- *Application for Admission to the School for Education* (completed form picked up by the student from the Office of the Registrar)
- Initial portfolio approved by advisor

**THIS DEGREE DOES NOT  
LEAD TO CERTIFICATION**

AVAILABLE:

**B.S.E.**

REQUIREMENTS:

59-70 HOURS  
2.75 CUMULATIVE GPA  
2.5 CORE GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## EDUCATION STUDIES—INTERNATIONAL EDUCATOR EMPHASIS

REQUIREMENTS FOR

**B.S.E. MAJOR — 59-70 HOURS, 2.75 GPA AND 2.5 CORE GPA**

THIS DEGREE DOES NOT LEAD TO CERTIFICATION.

NO GRADE LOWER THAN A “C” IN EDUCATION CORE OR MAJOR FIELD  
FOR ADMISSION AND GRADUATION.

EDI	203	Educational Psychology.....	3 cr.
EDI	210	School as a Social System .....	3 cr.
EDI	300	Writing in Education .....	3 cr.
EDI	355	Classroom Management.....	3 cr.
EDI	367	Assessment in Education .....	3 cr.
EDI	375	Exceptional Children .....	3 cr.
		.....	18 cr.

### International Educator Emphasis Area Core

EDI	207	Technology in Education .....	3 cr.
EDI	205	Child Psychology .....	3 cr.
EDI	378	Science for Elementary Education.....	2 cr.
EDI	359	Elementary Teaching Strategies and Methods .....	3 cr.
EDI	376	Art, Music and Movement .....	3 cr.
EDI	379	Mathematics for Elementary Teachers .....	3 cr.
		.....	18 cr.

### Pacific Rim Electives

EDI	333	Literacy I for the International Educator....	3 cr.
EDI	334	Literacy II for the International Educator...	3 cr.
EDI	343	Foundation of Mathematical Fluency in Elementary School.....	3 cr.
EDI	363	Issues in Multi-Grade Education .....	3 cr.
EDI	451	Action Research 1: An Application Project.	3 cr.
EDI	492	Fieldwork/Practicum.....	9 cr.
		TOTAL.....	59 cr.

Teaching Experience (11 cr.) may be petitioned based on current  
teaching assignment.

### Criteria for Admission to the School for Education— Non-Certification Program

Meeting these minimum requirements states that the applicant  
is eligible for admission consideration, but does not guarantee  
admission.

- A certified English translation of all foreign transcripts.
- An official copy of the Test of English as a Foreign Language (TOEFL) with a minimum paper test score of 500 or computer test score of 173 (Park University TOEFL code is 6574) or English as a Second Language (ESL) transcripts showing successful completion as determined by Park University officials. Requirement is waived for those students transferring from a U.S. institution that have successfully completed one full

semester or of regular undergraduate credit courses or for those students that are applying directly into English as an International Language program.

- Prospective international students not meeting the above criteria may be considered on an individual basis by the Assistant Vice President for Academic Affairs. Deadlines are established to submit international applications. See the Director of BSIE.
- A minimum of 71 semester hours and completion of an associate degree from an Accredited institution.
- A minimum GPA of 2.0
- Two letters of recommendation
- Up to six hours of credits taken through Park University's Professional Development Institute (PDI) may apply directly towards the completion of the Bachelor of Science in Education – emphasis for International Educators.

This degree is designed to enhance (K-8) instructional strategies and methods for teachers working in developing countries.

## English

AVAILABLE:

### B.A.

REQUIREMENTS:

B.A. MAJOR:  
39 HOURS,  
2.0 GPA

MINOR:  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



English majors may concentrate on either of two programs: literature or writing. Both programs encourage students to explore many facets of human nature and culture through the study of literature and to develop understanding and skillful use of language. Both concentrations help students acquire the knowledge, analytical skills, and writing abilities needed by such professionals as writers, editors, teachers, business managers, and lawyers.

REQUIREMENTS FOR:

**B.A. MAJOR – 39 HOURS, 2.0 GPA**

### Literature Concentration

#### Core Courses

EN 201	Introduction to Literature.....	3 cr.
EN 231	Introduction to Language.....	3 cr.
EN 315	Earlier English Literature .....	3 cr.
EN 316	Later English Literature.....	3 cr.
EN 317	Earlier American Literature .....	3 cr.
EN 318	Later American Literature .....	3 cr.
EN 323	Literary Modernism .....	3 cr.
EN 351	Foundations of Literature.....	3 cr.
EN 380	Literary Theory and Criticism.....	3 cr.
EN 440	Shakespeare.....	3 cr.
EN 490	Capstone Seminar .....	3 cr.

Two additional courses in English (3 cr. each) ..... 6 cr.  
to be chosen from courses in the English Department  
TOTAL..... 39 cr.

### Writing Concentration

#### Core Courses

EN 201	Introduction to Literature.....	3 cr.
EN 231	Introduction to Language.....	3 cr.
EN 311	Creative Writing.....	3 cr.
EN 315	Earlier English Literature .....	3 cr.
EN 316	Later English Literature.....	3 cr.
EN 317	Earlier American Literature .....	3 cr.
EN 318	Later American Literature .....	3 cr.
EN 354	Non-Fiction Prose.....	3 cr.
EN 370	Rhetorical History and Contemporary Analysis.....	3 cr.
EN 387	Composition Theory.....	3 cr.
EN 490	Capstone Seminar .....	3 cr.

Two additional courses in English (3 cr. each) ..... 6 cr.  
to be chosen from courses in the English Department  
(*students strongly encouraged to take EN 380 - Literary  
Theory and Criticism*)  
TOTAL..... 39 cr.

**Senior Examinations**

All majors must pass a three-hour written comprehensive examination in English language and literature, covering one period in English literature, one in American, and a third area. A one-hour oral examination follows the written examination: it is conducted by members of the English Department and may include one other faculty member.

The student must pass both examinations. Students who fail either or both parts must retake the examinations in the next semester.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

(Parkville Daytime Campus)

EN 201, and 15 credit hours of other core curriculum courses.

**\*\*For those students wishing to teach English:**

**See also Bachelor of Science in Education ([page 151](#)).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

## Fine and Performing Arts

AVAILABLE:

### MINOR

REQUIREMENTS:

21 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Disciplines of Art, Theatre and Music offer a combined minor. This minor will provide an historical overview and an introduction to performance in the three areas, as well as an opportunity for additional upper level study in one or more areas.

REQUIREMENTS FOR:

**MINOR – 21 HOURS, 2.0 GPA**

Art (two courses) .....	6 cr.
Music (two courses) .....	6 cr.
Theatre (two courses) .....	6 cr.
Capstone Course* .....	3 cr.
<b>TOTAL.....</b>	<b>21 cr.</b>

Within each of the three disciplines, three credit hours (one course) will be a history course (Art History, Music Survey, etc.) and three credit hours (one course or the equivalent) will be in a performance-based course (Drawing, Applied Music, Theatre Practicum, etc.).

Of the 21 hours required for the minor, a minimum of six must be 300 - 400 level courses.

- \* The final capstone course (which should be one of the 300-400 level courses) will include an appropriate public performance or exhibit (a recital, play role, or participation in an art exhibit) as approved by the minor advisor.

# Fine Art

AVAILABLE:

B.A.

MINOR

REQUIREMENTS:

B.A. MAJOR:

59 HOURS  
2.0 GPA

MINOR:

18 HOURS

THIS PROGRAM IS OFFERED  
THROUGH:



**The Department of Art and Design** offers three related majors, 1) Fine Art, 2) Graphic Design, and 3) Interior Design, plus the opportunity to become certified to teach art (K-12) by completing additional requirements in the School for Education. All three majors share a freshman core curriculum of five courses and a similar capstone course, the Senior Seminar. Students seeking double majors in art (for example, Graphic Design and Fine Art) must fulfill two (2) sections of AR 497 Senior Seminar, as capstones for each major.

Within the context of Park University's strong liberal arts tradition, Art and Design students receive a solid education in the studio disciplines and in the history of art. Internships allow upper level students the opportunity to explore careers in many art and design fields. Our spacious main studio, the entire top floor of Alumni Hall, overlooks Parkville, the Missouri River, the Kansas City skyline and the scenic Parkville Daytime Campus Center, and provides year-round landscape subjects. Our Sixth Street Studio is a freestanding building that houses the ceramic and fiber studio. Two separate studio complexes in Park University's underground Mabee Learning Center house the Graphic Design Studio (with state-of-the-art Macintosh workstations, digital cameras, scanners, printers and extensive software) and the Interior Design Studios (with AutoCAD lab, drafting room and materials resource lab).

The Campanella Gallery, located in McAfee Memorial Library, offers a year round cycle of exhibits in all media by professional artists in addition to providing graduating seniors with a professional quality exhibition space for their senior exhibits. Workshops and guest speakers, ready access to the exhibitions and programs of the Nelson-Atkins Museum in Kansas City and the Spencer Museum in nearby Lawrence, and the numerous commercial and educational galleries in the Greater Kansas City area add depth and variety to the classroom and the studio experience.

Students majoring in Fine Art can pursue in-depth work in painting, drawing and ceramics. Fine Art majors frequently work toward K-12 art education certification in concert with their studio majors; others go on to graduate school or set up their own studios and begin actively producing their art work while finding employment in related fields.

REQUIREMENTS FOR:

**B.A. MAJOR – 59 HOURS, 2.0 GPA**

**Freshman Core:** 15 cr.

- AR 115 Introduction to the Visual Arts (3 cr.)
- AR 150 Drawing I (3 cr.)
- AR 203 Three-Dimensional Design (3 cr.)
- AR 204 Two-Dimensional Design: Black & White (3 cr.)
- AR 208 Color Theory (3 cr.)

**Fine Arts Curriculum:** ..... 30 cr.

- AR 215 Art History I (3 cr.)
- AR 216 Art History II (3 cr.)

## Fine Art

AR 241	Photography I (3 cr.)
AR 251	Drawing II (3 cr.)
AR 260	Painting I (3 cr.)
AR 261	Painting II (3 cr.)
AR 316	Modern Art (3 cr.)
AR 320	Ceramics I (3 cr.)
AR 350	Drawing III (3 cr.)
AR 370	Fiber I (3 cr.)

In order to achieve depth in the major, each Fine Art student must choose a studio discipline to emphasize by earning a minimum of 12 credit hours in it. Available studio disciplines are: drawing, painting, ceramics, photography and fiber.

AR	Electives 300 & 400 level.....	12 cr.
AR	497 Senior Seminar.....	2 cr.
	TOTAL.....	59 cr.

### REQUIREMENTS FOR:

### **MINOR – 18 HOURS, 2.0 GPA**

(ART OR DESIGN)

AR	150 Drawing I .....	3 cr.
----	---------------------	-------

And one of the following art or design history courses:..... 3 cr.

AR115, AR215, AR216, AR298, AR314, AR316,  
AR317, AR390

And 12 hours of art electives, of which six are upper level .. 12 cr.

**\*\*For those students wishing to teach K-12 Art:**

**See also Bachelor of Science in Education (page 151).**

### **B.S.E. in Secondary Education – MAJOR 53-55 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

### **Portfolios:**

All graduating art and design majors are required to individually document (either by means of color slide photography or digital photography) selected examples of their best work. These final portfolios are to be submitted to their major advisors as part of their Senior Seminar. These slides, CDs, zip disks, etc. will remain the property of the Department of Art and Design.

### **Art Supplies:**

Art and Design majors must plan, when preparing their yearly educational budgets, to spend at least \$250 per semester on art supplies. All studio art courses require varying amounts of personal equipment and supplies. Studio fees collected at registration for some art courses provide only a portion of the supplies needed. Supply lists will be provided on the first day of classes.

Fire Services Management

AVAILABLE:

B.P.A.

REQUIREMENTS:

B.P.A. MAJOR:  
39 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Fire Services Management program, with its emphasis in public administration, offers the student a degree, which can lead to career mobility within the safety area or into new fields. The Fire Services Management program provides the student with an understanding of the management and administration of public organization with an emphasis on fire services organizations. An Associate of Applied Science, Associate of Arts, or Associate of Sciences degree in Fire Service Technology or equivalent is prerequisite.

REQUIREMENTS FOR:  
B.P.A. MAJOR – 39 HOURS, 2.5 GPA

CS	140	Introduction to Computers.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
PO	200	American National Government .....	3 cr.
PO	201	State and Local Government .....	3 cr.
PO	330	Public Administration .....	3 cr.
PO	331	Public Organizations .....	3 cr.
PO	332	Budget and Finance .....	3 cr.
PO	333	Public Management and Leadership.....	3 cr.
PO	334	Public Personnel Administration .....	3 cr.
PO	428	Senior Seminar Fire Services Management .	3 cr.

Three of the following:.....				9 cr.
AC	201	Principles of Accounting (3 cr.)		
PO	335	Administrative Politics (3 cr.)		
PO	336	Media and Public Administration (3 cr.)		
PO	337	Administrative Law (3 cr.)		
PO	350	Special Topics in Politics (3 cr.)		
PO	430	Research in Public Administration (3 cr.)		

TOTAL..... 39 cr.

## Geographical Information Systems

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

18-20 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### GIS MINOR – 18-20 HOURS, 2.0 GPA

The minor provides students interested in Geographic Information Systems (GIS) an opportunity to pursue their studies in this specialized field of geography. This rapidly growing technology is proving to become a needed job skill in this computer age in virtually all fields, especially those in Natural Sciences, Social Sciences and Business.

Eighteen to twenty hours from the following courses:

#### Core (9 hours):

GGP 350	GIS.....	3 cr.
GGP 355	Advanced GIS.....	3 cr.
GGP 450	Internship in GIS.....	3 cr.

#### Select one (3 hours) of the following:..... 3 cr.

GGP 270	Spatial Analysis
GGP 330	Cartography
GGP 335	Remote Sensing
GGP 340	Environmental Planning
GGP 345	Land Use Planning

#### Select any two courses (6-8 hours) labeled

GGP, GGH, or GO.....	6-8 cr.
TOTAL.....	18-20 cr.

# Geography

AVAILABLE:

B.A.  
B.S.  
MINOR

REQUIREMENTS:

B.A. MAJOR:  
33-39 HOURS  
2.0 GPA

B.S. MAJOR:  
33-39 HOURS  
2.0 GPA

MINOR:  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



BACHELOR OF ARTS/BACHELOR OF SCIENCE

The skills obtained by studying geography make graduates in demand for a wide range of employment opportunities. The geography curriculum will prepare students for business and academics while encouraging life long learning skills. The link between geography and the world (cultural and physical) makes a varied list of careers. Geographic skills are essential to understanding physical patterns, human patterns, and Earth's processes. These skills are important for anyone critically thinking about the global community. Students majoring in Geography will choose one of three specialty areas: General Geography, Human Geography, or Physical Geography.

REQUIREMENTS FOR:

**B.A. MAJOR – 33-39 HOURS, 2.0 GPA**  
(GENERAL OR HUMAN CONCENTRATION)

**B.S. MAJOR – 33-39 HOURS, 2.0 GPA**  
(GENERAL OR PHYSICAL CONCENTRATION)

Core Curriculum:

GGH	110	Cultural Geography .....	3 cr.
GGH	200	Geography of the United States and Canada .....	3 cr.
GGP	115	Physical Geography.....	3 cr.
GGP	350	Geographic Information Systems .....	3 cr.
GO	125	Natural Disasters.....	3 cr.
CORE TOTAL.....			15 cr.

Concentrations:

Of the 18-24 credit hours, 9 credits must be 300 level or above.

**General Geography** - Select any six GGH, GGP, or GO courses. (18-24 cr.)

**Human Geography** - Select any six GGH courses. (18 cr.)

**Physical Geography** - Select any six GGP or GO courses. (18-24 cr.)

CONCENTRATION TOTAL..... 18-24 cr.

Human Geography Courses:

GGH	140	Economic Geography (3 cr.)
GGH	201	Geography of Africa (3 cr.)
GGH	202	Geography of Latin America (3 cr.)
GGH	203	Geography of Europe (3 cr.)
GGH	204	Geography of Asia (3 cr.)
GGH	206	Geography of the Middle East (3 cr.)
GGH	290	Selected Topics in Human Geography (1-4 cr.)
GGH	305	Geography of Russia (3 cr.)
GGH	309	Geography of Missouri and Kansas (3 cr.)
GGH	310	Geography of Terrorism (3 cr.)
GGH	312	Military Geography (3 cr.)
GGH	323	Urban Geography (3 cr.)
GGH	326	Resources and People (3 cr.)
GGH	390	Special Topics in Human Geography (1-4 cr.)

## Physical Geography Courses:

GO 130	Astronomy (4 cr.)
GO 141	Introduction to Physical Geology (4 cr.)
GO 151	History of the Earth (4 cr.)
GO 200	Oceanography (4 cr.)
GO 205	Introduction to Meteorology (4 cr.)
GO 215	Selected Topics in Geology (1-4 cr.)
GO 300	Introduction to Dinosaurs (3 cr.)
GO 310	Sedimentology and Stratigraphy (4 cr.)
GO 315	Special Topics in Geology (1-4 cr.)
GO 320	Geomorphology (4 cr.)
GO 330	Paleobiology (4 cr.)
GGP 270	Spatial Analysis (3 cr.)
GGP 290	Selected Topics in Physical Geography (1-4 cr.)
GGP 330	Cartography (3 cr.)
GGP 335	Remote Sensing (3 cr.)
GGP 340	Environmental Planning (3 cr.)
GGP 345	Land Use Planning (3 cr.)
GGP 355	Advanced GIS (3 cr.)
GGP 365	Geography of Disease (3 cr.)
GGP 370	Biogeography (3 cr.)
GGP 390	Special Topics in Physical Geography (1-4)
GGP 450	Internship in GIS (3 cr.)

## Required Minor: 18-24 cr.

Any of the minors offered by the university or successful completion of a second major.

## Minor Areas:

See undergraduate catalog for listing of Park University's current minors.

*\*For Geography majors selecting the GIS minor or the Geoscience minor, only one course (3 credits) completed for the major requirements may also be counted as satisfying part of the minor requirements.*

## Liberal Arts Requirements:

Any Liberal Arts requirements as imposed by the university.

## Electives:

Any electives needed to fulfill the graduation requirements of the university.

## Capstone Portfolio:

Consisting of an evaluation of the five core assessments from the core curriculum and how they connect with the program competencies.

## REQUIREMENTS FOR:

### MINOR – 18 OR MORE HOURS, 2.0 GPA

The minor provides students interested in geography an opportunity to pursue their studies in the discipline. A variety of geography subjects are available and students may select courses in line with their specific academic and career goals.

A minimum of eighteen hours from any courses in Geography (GGH, GGP) can be taken to fulfill this requirement.

# Geoscience

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



**MINOR – 18 OR MORE HOURS, 2.0 GPA**

The minor provides students interested in the geosciences an opportunity to pursue their studies in physical geography/geology. A variety of geoscience subjects are available and students may select courses in line with their specific academic and career goals.

A minimum of eighteen hours from any courses in Physical Geography (GGP) or Geology (GO) can be taken to fulfill this requirement.

AVAILABLE:

**MINOR**

REQUIREMENTS:

MINOR:

21 HOURS  
2.0 GPATHIS PROGRAM IS OFFERED  
THROUGH:

REQUIREMENTS FOR:

**MINOR – 21 HOURS, 2.0 GPA****Core:**..... 9 cr.

PO	210	Comparative Political Systems (3 cr.)
LS	304	Special Topics in Liberal Studies: International Internship (3 cr.)
PO	216	International Relations (3 cr.)

**Electives:** ..... 12 cr.

Choose one course in each category.

History..... 3 cr.

HIE	211	The Great War, 1914-1918
HIE	330	Modern Europe
HIE	332	World War II
HIE	333	The Modern Middle East
HIE	335	Modern Germany
HIE	336	The Long 19th Century

Business, Economics, and Marketing..... 3 cr.

EC	407	International Trade and Finance
IB	315	International Business Perspectives
MK	395	International Marketing
IB	451	International Business Seminar

Geography ..... 3 cr.

GGH	201	Geography of Africa
GGH	202	Geography of Latin America
GGH	203	Geography of Europe
GGH	204	Geography of Asia
GGH	206	Geography of the Middle East

International humanities elective..... 3 cr.

AR	317	World Art
EN	355	International Literature
PC	315	Global Peace Issues
RE	109	World Religions
ML	315	Selected Topics in Literature and Culture
MU	260	Introduction to Music

TOTAL..... 21 cr.

# Global Sustainability

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:  
18-22 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## Global Sustainability

### MINOR – 18-22 HOURS, 2.0 GPA

**Core:**..... 6 cr.

GGP 120 Global Sustainability (3 cr.)  
GGH 326 Resources and People (3 cr.)

**Geoscience:** ..... 6-8 cr.

GGH 140 Economic Geography (3 cr.)  
GGP 340 Environmental Planning (3 cr.)  
GGP 345 Land Use Planning (3 cr.)  
GO 125 Natural Disasters (3 cr.)  
GO 200 Oceanography (4 cr.)  
GO 205 Meteorology (4 cr.)  
GGP 365 Geography of Disease (3 cr.)  
GGP 370 Biogeography (3 cr.)

**Interdisciplinary:** ..... 6-8 cr.

AR 290 Materials and Resources (3 cr.)  
BI 111 Environmental Biology (4 cr.)  
BI 225\* Botany (4 cr.)  
BI 300 Evolution (3 cr.)  
BI 378\* Ecology (4 cr.)  
BI 380 Issues in Biodiversity (3 cr.)  
CH 301 Chemistry and Society (3 cr.)  
PO 340 Public Policy (3 cr.)  
PS 301 Social Psychology (3 cr.)  
SO 304\* Social Problems (3 cr.)

TOTAL..... 18-22 cr.

\* Prerequisite required

## Graphic Design

AVAILABLE:

**B.A.****MINOR**

REQUIREMENTS:

**B.A. MAJOR:**

66 HOURS

2.0 GPA

**MINOR:**

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

Students majoring in Graphic Design produce most of their work in the digital environment of Park University's fully equipped Macintosh studio. Today, most artists earn a living by producing a wide range of visual materials for publication. Graphic Design students learn visual communication, typography, layout, illustration and photography while building professional quality design portfolios. Instruction models conditions in the professional environment. Internship opportunities in graphic design firms and other professional settings provide real world experience and a transition to the world beyond the campus.

REQUIREMENTS FOR:

**B.A. MAJOR – 66 HOURS, 2.0 GPA****Freshman Core** ..... 15 cr.

AR 115 Introduction to the Visual Arts (3 cr.)

AR 150 Drawing I (3 cr.)

AR 203 Three-Dimensional Design (3 cr.)

AR 204 Two-Dimensional Design: Black &amp; White (3 cr.)

AR 208 Color Theory (3 cr.)

**Graphic Design** ..... 42 cr.

AR 216 Art History II (3 cr.)

AR 218 Graphic Design Software (3 cr.)

AR 241 Photography I (3 cr.)

AR 251 Drawing II (3 cr.)

AR 260 Painting I (3 cr.)

AR 316 Modern Art (3 cr.)

AR 318 Introduction to Graphic Design (3 cr.)

AR 319 History of Graphic Design (3 cr.)

AR 328 Intermediate Graphic Design (3 cr.)

AR 329 Typography I (3 cr.)

AR 339 Typography II (3 cr.)

AR 418 Advanced Graphic Design (3 cr.)

AR 427 Web Page Design (3 cr.)

AR 496 Graphic Design Senior Seminar and Portfolio (3 cr.)

Electives (9 hours from the following) ..... 9 cr.

AR 313 Independent Study in Design (1-3 cr.)

AR 315 Special Topics in Design (1-3 cr.)

AR 341 Photography II (3 cr.)

AR 415 Internship in Graphic Design (3-6 cr.)

MK/CA 380 Advertising (3 cr.)

CS 144 Beginning Programming  
with Multimedia Projects (3 cr.)

– OR –

CS 151 Introduction to Programming (3 cr.)

KCASE Kansas City Area Student Exchange (3 cr.)

TOTAL..... 66 cr.

# Graphic Design

REQUIREMENTS FOR:  
**MINOR in Graphic Design\* – 18 HOURS, 2.0 GPA**

**From the Freshman Core.....** 6 cr.  
AR 204 Two-Dimensional Design: Black & White (3 cr.)  
AR 208 Color Theory (3 cr.)

**From the Graphic Design curriculum .....** 12 cr.  
AR 218 Graphic Design Software (3 cr.)  
AR 329 Typography I  
– OR –  
AR/CA 241 Photography I (3 cr.)  
AR 328 Intermediate Graphic Design (3 cr.)  
(prerequisite AR 318 to be waived)  
AR 427 Web Page Design (3 cr.)

\*Students required to pass any of these courses as part of their major must substitute them with other ART courses with the approval of the Art & Design department Chair.

**Portfolios**

All graduating art and design majors are required to individually document (either by means of color slide photography or digital photography) selected examples of their best work. These final portfolios are to be submitted to their major advisors as part of their Senior Seminar. These slides, CDs, zip disks, etc. will remain the property of the Department of Art and Design.

**Art Supplies**

Art and Design majors must plan, when preparing their yearly educational budgets, to spend at least \$250 per semester on art supplies. All studio art courses require varying amounts of personal equipment and supplies. Studio fees collected at registration for some art courses provide only a portion of the supplies needed. Supply lists will be provided on the first day of classes.

AVAILABLE:

B.A.

MINOR

REQUIREMENTS:

B.A. MAJOR:

42 HOURS

2.75 GPA

MINOR:

21 HOURS

2.75 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

History affords the opportunity to appreciate the diversity of human encounters through the inquiry of one's own and other's cultures and societies as they have developed over time. The study of history is a meticulous intellectual discipline involving research techniques, problem solving, and the critical evaluation of evidence. Historians seek and critique what women and men of the past have left behind, what they have created and what imprints they have left on the global society.

The Program of History endeavors to infuse in its majors, and in students from other disciplines who sample its offerings, the knowledge that no undertaking to shape the past meaningful, the present intelligible, or the future conceivable can be disjointed from the effort to embrace alternation over time. The program fosters the intelligent application of that effort by demanding students to contemplate themselves and their culture as changing actualities in a historical continuum—not as the intention or finale of the past. The Program core objectives are to:

- nurture critical understanding, sensibility of the past, and advancement of intellectual, analytical, and rhetorical abilities;
- augment student's aptitude to reason historically and to nurture a recognition of the contested nature;
- assess historical knowledge by encountering the diversity of means in which historians appeal to and render the past;
- engage matters of contention that incite historical debate; and
- experience the nature and practices of historical evidence.

The Program Outcomes are:

- *Historical Consciousness, Perspective and Recognition:* graduates of the program of history shall be able to acknowledge the varieties of cultural experience in history. Specifically, graduates shall exhibit that they: have obtained a basic knowledge of the alternating lore's and connotations that have maintained western, non-western or pre-modern cultures and societies; can interpret the historical maturation of events, institutions and social values; can profess historical queries regarding the obstacles that encompass human history and historical continuities and discontinuities; and can exhibit how the past is applicable to the present by affixing a critical perspective to history.
- *Historical Research Skills:* graduates of the program of history shall master the nature of historical interpretation, the variety of historical sources and the structure of historical argument, and be able to employ that understanding by addressing historical questions. Specifically, graduates shall demonstrate that they can: present a notable historical research question about history; locate pertinent primary and secondary sources for analyzing a research question; discerning primary and secondary sources in terms of plausibility, authenticity, interpretation, audience, inclination and value for addressing the research question; evaluate sources impartially and rigorously to address a research question; and direct evidence from research to buttress a historical argument to answer a research question.
- *Historical Expression:* graduates of the program of history shall be able to demonstrate that they are knowledgeable and discriminating users and producers of history. Specifically,

## History

graduates shall demonstrate that they: can affix a critical perspective to appraise historical arguments, embracing the quality of the sources, the validity of the interpretations of those sources, and the soundness of the argument's use of evidence to sustain a historical interpretation; and have mastered the oral and written forms of communication fitting to history.

The Program of History promotes a curriculum founded on the following seven elements:

- authoritative research and writing opportunities;
- diversification of classroom interactions;
- combination of studies concentrating on studies focusing on depth;
- occasions to discover diverse world cultures;
- engagement with events prior to contemporary times;
- advancement of the means by which historians perform their work and the theoretical deliberations that undergird that work; and
- integration of the various diversified courses the curriculum offers.

The field of history is inherently interdisciplinary. Park University's program and curriculum employs a diversity of methodologies in its efforts to present students who examine, discuss, and write regarding entangled issues with intelligence and clearness. Through its curricular offerings, the Program endeavors to present students to the richness, diversity and complexities of human history through diverse periods and in dissimilar geographic regions, with application to critical issues.

The Program's courses, some of which specifically emphasize scholarly methods, engage students in the historian's craft by enjoining them to dissect primary and secondary sources and to write extensively. The capstone experience evolves in the seminars, tutorials and theses, in which students write substantial research papers on original topics of their own selection. The comprehensive composition of the curriculum is designed to inspire students first to acquire critical analytical and interpretative skills and foundational background knowledge and then to advance both their analytical abilities and their particular historical interests through focused topical studies and independent research.

All full-time faculty members hold doctorates and are actively engaged in research, scholarship, presentations, and service. The Program emphasizes excellent undergraduate teaching, and some members have received awards for outstanding teaching. Through program course offerings, students enjoin in exploring the world's past. Faculty members encourage off-campus study and foreign language study, sponsor diverse speakers, and arrange formal and informal gatherings, via our Phi Alpha Theta chapter.

The study of history prepares students for a wide range of occupations and professions such as: graduate studies, museum administration, historic preservation, teaching, government, law school, archival, business, and publication.

## History

### REQUIREMENTS FOR:

#### **B.A. MAJOR – 42 HOURS, 2.75 GPA**

HIS	103	Introduction to and the Ethics of the Historical Profession (L) .....	3 cr.
HIS	400	History in the Public Realm (I) .....	3 cr.
HIS	451	Thesis I (T) .....	3 cr.
HIS	452	Thesis II (T) .....	3 cr.
		TOTAL .....	12 cr.

Senior Oral Comprehensive Exam (*see page 178 for description*)

Senior Written Comprehensive Exam (*see page 179 for description*)

### **Areas of Concentration - 30 Hours**

Each major will select on area of concentration from the following list for successful completion of the major in consultation with a faculty advisor. Freshmen are required to select the area of concentration by completion of second semester and transfer students are required to select the area of concentration by completion of first semester of enrollment.

#### **European/Classical**

#### **United States**

#### **Applied History with New Media**

The **European/Classical** and **United States** concentrations consist of fourteen courses, distributed as follows:

- A primary area of concentration, selected from the above list, in which five courses are taken.  
No more than five courses in any region will count toward the major.
- One intermediate seminar (250-299 level) within the area of concentration. The intermediate seminar will be taken at Park University, preferably by the conclusion of the sophomore year (incoming freshmen) or by the conclusion of the first semester for transfer students.
- Two non-seminar courses taken from outside the area of concentration at the 200-249 level.
- One upper level (300-399 level) seminar within the area of concentration.
- One upper level (300-399 level) seminar outside the area of concentration.
- No more than two courses numbered below 200 can be counted toward the major, except HIS 103. These must be taken prior to the junior year for incoming freshmen or by the conclusion of the first semester for transfer students.
- One course HIS 103: Introduction to and the Ethics of the Historical Profession.
- One course HIS 400: History in the Public Realm.
- Two thesis courses HIS 451: Thesis I and HIS 452: Thesis II
- Students must obtain a minimum course grade of “C” to receive credit toward the major.

## History

The interdisciplinary concentration of **Applied History** (historic preservation, museum studies and/or archives) **with New Media** consists of fourteen courses, distributed as follows:

- A primary area of concentration, selected from **European/Classical** or **United States**, in which five courses are taken.  
No more than five courses will count toward the major.
- One course AR 218: Graphic Design Software
- One course CA 241: Photography I
- One course EN 341: Literature and Film
- One course GGP 330: Cartography
- One course GGP 350: Geographic Information Systems (GIS)
- One course HIS 103: Introduction to the Ethics of the Historical Profession
- One course HIS 400: History in the Public Realm
- Two thesis courses HIS 451: Thesis I and HIS 452: Thesis II
- Students must obtain a minimum course grade of “C” to receive credit toward the major.

REQUIREMENTS FOR:

**SECONDARY FIELD MINOR, 18-21 HOURS, 2.75 GPA**

Each major is required to select a non-history minor from one of the following programs: English, Geography, Global Studies, Legal Studies, Peace Studies, Philosophy and Religion, Political Science or Sociology.

**HIS 100-Level Courses:** The 100 level courses deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. These courses include components that act as introductions to the field and concentration of history. All 100 level courses are lecture format.

**HIS 200-Level Courses:** The 200-level courses are lecture courses that deal with a single cultural or national entity, or a clearly focused group of such entities, over a substantial period of time. 200 level courses are lecture format except the 200 level seminars.

**HIS 300-Level Courses:** These courses, for the most part, are temporally or topically focused courses that offer an in-depth analysis of a topic. Each seminar focuses in-depth on questions of methodology, historiography, and/or epistemology and is intended to introduce students to various ways of thinking about and “doing” history, both in the present and in the past. All 300 level courses are seminar format.

### Senior Oral Comprehensive Examination

All Majors must pass a two-hour oral examination covering the required curriculum and students’ historical concentration. The examination should be taken during the final semester prior to graduation. This permits for retake of the examination during the student’s last semester in case of failure. The examination board will be composed of three members including the department

## History

chair, students' history advisor, one faculty member selected by the student, the Program Coordinator for History, and /or one faculty member selected by the students' history advisor. If for some reason there is a doubling of responsibilities of any member, the student will select an alternative faculty member. Students may only retake the oral examination once. The examination is based on a "Pass" or "Fail" grading system. (Offered each fall and spring semester only.)  
 \*Prerequisite: Completion of HIS 103, HIS 400, HIS 451, HIS 452, fifteen credit hours in concentration, and a minimum of 90 credit hours.

### Senior Written Comprehensive Examination

Students must pass a comprehensive written examination covering the required curriculum and students' historical concentrations, with a pass percentage of 70 or higher in order to graduate. A student may take the written examination only twice. The examination should be taken during the final semester prior to graduation. The written examination will be graded by three full-time faculty members. Each member's numerical score will be added together and divided by three to compose the pass percentage. (Offered each fall and spring semester only.)  
 \*Prerequisite: Completion of HIS 103, HIS 400, HIS 451, HIS 452, fifteen credit hours in concentration, and a minimum of 90 credit hours.

*Seniors are required to pass both the Senior Oral Comprehensive Examination and the Senior Written Comprehensive Examination in order to graduate. The Senior Oral Comprehensive Examination and Senior Written Comprehensive Examination are not required for students minoring in history.*

### Course Codes

L = Lecture  
 S = Seminar  
 T = Tutorial  
 I = Internship

### Language Requirement

Each Major is required to complete eight credit hours of a **reading** and **speaking** knowledge of a language other than English.

REQUIREMENTS FOR:

### MINOR IN HISTORY, 21 HOURS, 2.75 GPA

HIS	103	Introduction to and the Ethics of the Historical Profession (L) .....	3 cr.
HIS		One course from each area of concentration ..	18 cr.
		One 100 level course (100-199)	
		Two 200 level courses (200-299)	
		Three 300 level courses (300-399)	
		TOTAL.....	21 cr.

Information and Computer Science

AVAILABLE:

B.S.

MINOR

REQUIREMENTS:

B.S. MAJOR:  
65-66 HOURS  
2.0 GPA

MINOR  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Information and Computer Science (ICS) curriculum prepares students for a broad range of computer opportunities in industry as well as in graduate studies. ICS students choose one or more specialty areas from among these five options: Computer Science, Software Engineering, Systems Analysis, Data Management, or Networking. Depending on their chosen specialty area, ICS graduates are well prepared for these industry positions: Web programmer, applications programmer, systems analyst, information technology (IT) project manager, database analyst, or network analyst.

Program Competencies:

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- ICS/CS and ICS/SE students: Design and implement elegant programs that utilize data structures and operating systems concepts.
- ICS/SA students: Identify appropriate information technologies for a given organizational context and explain how to incorporate such technologies into the given organizational context.
- ICS/NT students: Explain computer networking and security concepts and demonstrate proficiency in use of popular computer networking and security technologies.
- ICS/DM students: Design and implement elegant data management solutions.

The ICS Department works with Park's Career Development Center in helping to place students in computer internship positions. The ICS Department actively encourages students to work in such internship positions and considers internships to be an integral part of the ICS curriculum.

REQUIREMENTS FOR:

B.S. MAJOR – 65-66 HOURS, 2.0 GPA

<b>Core Curriculum</b> .....		33 cr.
CA 103	Public Speaking.....	3 cr.
CS 140	Introduction to Computers.....	3 cr.
CS 151	Introduction to Programming.....	3 cr.
CS 208	Discrete Mathematics.....	3 cr.
CS 219	Programming Fundamentals .....	3 cr.
CS 300	Technology in a Global Society .....	3 cr.
CS 321	Web Programming I.....	3 cr.
CS 365	Computer Networking.....	3 cr.
IS 205	Managing Information Systems.....	3 cr.
IS 361	Data Management Concepts.....	3 cr.
MA 120	Basic Concepts of Statistics .....	3 cr.

## Information and Computer Science

### Specialty Areas:

#### **Computer Science**..... 32 cr.

CS	220	Computer Architecture .....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS	305	Introduction to Artificial Intelligence..	3 cr.
CS	322	Web Programming II .....	3 cr.
CS	351	Computer Operating Systems .....	3 cr.
CS	352	Data Structures .....	3 cr.
CS	373	Computer Network Security .....	3 cr.
MA	150	Precalculus Mathematics .....	3 cr.
MA	221	Calculus and Analytic Geometry for Majors I .....	5 cr.
MA	311	Linear Algebra.....	3 cr.

#### **Software Engineering** ..... 33 cr.

AC	201	Principles of Accounting I.....	3 cr.
CS	220	Computer Architecture .....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS	314	User Interface Design .....	3 cr.
CS	322	Web Programming II .....	3 cr.
CS	351	Computer Operating Systems .....	3 cr.
CS	352	Data Structures .....	3 cr.
CS	373	Computer Network Security .....	3 cr.
IS	317	Systems Analysis and Design .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.

#### **Systems Analysis** ..... 33 cr.

AC	201	Principles of Accounting I.....	3 cr.
CS	314	User Interface Design .....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
IS	317	Systems Analysis and Design .....	3 cr.
IS	320	Object-Oriented Modeling .....	3 cr.
IS	370	Information Security.....	3 cr.
IS	450	Systems Analysis Senior Seminar .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
CS	322	Web Programming II (3 cr.) – OR – .....	3 cr.
AR	427	Web Page Design (3 cr.)	

#### *Select one course from this list:*

AC	202	Principles of Accounting II.....	3 cr.
CA	104	Interpersonal Communication I.....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
HR	422	Organizational Development and Change.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
MK	385	Consumer Behavior .....	3 cr.

## Information and Computer Science

### Data Management ..... 33 cr

AC	201	Principles of Accounting I.....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS	314	User Interface Design.....	3 cr.
CS	352	Data Structures .....	3 cr.
CS	373	Computer Network Security .....	3 cr.
IS	317	Systems Analysis and Design.....	3 cr.
IS	320	Object-Oriented Modeling .....	3 cr.
IS	362	Applied Database Management.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.

*Select one course from this list:*

AC	202	Principles of Accounting II.....	3 cr.
CA	104	Interpersonal Communication I.....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
CS	322	Web Programming II .....	3 cr.
HR	422	Organizational Development and Change.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
MK	385	Consumer Behavior .....	3 cr.
MK	453	Marketing Research & Information Systems.....	3 cr.

### Networking and Security..... 33 cr.

CS	220	Computer Architecture .....	3 cr.
CS	225	Programming Concepts.....	3 cr.
CS	322	Web Programming II .....	3 cr.
CS	351	Computer Operating Systems .....	3 cr.
CS	367	Network and Security Administration.....	3 cr.
CS	373	Computer Network Security .....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
IS	317	Systems Analysis and Design.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
CS/IS		Elective (any 3-credit CS/IS course level 300 or above that is not required by this specialty area) – OR – .....	3 cr.
AR	427	Web Page Design (3 cr.)	

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

CS 140, CS 151, CS 208, CS 219, IS 205, and either CS 365  
or IS 361

## Interior Design

AVAILABLE:

**B.A.**

REQUIREMENTS:

B.A. MAJOR:

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



“The professional interior designer is qualified by education, experience and examination to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity and protecting the health, safety and welfare of the public.” (Foundation for Interior Design Education and Research.)

Students majoring in Interior Design at Park University combine the common body of knowledge in interior design with the intellectual development found in a liberal arts education. A sequence of design studios and graphic communications studios with supporting lecture courses provides the practical content integral to the profession. Park University education, combined with work experience, will enable students to sit for the National Council for Interior Design Qualifications examination and become registered interior designers.

REQUIREMENTS FOR:

**B.A. MAJOR – 69 HOURS, 2.0 GPA**

### Freshman Core 15 cr.

AR 115	Introduction to the Visual Arts .....	3 cr.
AR 150	Drawing I .....	3 cr.
AR 203	Three-Dimensional Design .....	3 cr.
AR 204	Two-Dimensional Design:	
	Black & White .....	3 cr.
AR 208	Color Theory .....	3 cr.

### Interior Design Curriculum..... 54 cr.

AR 282	Interior Design Studio I:	
	Visual Communications I .....	3 cr.
AR 283	Interior Design Studio I:	
	Introduction to Interior Design.....	3 cr.
AR 288	Interior Design Studio II:	
	Visual Communications II .....	3 cr.
AR 289	Interior Design Studio II:	
	Fundamentals of Interior Design.....	3 cr.
AR 290	Interior Design	
	Materials and Resources .....	3 cr.
AR 296	Textiles for Interior Design.....	3 cr.
AR 298	History of the Designed	
	Environment I: Antiquity to	
	Mid-Nineteenth Century .....	3 cr.
AR 382	Interior Design Studio III:	
	Drawing Systems I .....	3 cr.
AR 383	Interior Design Studio III:	
	Furniture Design.....	3 cr.
AR 388	Interior Design Studio IV:	
	Drawing Systems II .....	3 cr.
AR 389	Interior Design Studio IV:	
	Commercial Interiors .....	3 cr.
AR 390	History of the Designed	
	Environment II: Mid-Nineteenth	
	Century to the Present .....	3 cr.
AR 392	Human Factors in Interior Design .....	3 cr.

Interior Design

AR	393	Lighting Fundamentals for Interior Design .....	3 cr.
AR	491	Interior Design Professional Practice .....	3 cr.
AR	495	Building Construction Systems .....	3 cr.
AR	498	Senior Seminar I: Thesis.....	3 cr.
AR	499	Senior Seminar II: Project and Portfolio .....	3 cr.
		TOTAL.....	69 cr.

Portfolios:

All graduating art and design majors are required to individually document (either by means of color slide photography or digital photography) selected examples of their best work. These final portfolios are to be submitted to their major advisors as part of their Senior Seminar. These slides, CDs, zip disks, etc. will remain the property of the Department of Art and Design.

Art Supplies

Art and Design majors must plan, when preparing their yearly educational budgets, to spend at least \$250 per semester on art supplies. All studio art courses require varying amounts of personal equipment and supplies. Studio fees collected at registration for some art courses provide only a portion of the supplies needed. Supply lists will be provided on the first day of classes.

## Legal Studies

AVAILABLE:

**B.A.**

**MINOR**

REQUIREMENTS:

MAJOR:

54-63 HOURS  
2.5 GPA

MINOR:

18 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor's Degree in Legal Studies is meant to prepare students to be successful in law school or in graduate schools leading to legal careers. The program emphasizes critical thinking, logical reasoning, and analysis of contemporary legal and social issues, reading and writing. The internship allows students to see the practical application of their studies.

REQUIREMENTS FOR:

**B.A. MAJOR – 54-63 HOURS, 2.5 GPA**

AC	201	Principles of Accounting .....	3 cr.
CJ	105	Criminal Law .....	3 cr.
CJ	400	Constitutional Law in Criminal Justice .....	3 cr.
EN	323	Literary Modernism .....	3 cr.
EN		English Elective above 300 .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
PH	211	Fundamentals of Logic .....	3 cr.
PO	100	American Politics and Citizenship .....	3 cr.
PO	200	American National Government .....	3 cr.
PO	202	Introduction to Law .....	3 cr.
PO	220	History of Political Philosophy .....	3 cr.
PO	302	Legal Analysis .....	3 cr.
PO	303	Legal History .....	3 cr.
PO	304	Constitutional Law .....	3 cr.
PO	329	Law School and LSAT Preparation .....	3 cr.
PO	440	Senior Project in Legal Studies .....	3 cr.
PO	450	Internship .....	3-12 cr.
		<b>TOTAL .....</b>	<b>54-63 cr.</b>

### Senior Examinations

Students must pass both of the following:

- A four to six hour written comprehensive examination in Political Science.
- A one to one and a half hour oral comprehensive examination in Political Science.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.5 GPA**

PO 100, PO 200, PO 202, PO 302, PO 304, and PH 211

### Senior Examination

Students must pass a one to one and a half hour written comprehensive examination in Political Science.

Liberal Arts

AVAILABLE:

A.A.

REQUIREMENTS:

A.A. MAJOR:  
27 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

ASSOCIATE OF ARTS

REQUIREMENTS FOR:  
**A.A. MAJOR – 27 HOURS, 2.0 GPA**

CS	140	Introduction to Computers.....	3 cr.
EN	201	Introduction to Literature .....	3 cr.
EN	317	Earlier American Literature .....	3 cr.
EN	318	Later American Literature .....	3 cr.
HIU	104	American History Survey through the Civil War .....	3 cr.
HIU	105	American History Survey Since the Civil War .....	3 cr.
LS	211	Introduction to the Humanities .....	3 cr.
LS	212	Introduction to the Arts .....	3 cr.
PH	101	Introduction to Philosophical Thinking .....	3 cr.
TOTAL.....			27 cr.

## Liberal Studies

AVAILABLE:

**B.A.**

REQUIREMENTS:

**B.A. MAJOR:**

47 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The liberal studies major allows the student a major composed of various disciplines rather than one discipline only. It therefore emphasizes breadth, while requiring a concentration of 15 credits in a single discipline. It is intended that, by broadening the student's cultural perspective, heightening the student's analytical powers, and providing models for understanding experience, the liberal studies major will make a valuable contribution to whatever vocation the students elects. It may be taken along with vocational courses, or as a second major, or as preparation for a graduate or professional degree.

REQUIREMENTS FOR:

**B.A. MAJOR – 47 HOURS, 2.0 GPA**

<b>Core Curriculum</b>	.....	15 cr.
LS 211	Introduction to the Humanities	.....3 cr.
LS 212	Introduction to the Arts	.....3 cr.
LS 301	Contemporary Issues	.....3 cr.
LS 400	Senior Project (3 cr., 3 cr.)	.....6 cr.

**Concentration in any of the following disciplines:**..... 15 cr.  
History, Philosophy, Religion, English, Communication  
Arts, Art, Music, Theatre, Peace Studies, Psychology,  
Political Science, or Sociology. (Not all concentrations  
are available through Park Accelerated Programs or Portfolio).

**Upper-level electives** chosen from among the following..... 9 cr.  
disciplines, but not in the discipline of concentration:

History, Philosophy, Religion, English, Communication  
Arts, Art, Music, Theatre, Peace Studies, Psychology,  
Political Science, or Sociology.

**Modern Language**..... 8 cr.  
Eight credit hours in one modern or classical language

**TOTAL**..... 47 cr.

### Senior Oral Examination

All Majors must pass a two-hour oral examination covering the above concentrations (including the student's official area of concentration and one other to be selected by the student.) The examination should be taken a full semester prior to graduation for Parkville Daytime Campus Center students or a full term prior to graduation for Park Accelerated Program and Portfolio students. The examination board will be composed of five members including the liberal studies department chair/program coordinator, the Park Accelerated Program-Parkville Campus Center Director, one faculty member from each concentration to be examined, and one other person selected by the candidate.

### Stipulations

The senior project normally is in the discipline of concentration, but may be interdisciplinary. It is proposed by the student and completed through independent study.

# Management

AVAILABLE:

A.S.

B.S.

REQUIREMENTS:

A.S. MAJOR:

30 HOURS

2.0 GPA

B.S. MAJOR

54 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

KANSAS CITY ACCELERATED PROGRAMS



PORTFOLIO PROGRAM

SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

## ASSOCIATE OF SCIENCE

(School for Extended Learning and Kansas City 8 Week Program)

REQUIREMENTS FOR:

### A.S. MAJOR – 30 HOURS, 2.0 GPA

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
		TOTAL.....	30 cr.

## BACHELOR OF SCIENCE

Students taking the Management core receive a broad education covering the major functional areas of management. This degree will help a student prepare for business or government leadership and provide him/her with knowledge and skills desired by all types of employers. It will also give one the background to organize and manage his/her own family business. Graduates in Management typically find jobs in business such as production management, personnel management, marketing management, or financial management. The intent of this program is also to meet the educational needs of students who intend to enroll in graduate work in business administration. The program is designed to provide the student with the necessary background to satisfy the demands for alternatives while at the same time developing a breadth of knowledge in the liberal arts tradition.

REQUIREMENTS FOR:

### B.S. MAJOR – 54 HOURS, 2.0 GPA

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
FI	363	Financial Institutions and Markets .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management... 3 cr.	
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		TOTAL.....	54 cr.

## Management/Accounting

AVAILABLE:

A.S.

B.S.

REQUIREMENTS:

A.S. MAJOR:

33 HOURS

2.0 GPA

B.S. MAJOR

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

**A.S. MAJOR – 33 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AC	309	Individual Income Tax .....	3 cr.
AC	315	Cost Accounting .....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
		<b>TOTAL.....</b>	<b>33 cr.</b>

### BACHELOR OF SCIENCE

The management/accounting major is designed to prepare students for a professional career in public accounting, managerial accounting, tax accounting, or governmental accounting. The curriculum stresses professional ethics. It is excellent preparation for graduate study in accounting, business administration, or law.

REQUIREMENTS FOR:

**B.S. MAJOR – 69 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AC	309	Individual Income Tax .....	3 cr.
AC	312	Business Income Tax .....	3 cr.
AC	315	Cost Accounting .....	3 cr.
AC	320	Intermediate Accounting I .....	3 cr.
AC	325	Intermediate Accounting II.....	3 cr.
AC	420	Advanced Accounting I.....	3 cr.
AC	425	Advanced Accounting II.....	3 cr.
AC	430	Auditing.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Productions and Operations Management .	3 cr.
MG	495	Business Policy .....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		<b>TOTAL.....</b>	<b>69 cr</b>

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

KANSAS CITY ACCELERATED PROGRAMS



PORTFOLIO PROGRAM



SCHOOL OF ONLINE LEARNING

SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

Today, to be a successful manager one needs to understand how computers can be used to support the organization as a whole as well as for the individual worker. This major specifically prepares the student in computer usage while enhancing knowledge and tools of business management and organizational theory. It is both a theoretical and practical program which can prepare the student for careers in computer management, systems applications and other computer-related positions in business, government, and industry.

**Program Competencies:**

- Apply problem-solving and critical-thinking skills and use popular computer technologies in producing technology solutions.
- Communicate effectively, ethically, and professionally in a team environment.
- Identify appropriate information technologies for a given organizational context and explain how to incorporate such technologies into the given organizational context.

The information and Computer Science (ICS) Department works with Park's Career Development Center in helping to place students in computer internship positions. The ICS Department actively encourages students to work in such internship positions and considers internships to be an integral part of the ICS curriculum.

REQUIREMENTS FOR:

**B.S. MAJOR – 69 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
CS	151	Introduction to Programming.....	3 cr.
CS	208	Discrete Mathematics.....	3 cr.
CS	219	Programming Fundamentals .....	3 cr.
CS	300	Technology in a Global Society .....	3 cr.
CS	360	Database Management.....	3 cr.
CS	365	Computer Networking.....	3 cr.
EC	141	Principles of Macroeconomics .....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
IS	205	Managing Information Systems.....	3 cr.
IS	315	Computer Systems Analysis & Design I....	3 cr.
IS	316	Computer Systems Analysis & Design II....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management... 3	cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		<b>TOTAL.....</b>	<b>69 cr.</b>

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

72 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

The Bachelor of Science degree in Engineering Administration has an “applied” orientation whereby the student is prepared to put to practical use the knowledge gained from the program. Courses in the program are designed to develop technical, administrative, and leadership skills required in managing construction personnel and activities. Skills developed in the program may be applied to a management career in a private construction company, as an owner, in preparing for senior management careers in a large construction firm, or in managing construction personnel and projects within a military environment.

REQUIREMENTS FOR:

**B.S. MAJOR – 72 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CO	111	Introduction to Engineering Construction Tech/Design/and Materials .....	3 cr.
CO	121	Plans Analysis.....	3 cr.
CO	215	Construction Safety and Health .....	3 cr.
CO	225	Building Codes .....	3 cr.
CO	235	Construction Planning.....	3 cr.
CO	245	Construction Estimating.....	3 cr.
CO	360	Critical Path Analysis .....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
EG	360	Environmental Impact of Engineering .....	3 cr.
EG	390	Engineering Administration Decision-Making Models.....	3 cr.
EG	470	Engineering Administration Economics .....	3 cr.
EG	491	Senior Seminar in Engineering Administration .....	3 cr.
FI	360	Financial Management.....	3 cr.
HR	353	Introduction to Human Resource Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy .....	3 cr.
		<b>TOTAL.....</b>	<b>72 cr.</b>

Management/Finance

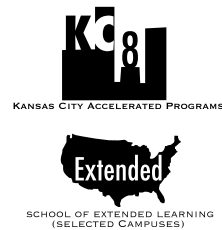
AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:  
63 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This program is designed to impart an understanding of the various areas and principles of finance and provide the student with a body of specialized knowledge and analytical methods. The intent of the program is to meet the educational needs of students who wish to pursue careers in private or public organizations or graduate studies in finance or business administration. In addition, the finance curriculum should be of interest to students wishing to enhance their academic background.

REQUIREMENTS FOR:  
**B.S. MAJOR – 63 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	301	Intermediate Macroeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
FI	363	Financial Institutions and Markets .....	3 cr.
FI	410	Problems in Corporate Finance .....	3 cr.
FI	415	Financial Analysis and Planning .....	3 cr.
FI	417	Investment Analysis and Management .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II .....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.

**One course from the following:** ..... 3 cr.

FI	405	Public Finance (3 cr.)	
FI	201	Personal Financial Management (3 cr.)	
FI	325	Risk and Insurance (3 cr.)	
FI	425	Principles of Real Estate (3 cr.)	
FI	430	Public Financial Management (3 cr.)	
IB	431	International Finance (3 cr.)	
		TOTAL.....	63 cr.

## Management/Health Care

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The intent of this program is to meet the educational needs of students who intend to pursue active careers in health care fields or enroll in graduate work in health administration. This program is designed to provide the student with the necessary background to satisfy the demands of either alternative while at the same time developing a breadth of knowledge in the liberal arts tradition.

REQUIREMENTS FOR:

**B.S. MAJOR – 69 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
BI	214	Personal and Community Health.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics.....	3 cr.
EC	315	Quantitative Research Methods.....	3 cr.
FI	360	Financial Management.....	3 cr.
HC	260	Legal Issues in Health Care Delivery.....	3 cr.
HC	351	Organ. & Admin. of Health Care Programs.....	3 cr.
HC	451	Health Care and the Political Process.....	3 cr.
HC	465	Basic Issues in Community Based Health Care Delivery.....	3 cr.
HC	491	Senior Seminar in Health Care Management.....	3 cr.
HR	353	Introduction to Human Resource Management.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MG	260	Business Law I.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.

The student is required to take two of the following courses: .. 6 cr.

HC	461	The Hospital & The Community (3 cr.)	
HC	463	Third Party Reimbursement & Risk Management (3 cr.)	
HC	466	Planning & Organizing Community Health Services (3 cr.)	
PS	301	Social Psychology (3 cr.)	
		<b>TOTAL.....</b>	<b>69 cr.</b>

## Management/Human Resources

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

60 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



KANSAS CITY ACCELERATED PROGRAMS



SCHOOL OF ONLINE LEARNING



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

This program focuses on the study of organizations and the use of personnel as a primary institutional resource. Emphasis is placed on a behavioral science/management approach in which the understanding of individual behavior and group processes is combined with the techniques of the management of personnel within an organization. This interdisciplinary approach draws from the fields of Management, Social Psychology, and Organizational Behavior to create skills in interpersonal and intergroup relations.

REQUIREMENTS FOR:

**B.S. MAJOR – 60 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CA	104	Interpersonal Communications.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
HR	353	Introduction to Human Resource Management .....	3 cr.
HR	421	Corporate Training and Development.....	3 cr.
HR	422	Organizational Development & Change ....	3 cr.
HR	434	Compensation Management .....	3 cr.
HR	491	Senior Seminar in Human Resource Development .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	420	Labor Relations.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		<b>TOTAL.....</b>	<b>60 cr.</b>

## Management/Logistics

AVAILABLE:

A.S.

B.S.

REQUIREMENTS:

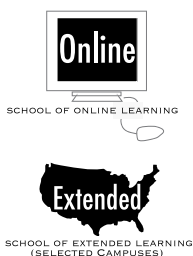
A.S. MAJOR:

36 HOURS  
2.0 GPA

B.S. MAJOR:

75 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### ASSOCIATE OF SCIENCE

REQUIREMENTS FOR:

**A.S. MAJOR – 36 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
LG	324	Contract Management and Law .....	3 cr.
LG	415	Quality Control .....	3 cr.
LG	424	Purchasing and Vendor Management .....	3 cr.
LG	426	Logistics Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
		<b>TOTAL.....</b>	<b>36 cr.</b>

### BACHELOR OF SCIENCE

The Bachelor of Science Management/Logistics is a program designed to meet the educational and professional needs of students who wish to pursue careers in operations and/or industrial management with emphasis on logistical processes, systems, and functions. The program focuses on the study of theories, concepts, practices, and techniques in both general management and the management of logistics systems. In addition, the program is designed to provide the student with the necessary preparation for graduate work in business administration and to assist with further advanced study and experience in preparing for the professional certification sponsored by the American Production and Inventory Control Society and the National Association of Purchasing Management.

REQUIREMENTS FOR:

**B.S. MAJOR – 75 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
AC	315	Cost Accounting .....	3 cr.
CA	103	Public Speaking.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
EN	306A	Professional Writing in the Disciplines: Scientific and Technical Writing (3 cr.)	
		- OR -.....	3 cr.
EN	306B	Professional Writing in the Disciplines: Business Communications (3 cr.)	
FI	360	Financial Management.....	3 cr.
HR	353	Intro. to Human Resource Management ....	3 cr.

Management/Logistics

LG	201	Systems Engineering and Analysis.....	3 cr.
LG	302	Logistics Engineering .....	3 cr.
LG	312	Transportation and Distribution Systems ...	3 cr.
LG	324	Contract Management and Law .....	3 cr.
LG	415	Quality Control .....	3 cr.
LG	424	Purchasing and Vendor Management .....	3 cr.
LG	426	Logistics Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	375	Production and Operations Management...	3 cr.
MG	495	Business Policy .....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
		TOTAL.....	75 cr.

## Management/Marketing

AVAILABLE:

**B.S.**

REQUIREMENTS:

**B.S. MAJOR:**

60 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



This program is designed to provide students an in-depth understanding of the various marketing disciplines. The marketing major will provide students with the skills and knowledge necessary to find jobs in advertising, personal selling, marketing management, international marketing, retailing, marketing research and transportation among other careers. The curriculum is designed to cover trends in business and industry while considering professional ethics and social responsibility. A number of students with this major move to graduate study in management, marketing or other business specialties.

REQUIREMENTS FOR:

**B.S. MAJOR – 60 HOURS, 2.0 GPA**

AC	201	Principles of Accounting I.....	3 cr.
AC	202	Principles of Accounting II.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics .....	3 cr.
EC	315	Quantitative Research Methods .....	3 cr.
FI	360	Financial Management.....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	260	Business Law I .....	3 cr.
MG	261	Business Law II.....	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
MG	495	Business Policy.....	3 cr.
MK	351	Principles of Marketing.....	3 cr.
MK	385	Consumer Behavior .....	3 cr.
MK	395	International Marketing.....	3 cr.
MK	401	Sales Management.....	3 cr.
MK	411	Marketing Management.....	3 cr.
MK	455	Promotional Policies and Strategies .....	3 cr.
MK	491	Seminar in Marketing .....	3 cr.
		<b>TOTAL.....</b>	<b>60 cr.</b>

**Management/Medical Records Management**

AVAILABLE:

**A.S.**

REQUIREMENTS:

A.S. MAJOR:

33 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

REQUIREMENTS FOR:

**A.S. MAJOR – 33 HOURS, 2.0 GPA**

This program does not lead to certification by AHIMA

BI	210	The Human Body.....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
HC	250	Principles of the Health Care Process .....	3 cr.
HC	260	Legal Issues in Health Care Delivery .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
MG	352	Principles of Management.....	3 cr.
MR	205	Medical Terminology I.....	3 cr.
MR	206	Medical Terminology II.....	3 cr.
MR	220	Coding.....	3 cr.
MR	242	Medical Records I .....	3 cr.
MR	243	Medical Records II .....	3 cr.
		TOTAL.....	33 cr.

AVAILABLE:

**B.A.****MINOR**

REQUIREMENTS:

**B.A. MAJOR:**

40 HOURS

2.0 GPA

**MINOR:**

20-22 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

**M**athematics is both a body of knowledge concerning a class of symbols and the relation between them, as a system of thought and communication, as well as the application of that system to other areas of human experience. As a system of thought, it derives from philosophy and provides a language, which has particular beauty and clarity. Applied to other areas of human experience mathematics has provided great power and precision to a wide range of endeavors, and thereby has supplied an essential contribution to the rise of modern civilization. The study of mathematics prepares students for graduate studies in mathematics, related sciences, economics and business administration. Other options include beginning actuarial work, teaching at the secondary level and beginning work in the area of data processing. Third and fourth year MA courses will be determined in consultation with the student's advisor.

REQUIREMENTS FOR:

**B.A. MAJOR – 40 HOURS, 2.0 GPA**

<u>MA 210</u>	<u>Calculus and</u>	
	<u>Analytic Geometry I for majors.....</u>	<u>5 cr.*</u>
<u>MA 211</u>	<u>Calculus and</u>	
	<u>Analytic Geometry II for majors .....</u>	<u>5 cr.*</u>
<u>MA 212</u>	<u>Calculus and</u>	
	<u>Analytic Geometry III for majors .....</u>	<u>3 cr.*</u>
MA 301	Mathematical Thought .....	3 cr.
MA 305	Probability .....	3 cr.
MA 311	Linear Algebra.....	3 cr.
MA 312	Abstract Algebraic Structures.....	3 cr.
MA 450	Seminar in Mathematics .....	3 cr.

**At least four courses of the following:** ..... 12 cr.

MA 302	Ordinary Differential Equations (3 cr.)	
MA 350	History of Mathematics (3 cr.)	
MA 360	Modern Geometries (3 cr.)	
MA 370	Number Theory (3 cr.)	
MA 380	Mathematical Statistics (3 cr.)	
MA 401	Analysis (3 cr.)	
MA 402	Topology (3 cr.)	
MA 406	Special Topics (3 cr.)	
	<b>TOTAL.....</b>	<b>40 cr.</b>

Written or oral examinations may be required for the major.  
Two semesters of French or German are recommended.

**Recommended major courses for actuarial or other technical preparations:**

The core requirements and MA 370, MA 380, MA 401, MA 406  
(Selected Problems)

*\* Please see Errata sheet for notes concerning this section.*

## Mathematics

**Recommended major courses to be coupled with majors in chemistry, biology, physics or other science:**

The core requirements and MA 302, MA 312, MA 380, MA 406 (Selected Problems)

**Recommended major courses to be combined with a major in Computer Science:**

The core requirements and MA 302, MA 312, MA 380, MA 406 (Numerical Analysis)

**Recommended major courses for the student preparing for graduate study in Mathematics:**

The core requirements and MA 312, MA 380, MA 401, MA 406 (Numerical Analysis)

REQUIREMENTS FOR:

**MINOR – 20-22 HOURS, 2.0 GPA**

MA 221, MA 222, and four additional courses numbered at the 205 level or above. Written or oral examinations may be required for the minor.

**\*\*For those students wishing to teach Mathematics**

**See also Bachelor of Science in Education ([page 151](#)).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

Military History

AVAILABLE:

CERTIFICATE

REQUIREMENTS:

CERTIFICATE:  
12 HOURS  
3.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:  
CERTIFICATE – 12 HOURS, 3.0 GPA

HIE	211	The Great War, 1914-1918 .....	3 cr.
HIE	332	World War II .....	3 cr.
HIS	330	U.S. Military History .....	3 cr.
PO	320	American Foreign Policy .....	3 cr.
TOTAL.....			12 cr.

\* = Based upon approval from the Higher Learning Commission, North Central and the Department of Defense.

Music

AVAILABLE:

B.M.

MINOR

REQUIREMENTS:

B.M. MAJOR:  
65 HOURS  
2.0 GPA

MINOR:  
21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The International Center for Music has been established to foster the exchange of master teacher performers, renowned young musicians, and programs from countries across the globe. The education of emerging musicians is at the philosophical core of the Center’s mission and the quality of that training crucial to great artistry. Music is an international language and enables all people to share in experiences that help shape their culture and values. By involving the highest caliber artists of our generation as educators, we will enable our students and audiences to experience the wealth of musical literature that has impacted generations of our global society.

The music program serves the total student body by providing ensembles, private lessons, and courses, which are open to all students. Also, the program makes available, to the entire campus and surrounding community, concerts and recitals throughout the year as part of the ACCESS TO THE ARTS series.

Programs of study for students choosing music are a Bachelor of Music (applied emphasis in Piano, Violin, Viola or Cello), and a Minor in Music with an applied emphasis. Audition required for Bachelor of Music and Undergraduate Certificate.

REQUIREMENTS FOR:  
**B.M. MAJOR – 65 HOURS, 2.0 GPA**

**BACHELOR OF MUSIC in Performance**  
**(applied emphasis in Piano, Violin, Viola or Cello)**

**Core Curriculum**

MU	160	Introduction to Music Theory.....	3 cr.
MU	161	Music Theory.....	3 cr.
MU	240	Advanced Music Theory I .....	3 cr.
MU	241	Advanced Music Theory II.....	3 cr.
MU	345	Music History: Medieval, Renaissance, & Baroque.....	3 cr.
MU	346	Music History: Classic, Romantic and Modern .....	3 cr.
TOTAL.....			18 cr.

**APPLIED (Piano)**

Applied Music B (2 cr. per semester) .....	16 cr.
Performance Class (1 cr. per semester) .....	8 cr.
Collaboration (Years 1 & 2 - 1 cr. per semester) .....	4 cr.
(Year 3 & 4 - 2 cr. per semester).....	8 cr.
Chamber Music (1 cr. - repeat 4 times) .....	4 cr.
Musicianship Development (1 cr. per semester - repeat six times) .	6 cr.
Music Management (1 cr.) .....	1 cr.
TOTAL.....	65 cr.

## Music

### APPLIED (Strings)

Applied Music B (2 cr. per semester) .....	16 cr.
Performance Class (1 cr. per semester) .....	8 cr.
Chamber Music (1 cr. repeated four times) .....	4 cr.
Orchestra (1 cr. per semester) .....	8 cr.
Orchestral Repertoire (1 cr. per semester - 3rd & 4th years) .	4 cr.
Musicianship Development (1 cr. - repeat six times) .....	6 cr.
Music Management (1 cr.) .....	1 cr.
TOTAL .....	65 cr.

### MUSIC MINOR

REQUIREMENTS FOR:

**B.M. MINOR – 21 HOURS, 2.0 GPA**

#### Core Curriculum

MU 160	Introduction to Music Theory.....	3 cr.
MU 161	Music Theory.....	3 cr.
MU	Applied Music.....	8 cr.
	Music Electives.....	7 cr.
	TOTAL.....	21 cr.

### UNDERGRADUATE CERTIFICATE IN MUSIC PERFORMANCE

REQUIREMENTS FOR:

**TWO YEAR PROGRAM - 48 HOURS**

**(APPLIED EMPHASIS IN PIANO, VIOLIN, VIOLA OR CELLO)**

The undergraduate certificate program in music performance is designed for students who wish to pursue a non-degree course in study concentrating almost exclusively on performance. Minimum undergraduate credits required for the certificate are 48. In addition to the general rules that are applicable for admission to the undergraduate program at Park University, specific admission requirement is a required audition.

#### Course Requirements

FIRST SEMESTER

MU 195	Applied Music.....	5 cr.
	Approved Electives .....	7 cr.

SECOND SEMESTER

MU 196	Applied Music.....	5 cr.
	Approved Electives .....	7 cr.

THIRD SEMESTER

MU 160	Music Theory I .....	3 cr.
MU 295	Applied Music .....	5 cr.
	Approved Electives .....	4 cr.

Music

FOURTH SEMESTER			
MU	161	Music Theory II.....	3 cr.
MU	296	Applied Music .....	5 cr.
Approved Electives .....			4 cr.
TOTAL.....			48 cr.

AVAILABLE:

**B.A.**

REQUIREMENTS:

**B.A. MAJOR:**

61 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

The purpose of the Natural Science major is to give the student a broad background in the natural sciences, while still allowing the coverage of one field in some depth, both for the subject matter and problem solving methods. Completion of the core requirements and the “secondary certification additions” will prepare those who are planning to teach in secondary schools. Completion of the core curriculum plus the professional science concentration will prepare students to enter most graduate programs in interdisciplinary biology. Those with other career or postgraduate goals should confer with an advisor about additional core work.

REQUIREMENTS FOR:

**B.A. MAJOR – 61 HOURS, 2.0 GPA****Core Curriculum**

BI	115	Human Biology .....	4 cr.
BI	225	Botany .....	4 cr.
BI	306	Biological Literature (3 cr.)	
		– OR –.....	3 cr.
CH	306	Chemical Bibliography (3 cr.)	
CH	107	Introduction to Chemistry I.....	3 cr.
CH	107L	Introduction to Chemistry I Laboratory.....	1 cr.
CH	108	Introduction to Chemistry II .....	3 cr.
CH	108L	Introduction to Chemistry II Laboratory ...	1 cr.
MA	221	Calculus &	
		Analytic Geometry for Majors I .....	5 cr.
MA	222	Calculus &	
		Analytic Geometry for Majors II .....	5 cr.
NS	401	Natural Science Seminar .....	2 cr.
PY	205	Introduction to Physics I* .....	5 cr.
PY	206	Introduction to Physics II* .....	5 cr.

**Concentration**

Complete 20 hours from one of the following four areas: ... 20 cr.

Biology	BI 226, BI 231, BI 300, BI 301, <b>BI 304*</b> , BI 320, BI 330, BI 337, BI340, <b>BI 342*</b> , BI 344, BI 350, BI 360, BI 378, BI422, and BI 490
Chemistry	CH 310, CH 317/CH 317L, CH 318/ CH 318L, CH 321, CH 328, CH 329, CH 337/CH 337L, CH 400, CH 407, CH 408, CH 429, and CH 490
Geoscience	GGP 115, GO 125, GO 130, GO 141, GO 151, GO 200, GO 205, GO 215, GO 315, and GO 330
Professional Science	NS 315 or BI 422 or CH 490 (3), CH 317/317L (4), CH 318/318L (4), approved BI or CH upper division electives. (9)
	<b>TOTAL .....</b> 61 cr.

AVAILABLE:

**A.S.**

REQUIREMENTS:

**A.S. MAJOR:**

63 HOURS

2.5 GPA

NURSING COURSES

2.0 GPA

NON-NURSING COURSES

THIS PROGRAM IS OFFERED  
THROUGH:

**Satellite at  
Truman  
Medical Center**

The Associate Degree in Nursing of the Ellen Finley Earhart Program of Nursing is designed to provide upward mobility and career advancement for Licensed Practical Nurses. This program will prepare the LPN to take the Registered Nurse Licensure Exam (NCLEX-RN) and will serve as a foundation to pursue a baccalaureate degree in nursing. Practical nursing graduates must pass the NCLEX-PN to remain in nursing courses. Admission is limited to 65 students in the Parkville area. Selection is based on nursing validation test scores and completed files.

The deadline for accepting the Park University Online application and the entrance testing fee payment is April 15. The deadline for accepting official transcripts, copies of practical nursing licenses and letters of eligibility for practical nursing students is May 1.

The Nursing Program is also a member of the National League for Nursing Accrediting Commission, which serves as a repository for information about curriculum, tuition and fees for the nation's nursing profession. They may be contacted at the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York 10006; phone (212) 363-5555 ext. 153; fax (212) 812-0390; website [www.nlnac.org](http://www.nlnac.org).

**SUGGESTED TWO-YEAR PLAN FOR NURSING****Level I****Programs of Practical Nursing**

Park University credit is granted for general courses and areas of nursing taught in state-accredited schools of practical nursing.

**General Courses**..... 10 cr.

NS	120	Anatomy & Physiology for Nurses ....	4 cr.
BI	122	Human Nutrition .....	3 cr.
PS	121	Human Growth & Development.....	3 cr.

**Areas of Nursing** (after validation testing) ..... 9 cr.

NU	101	Fundamentals of Nursing.....	3 cr.
NU	110	Maternal/Child Nursing .....	3 cr.
NU	140	Medical/Surgical Nursing.....	3 cr.

REQUIREMENTS FOR:

**A.S. MAJOR – 63 HOURS,**

2.5 GPA - NURSING COURSES

2.0 GPA - NON-NURSING COURSES

**Core Curriculum**

Level I (by VLE and validation testing) ..... 19 cr.

Level II - Parkville Campus

**August**

NU	200	Nursing Transitions.....	3 cr.
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**Nursing****Fall**

NU	210	Adult Health Nursing I.....	3 cr.
NU	220	Adult Health Nursing II.....	3 cr.
NU	235	Clinical Adult Health Nursing .....	3 cr.
NU	238	Nursing Health Assessment (Fall I) .....	3 cr.
NU	255	Mental Health Nursing (Fall II) .....	3 cr.
CS	140	Introduction to Computers.....	3 cr.
EN	105	Writing Strategies and Concepts .....	3 cr.

**Spring**

NU	240	Maternal/Child Health Nursing.....	3 cr.
NU	265	Clinical Nursing Practice Applications .....	4 cr.
NU	275	Management & Issues in Nursing .....	3 cr.
BI	223	Clinical Microbiology .....	4 cr.
EN	106	Writing Purposes and Research .....	3 cr.

**May**

PS	101	Introduction to Psychology (3 cr.) – OR –.....	3 cr.
SO	141	Introduction to Sociology (3 cr.)	

TOTAL..... 63 cr.

A flat rate fee is charged for the A.D.N. (Level II) and includes (partial list):

- Tuition for Nursing courses
- School Pin
- Name Pin
- Photographs
- Clinical Nursing Fees (includes liability insurance)

Contact the Nursing Program Office for a complete list of expenses.

Office Management

AVAILABLE:

A.S.

REQUIREMENTS:

MAJOR:  
21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



SCHOOL OF EXTENDED LEARNING  
(SELECTED CAMPUSES)

REQUIREMENTS FOR:

A.S. MAJOR – 21 HOURS, 2.0 GPA

CS	140	Introduction to Computers.....	3 cr.
HR	353	Intro. to Human Resources Management...	3 cr.
MG	352	Principles of Management.....	3 cr.
MG	268	Office Administration .....	3 cr.
MG	271	Principles of Supervision .....	3 cr.
MG	273	Records Management.....	3 cr.
MG	365	Organizational Behavior.....	3 cr.
TOTAL.....			21 cr.

Peace Studies

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Peace Studies encompass the interdisciplinary study of war and the conditions for peace. The focus of the Peace Studies Program consists of three broadly defined areas: the causes and consequences of violence, norms, and institutions of peace. Each of these foci is viewed from an individual, group, and international perspective. Peace Studies is an interdisciplinary minor of 21 credits. While no part of Park University's curriculum is exempt from providing thoughts about peace, focus, structure and context are needed. The Peace Studies courses provide this emphasis, with suggested electives providing complementary material.

REQUIREMENTS FOR:

**MINOR – 21 HOURS, 2.0 GPA**

Twelve hours of Peace Studies core courses listed below ..... 12 cr.

PC	200	Introduction to Peace Studies.....	3 cr.
PC	300	Nations at War: People of Peace .....	3 cr.
PC	308	Religion, Conflict & Visions of Peace	3 cr.
PC	315	Global Peace Issues.....	3 cr.
PC	320	The Practice of Peacemaking.....	3 cr.
PC	321	Interpersonal Conflict Resolution .....	3 cr.
PC	385	The History of Peace.....	3 cr.

Nine hours of electives selected from the following:..... 9 cr.

BI 301, CA 301, CA 402, EC 309, PH 302, RE 109,  
RE 307, SO 304, SO 302, SO 315, SO 402, SO 490

TOTAL..... 21 cr.

## Philosophy and Religion

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The principal objective of philosophy and religion courses is to assist students of all disciplines in their personal quest for meaning, to broaden their understanding of life and to sharpen their analytical powers.

Since they deal with values, meanings and problem solving, philosophy and religion courses also constitute valuable preparation for careers in public and social services and in the business world. Their value in career preparation may be enhanced by taking career-specific courses from other disciplines. Also, these courses may be used as a foundation for a graduate or professional degree.

The concentration in religion has been arranged to give students the opportunity to prepare themselves as effective lay church leaders at the same time they are preparing for careers in other fields.

Concentration in philosophy or religion may be achieved through the Liberal Studies major, the Personal major, the minor in philosophy or the minor in religion. (Note that there is not concentration in philosophy and religion although appropriate courses from the one discipline may be counted in a concentration in the other with departmental approval). Courses are offered on a schedule which allows students to complete requirements for a concentration in either philosophy or religion in any continuous four semesters of residency.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

A concentration of 18 hours in either philosophy or religion (see note above) is approved by the discipline. For the religion minor, RE 103, RE 223 or 224 and RE 109 or PH 321 are strongly recommended. For the philosophy minor PH 217 and/or PH 223, PH 316 and an ethics course are strongly recommended.

### Pre-Seminary Studies

A program of courses in preparation for seminary studies, designed to fit the needs of individual students, is available by consultation with the Program Coordinator.

## Political Science

AVAILABLE:

**B.A.  
MINOR**

REQUIREMENTS:

**B.A. MAJOR:**  
36 HOURS  
2.0 GPA

**MINOR:**  
18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Bachelor's Degree in Political Science provides students with information and abilities to become participative citizens and cope with problems of modern politics. The degree also seeks to prepare well-rounded students for careers in the public sector and to prepare those who seek admission to graduate school. Analytical skills, especially critical thinking, are stressed in all courses. The Senior Project provides an opportunity for students to develop research skills while the Internship exposes students to opportunities for practical applications of what they have learned.

REQUIREMENTS FOR:

### **B.A. MAJOR – 36 HOURS, 2.0 GPA**

PO 200	American National Government .....	3 cr.
PO 210	Comparative Political Systems.....	3 cr.
PO 216	International Relations.....	3 cr.
PO 220	History of Political Philosophy.....	3 cr.
PO 405	Senior Thesis.....	3 cr.
PO 450	Internship .....	3 cr.

**Nine** hours in one concentration, **plus** an additional **three** hours in the other concentration. .... 12 cr.

### **Concentration A: American Politics**

PO 201	State and Local Government
PO 304	Constitutional Law
PO 310	Parties and Elections
PO 323	Congress and the Presidency
PO 340	Public Policy

### **Concentration B: International Politics**

PO 221	Political Ideologies
PO 320	American Foreign Policy
PO 338	Politics of the Developing World
PO 344	War and Terrorism
PO 345	International Organizations

**Six** hours of electives selected from the following: ..... 6 cr.

PO 100	American Politics and Citizenship
PO 202	Introduction to Law
PO 329	Law School and LSAT Preparation
PO 330	Public Administration
PO 350	Special Topics in Political Science

### **Senior Examination**

Student must pass a 4-6 hour written comprehensive examination in Political Science.

TOTAL..... 36 cr.

REQUIREMENTS FOR:

### **MINOR – 18 HOURS, 2.0 GPA**

PO 100, PO 200, PO 210 plus nine additional hours in Political Science.

### **Senior Examination**

Student must pass a 1-2 hour written comprehensive examination in Political Science.

# Psychology

AVAILABLE:

B.A.

MINOR

REQUIREMENTS:

B.A. MAJOR:

42 HOURS  
2.0 GPA

MINOR:

18 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



Psychology is both a science and an applied profession. Psychology is a broad discipline that deals with behavior and mental process. Career opportunities work in counseling, personal, business, industry, research and development, advertising, college teaching, medical settings, basic research, criminal justice, and government. For those students interested in becoming licensed psychologists or professional researchers, the major is designed to prepare them for possible graduate training.

REQUIREMENTS FOR:

**B.A. MAJOR – 42 HOURS, 2.0 GPA**

<b>Psychology Core</b> .....		27 cr.
PS 101	Introduction to Psychology .....	3 cr.
PS 307	Statistics for Social Sciences.....	3 cr.
PS 308	Principles of Social Research.....	3 cr.
PS 315	Theories of Personality.....	3 cr.
PS 398	Junior Seminar in Psychology.....	1 cr.
PS 404	History and Systems of Psychology .....	3 cr.
PS 406	Experimental Psychology.....	3 cr.
PS 407	Field Placement in Psychology .....	3 cr.
PS 498	Senior Seminar in Psychology .....	2 cr.
<i>Select one of the following:</i> .....		3 cr.
PS 388	Learning and Motivation (3 cr.)	
PS 408	Cognitive Psychology (3 cr.)	
PS 423	Physiological Psychology (3 cr.)	
<i>At least five of the following electives:</i> .....		15 cr.
PS 121	Human Growth and Development (3 cr.)	
PS 205	Child Psychology (3 cr.)	
PS 206	Introduction to Guidance and Counseling (3 cr.)	
PS 221	Adolescent Psychology (3 cr.)	
PS 222	Adult Development and Aging (3 cr.)	
PS 301	Social Psychology (3 cr.)	
PS 302	Tests and Measurements (3 cr.)	
PS 309	Human Sexuality (3 cr.)	
PS 317	Psychology of Language (3 cr.)	
PS 341	Positive Psychology (3 cr.)	
PS 358	Applied Behavioral Analysis (3 cr.)	
PS 361	Cross-Cultural Psychology	
PS 390	Special Topics in Psychology (3 cr.)	
PS 401	Abnormal Psychology (3 cr.)	
PS 402	Systems of Psychotherapy (3 cr.)	
PS 403	Special Problems in Psychology (3 cr.)	
PS 405	Independent Study in Psychology (3 cr.)	
PS 407	Field Placement (additional credits beyond core requirement) (3 cr.)	
PS 410	Social Influences and Persuasion (3 cr.)	
PS 424	Industrial and Organizational Psychology (3 cr.)	
TOTAL .....		42 cr.

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

18 hours which must include PS 101, PS 308, PS 315, and PS 404

## Public Administration

AVAILABLE:

**B.P.A.**

REQUIREMENTS:

**B.P.A. MAJOR:**

39 HOURS

2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



### BACHELOR OF PUBLIC ADMINISTRATION

(Parkville 16-Week Program, Kansas City 8-Week Program, Portfolio Program, School of Extended Learning (select campus centers))

The intent of this program is to meet the educational needs of persons interested in the field of Public Administration whether at the municipal, state, or federal level. In addition, this program provides a necessary background at the undergraduate level for those students intending to pursue graduate studies in the disciplines of management, public administration, or business administration or entry level positions.

REQUIREMENTS FOR:

**B.P.A. MAJOR – 39 HOURS, 2.5 GPA**

CS	140	Introduction to Computers .....	3 cr.
MA	120	Basic Concepts of Statistics .....	3 cr.
PO	200	American National Government .....	3 cr.
PO	201	State and Local Government .....	3 cr.
PO	330	Public Administration .....	3 cr.
PO	331	Public Organizations .....	3 cr.
PO	332	Budget and Finance .....	3 cr.
PO	333	Public Management and Leadership .....	3 cr.
PO	334	Public Personal Administration .....	3 -12 cr.
PO	403	Senior Project in Public Administration .....	3 cr.

Three of the following: ..... 9 cr.

AC	201	Principles in Accounting	
PO	335	Administrative Politics	
PO	336	Media and Public Administration	
PO	337	Administrative Law	
PO	350	Special Topics in Politics	
PO	430	Research in Public Administration	
		<b>TOTAL.....</b>	<b>39 cr.</b>

Social Psychology

AVAILABLE:

A.S.

B.S.

REQUIREMENTS:

A.S. MAJOR:  
27 HOURS  
2.0 GPA

B.S. MAJOR:  
51 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



ASSOCIATE OF SCIENCE

(Kansas City 8-Week Program, School of Extended Learning  
(select campus centers)

REQUIREMENTS FOR:

A.S. MAJOR – 27 HOURS, 2.0 GPA

PS	101	Introduction to Psychology .....	3 cr.
PS	121	Human Growth and Development.....	3 cr.
PS	315	Theories of Personality .....	3 cr.
SO	141	Introduction to Sociology .....	3 cr.
SO	208	Social Inequality.....	3 cr.
SO	210	Social Institutions .....	3 cr.
PS/SO	220	Ethical Issues in Social Science .....	3 cr.
PS/SO	301	Social Psychology .....	3 cr.
PS/SO	307	Statistics for Social Sciences.....	3 cr.
TOTAL.....			27 cr.

BACHELOR OF SCIENCE

Social Psychology blends the strengths of psychology and sociology. It studies the “person in the situation,” and integrates knowledge about individual, group, and organizational processes. It is an adaptable major that trains students for a wide range of career options, and it is personally useful in every facet of your life beyond mere employment. Social psychology trains you to see yourself, others, and the cultures and societies we live in more clearly, critically, and completely. It equips you with a set of tools useful for a wide range of careers in business and industry, government, applied social research, data analysis and interpretation, policy and program implementation, the helping and service professions, or continued graduate study in psychology or sociology.

The Park University Social Psychology major combines a solid core in the field with a number of flexible, specialized concentrations that allow you to tailor the degree to your needs and interests. Students may either take any 12 hours of 300 or 400 level PS and SO elective and (or) any elective listed in the Social Psychology concentrations to complete their major or choose among courses in four program concentrations to best meet their needs: (1.) Theories and Methodologies (for students intending advanced study); (2.) Human Developmental (focuses on factors affecting each stage of human development over the life course); (3.) Clinical and Abnormal (focuses on psychological abnormalities and social dysfunctions); or (4.) Cultural, Organizational, and Institutional (focuses on human in formal organizations and cross-cultural issues.) All students also leave the major with a set of technical and conceptual tools that will allow them to collect, analyze, and interpret social research data and apply those findings in a number of careers.

## Social Psychology

### REQUIREMENTS FOR:

**B.S. MAJOR – 51 HOURS, 2.0 GPA**

### Core:

#### Psychology Core (9 cr.)

PS	101	Introduction to Psychology .....	3 cr.
PS	121	Human Growth and Development.....	3 cr.
PS	315	Theories of Personality.....	3 cr.

#### Sociology Core (9 cr.)

SO	141	Introduction to Sociology .....	3 cr.
SO	208	Social Inequality.....	3 cr.
SO	210	Social Institutions .....	3 cr.

#### Integration (6 cr.)

SO/PS	301	Social Psychology .....	3 cr.
SO	304	Social Problems.....	3 cr.

#### Technical Skills (12 cr.)

PS/SO	220	Ethical Issues in Social Science .....	3 cr.
SO	306	Writing for Social Sciences .....	3 cr.
PS/SO	307	Statistics for Social Sciences.....	3 cr.
PS/SO	308	Principles of Social Research.....	3 cr.

#### Professional Development (3 cr.)

PS	398	Junior Seminar (1 cr.)	
		– OR – .....	1 cr.
SO	398	Junior Seminar (1 cr.)	
PS	498	Senior Capstone (2 cr.)	
		– OR – .....	2 cr.
SO	498	Senior Capstone (2 cr.)	

#### Electives: (12 cr.)

Students must choose one of the following two options:

Option 1-General (no concentration): Students may choose four courses from those listed in any of the Concentrations below.

Option 2-Specific Concentration: Students may choose one of the four concentration areas listed below to complete that designated concentration.

#### Concentrations:

##### 1. Theories and Methodologies

*At least 12 hours from the following:*

PS	302	Tests and Measurements.....	3 cr.
PS	358	Applied Behavior Analysis.....	3 cr.
PS	388	Learning and Motivation .....	3 cr.
PS	404	History and Systems of Psychology .....	3 cr.
PS	406	Experimental Psychology.....	3 cr.
PS	408	Cognitive Psychology .....	3 cr.
SO	403	Social Theory .....	3 cr.
SO	451	Advanced Social Psychology.....	3 cr.
SO	455	Programs & Policy Evaluation.....	3 cr.
SO	459	Survey Methodology .....	3 cr.

## Social Psychology

### 2. Human Developmental

*At least 12 hours from the following:*

PS	205	Child Psychology .....	3 cr.
PS	221	Adolescent Psychology .....	3 cr.
PS	222	Adult Development and Aging.....	3 cr.
PS	309	Human Sexuality .....	3 cr.
PS	317	Psychology of Language .....	3 cr.
SO	302	The Study of the Family.....	3 cr.
SO	329	Sociology of the Life Course .....	3 cr.
SO	330	Sociology of Youth and Youth Cultures .....	3 cr.
SO	332	Dying, Death and Bereavement .....	3 cr.

### 3. Clinical and Abnormal

*At least 12 hours from the following:*

PS	206	Intro to Guidance and Counseling.....	3 cr.
PS	302	Tests and Measurements.....	3 cr.
PS	401	Abnormal Psychology.....	3 cr.
PS	402	Systems of Psychotherapy.....	3 cr.
SO	315	Minority Group Relations.....	3 cr.
SO	325	Social Deviance.....	3 cr.
SO	326	Sociology of Conflict, War and Terror .....	3 cr.
SO	327	Sociology of Mental Health and Illness .....	3 cr.

### 4. Cultural, Organizational and Institutional

*At least 12 hours from the following:*

PS	361	Cross-Cultural Psychology .....	3 cr.
PS	410	Social Influence and Persuasion.....	3 cr.
PS	424	Industrial and Organizational Psychology ..	3 cr.
SO	303	Urban Sociology.....	3 cr.
SO	318	Military Sociology.....	3 cr.
SO	328	Sociology of Religion .....	3 cr.
SO	421	Organizational Sociology .....	3 cr.
SO	425	Sociology of Work and Professions .....	3 cr.
		TOTAL.....	51 cr.

## Social Studies

AVAILABLE:

**B.A.**

REQUIREMENTS:

B.A. MAJOR:

42 HOURS

2.75 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



REQUIREMENTS FOR:

**B.A. MAJOR – 42 HOURS, 2.75 GPA**

**United States History** ..... 9 cr.  
 HIU 104 American History Survey Through the Civil War (3 cr.)  
 HIU 105 American History Survey Since the Civil War (3 cr.)  
 HIU 325 The Cold War: 1945-1992 (3 cr.)

**World History** ..... 9 cr.  
 HIE 101 Western Civilization I (3 cr.)  
 HIE 102 Western Civilization II (3 cr.)  
 HIE 330 Modern Europe (3 cr.)

**Political Science** ..... 9 cr.  
 PO 200 American National Government (3 cr.)  
 PO 201 State and Local Government (3 cr.)  
 PO 210 Comparative Political Systems (3 cr.)

**Geography** ..... 3 cr.  
 GGP 115 Physical Geography (3 cr.)

**Behavioral Sciences** ..... 6 cr.  
 PS 101 Introduction to Psychology (3 cr.)  
 SO 141 Introduction to Sociology (3 cr.)

**Economics** ..... 6 cr.  
 EC 141 Principles of Macroeconomics (3 cr.)  
 EC 142 Principles of Microeconomics (3 cr.)

TOTAL ..... 42 cr.

**\*\*For those students wishing to teach Social Studies:  
 See also Bachelor of Science in Education ([page 151](#)).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours  
 2.75 Cum G.P.A.  
 2.50 Core G.P.A.**

Social Work

AVAILABLE:

B.S.W.

REQUIREMENTS:

B.S.W. MAJOR:  
45 HOURS  
2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Social Work degree program prepares students for beginning professional social work practice in a wide variety of human service and treatment settings. As generalist social work practitioners, graduates will be prepared to work collaboratively with diverse populations, particularly those who are vulnerable and at risk. Eco-systems theory and strengths perspective serve as overarching conceptual frameworks throughout the curriculum. All aspects of student learning in the classroom are integrated with the senior year field practicum experience.

ADMISSION TO THE BACHELOR OF SOCIAL WORK DEGREE

Criteria for admission to the Bachelor of Social Work Degree include:

- 1. Completion of 60 credit hours of college coursework.
- 2. A cumulative GPA of 2.50 or higher. GPA is computed on all college credit, transfer and Park University.
- 3. Two letters of reference, one of which must be a college/university faculty member; the second letter may be from a faculty member or another person known in a professional capacity.
- 4. Successful completion of Park University’s Writing Competency Test.
- 5. Completion of the following courses: EN 105 and EN 106 or equivalent English composition courses, SO 141 Introduction to Sociology, PS 101 Introduction to Psychology, MA 120 Basic Concepts of Statistics, or SO 307 Statistics for Social Sciences, and SW 205 Introduction to Social Work course with a grade of C or better.
- 6. Completion of all required materials in the Bachelor of Social Work admission packet, which includes a personal narrative that relates the student’s interest, experiences and goals in the social work profession.

In accordance with CSWE accreditation standards, the Social Work program does not grant course credit for life experience or previous work experience.

REQUIREMENTS FOR:  
B.S.W. MAJOR – 45 HOURS, 2.5 GPA

Core Curriculum

PS	309	Human Sexuality .....	3 cr.
SO	315	Minority Group Relations.....	3 cr.
SW	205	Introduction to Social Work.....	3 cr.
SW	325	Human Diversity & Social Justice.....	3 cr.
SW	330	Social Welfare Policy and Programs .....	3 cr.
SW	335	Social Work Research .....	3 cr.
SW	305	Human Behavior in Social Environment I..	3 cr.
SW	405	Human Behavior in Social Environment II..	3 cr.
SW	310	Social Work Practice I Individuals & Families.	3 cr.
SW	320	Social Work Practice II Groups .....	3 cr.

## Social Work

SW	410	Social Work Practice III Org. & Communication .....	3 cr.
SW	420	Field Instruction I .....	5 cr.
SW	421	Field Instruction Seminar I .....	1 cr.
SW	430	Field Instruction II.....	5 cr.
SW	431	Field Instruction Seminar II.....	1 cr.
		TOTAL.....	45 cr.

Conditional Admission to the Social Work Major (referred to as Pre-Major status). Students who have successfully completed Criteria 1 through 3 may be conditionally admitted to the Social Work Major and begin taking those social work courses not restricted to social work majors. Full admission to the major is contingent upon completion of Criteria 1 through 7.

NOTE: The BSW program at Park University was granted full accreditation by the Council on Social Work Education (CSWE) in June, 2006. The program will apply for “re-affirmation” in 2010.

# Sociology

AVAILABLE:

B.A.

REQUIREMENTS:

B.A. MAJOR:

45-46 HOURS\*

2.0 GPA

MINOR:

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:

Sociology is the study of people in groups, their interactions, identities, and the societies, institutions, and cultures they create. As a social science, it combines the scientific and humanistic perspectives to study the full range of human experience and helps us understand pressing social issues and connect them to individual human concerns. It is a valuable liberal arts major that prepares students for a variety of careers in business, government, human and social services, and social research and data analysis. It teaches students to collect, analyze, interpret, and apply valid and reliable data and explanations to personal decisions and to public and organizational policies.

REQUIREMENTS FOR:

**B.A. MAJOR – 45-46 HOURS\*, 2.0 GPA****Sociology Core (18 cr.)**

SO	141	Introduction to Sociology .....	3 cr.
SO	208	Social Inequality.....	3 cr.
SO	304	Social Problems.....	3 cr.
SO	325	Social Deviance .....	3 cr.
<u>SO</u>	<u>398</u>	<u>Junior Seminar .....</u>	<u>1 cr.*</u>
SO	403	Social Theory .....	3 cr.
PS	301	Social Psychology .....	3 cr.

**Technical Skills (12 cr.)**

SO	220	Ethical Issues in Social Sciences.....	3 cr.
SO	306*	Writing for Social Sciences .....	3 cr.
SO	307	Statistics for Social Sciences.....	3 cr.
SO	308	Principles of Social Research.....	3 cr.

\*Program specified substitution for EN 306 writing requirement.

**Integrative Experience**

<u>SO</u>	<u>498</u>	<u>Senior Capstone (2 cr.)</u>	
	<u>– OR –</u>		<u>2-3 cr.</u>
<u>SO</u>	<u>496</u>	<u>Senior Project (3 cr.)*</u>	

**Electives:**

SO	electives at the 300 or 400 level.....	<u>12 cr.</u>
	Total .....	<u>45-46 cr.*</u>

REQUIREMENTS FOR:

**MINOR – 18 HOURS, 2.0 GPA**

SO	141	Introduction to Sociology .....	3 cr.
SO	220	Ethical Issues in Social Science.....	3 cr.
SO	304	Social Problems.....	3 cr.
<i>One of the following courses:</i> .....			3 cr.
SO	208	Social Inequality (3 cr.)	
SO	210	Social Institutions (3 cr.)	

Any two additional PS/SO courses at the 300 or 400 levels .... 6 cr.

\* Please see Errata sheet for notes concerning this section.

## Spanish

AVAILABLE:

**B.A.**

**MINOR**

REQUIREMENTS:

**B.A. MAJOR:**

39 HOURS

2.0 GPA

**MINOR:**

18 HOURS

2.5 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



The Spanish Major is designed to assist students in the acquisition of this language as a tool of communication to be utilized in the local, national, and global communities. Along with the study of the Spanish language, the study of the Hispanic and indigenous cultures is an integral part of the program. The emphasis of this program is cultural studies and the development of skills for communication in the present day world. The study of literature will serve as a vehicle to a better understanding of the language and culture.

REQUIREMENTS FOR:

**B.A. MAJOR – 39 HOURS, 2.0 GPA**

ML	315L	Selected Topics in Literature & Culture: U.S. Latino Culture & Literatures.....	3 cr.
SP	201	Intermediate Spanish I.....	3 cr.
SP	202	Intermediate Spanish II.....	3 cr.
SP	294	Intermediate Spanish Conversation.....	3 cr.
SP	295	Intermediate Spanish Composition.....	3 cr.
SP	301	Advanced Spanish Conversation.....	3 cr.
SP	302	Advanced Spanish Composition & Grammar.....	3 cr.
SP	311	Culture and Civilization of Spain.....	3 cr.
SP	312	Culture and Civilization of Spanish America & the Hispanic Caribbean .....	3 cr.
SP	394	Introduction to Literature of Spain .....	3 cr.
SP	395	Introduction to the Literatures of Spanish America & the Hispanic Caribbean .....	3 cr.
SP	399	The Major Capstone Project .....	3 cr.
		Elective-300-level.....	3 cr.
SP	310	Independent readings in Spanish may be utilized in lieu of Spanish 394 or Spanish 395, but not both. No more than six hours of credit may be earned by this substitution. Native speakers may take an additional three hours of credit through Spanish 310, in order to substitute Spanish 201.	

**TOTAL..... 39 cr.**

Spanish

REQUIREMENTS FOR:  
MINOR – 18 HOURS, 2.5 GPA

Students with a good high school background in Spanish are encouraged to start their studies at the 200-level. In this case, students may take 300-level courses in order to complete the minor. Credit for Elementary Spanish I and II may be granted by examination, i.e. AP or “end-of-course examination.” Credit for Level I and II Spanish may be granted by a satisfactory score on the CLEP examination. A standard placement test may be utilized for students who are uncertain about the appropriate starting point for their studies.

The Spanish Minor is designed to assist students in gaining proficiency in oral and written communication in this world language, along with a solid understanding of Hispanic cultures. Students majoring in Business Administration with an international business emphasis, in Communication Arts, Education, English with a Language and Literature concentration should consider the completion of this minor.

Minor Tracks in Spanish:

**Culture Track** ..... 18 cr.

- SP 201 Intermediate Spanish I .....3 cr.
- SP 202 Intermediate Spanish II.....3 cr.
- SP 294 Intermediate Spanish Conversation ...3 cr.
- SP 295 Intermediate Spanish Composition ...3 cr.
- ML 315 L Selected Topics in Literature  
& Culture: U. S. Latino Cultures  
& Literatures.....3 cr.  
plus one 300-level SP elective in a  
cultural and/or literary topic. ....3 cr.

**Business Track** ..... 18 cr.

- ML 315 L Selected Topics in Literature  
& Culture: U. S. Latino Cultures  
& Literatures.....3 cr.
- SP 203 Business Spanish I.....3 cr.
- SP 204 Business Spanish II.....3 cr.
- SP 205 Issues in International Business .....3 cr.
- SP 294 Intermediate Spanish Conversation ...3 cr.
- SP 299 Capstone Project .....3 cr.

**Communications Track** ..... 18 cr.

- ML 315L Selected Topics in Literature  
& Culture: U. S. Latino Cultures  
& Literatures.....3 cr.
- SP 223 Spanish for Global Communications I.3 cr.
- SP 224 Spanish for Global Communications II.3 cr.
- SP 225 Issues in Global Communication .....3 cr.
- SP 294 Intermediate Spanish Conversation ...3 cr.
- SP 299 Capstone Project .....3 cr.

## Spanish

### Education Track..... 18 cr.

ML	315L	Selected Topics in Literature & Culture: U. S. Latino Cultures & Literatures.....	3 cr.
SP	201	Intermediate Spanish I.....	3 cr.
SP	202	Intermediate Spanish II.....	3 cr.
SP	230	Spanish for Educators.....	3 cr.
SP	294	Intermediate Spanish Conversation...	3 cr.
SP	299	Capstone Project.....	3 cr.

### Medical Track: ..... 18 cr.

ML	315L	Selected Topics in Literature & Culture: U.S. Latino Cultures & Literatures.....	3 cr.
SP	213	Spanish for Health Care I.....	3 cr.
SP	214	Spanish for Health Care II .....	3 cr.
SP	215	Cultural Issues in Medicine.....	3 cr.
SP	294	Intermediate Spanish Conversation...	3 cr.
SP	299	Capstone Project.....	3 cr.

**\*\*For those students wishing to teach K-12 Spanish:**

**See also Bachelor of Science in Education ([page 151](#)).**

**B.S.E. in Secondary Education – MAJOR 53-55 Hours**

**2.75 Cum G.P.A.**

**2.50 Core G.P.A.**

## Theatre

## AVAILABLE:

B.A.

MINOR

## REQUIREMENTS:

## B.A. MAJOR:

45-48 HOURS  
2.0 GPA

## MINOR:

21 HOURS  
2.0 GPA

THIS PROGRAM IS OFFERED  
THROUGH:



## REQUIREMENTS FOR:

**B.A. MAJOR – 45-48 HOURS, 2.0 GPA**

In recognition that theatre is the one art and one science that encompasses all other arts and sciences in its practice and execution, the Park University Bachelor of Arts in Theatre degree is a truly multi-disciplinary program that incorporates courses from a variety of disciplines to ensure a well-rounded and well-grounded graduate with an integrated liberal arts degree.

The dual emphasis in performance and design provides the student with a wealth of course-of-study options. Included in the Performance emphasis are three required courses in Psychology and a required English course in Shakespeare. Integral to the Design emphasis are six required courses in Art, Interior Design, and the computer-assisted design process. Inclusion of these courses in the major curricula creates very accessible opportunities to acquire a double-major (or a minor) in the areas of Psychology, Art, Design, or English. Additionally, the interdisciplinary nature of the program requires intensive attention to oral and written skills in addition to the development of the creative, “out-of-the-box” style thinking that is currently in great demand by a broad spectrum of professions.

Park's theatre tradition is as expansive and multi-faceted as the history of Park itself. Park's current program is dedicated to serving both the academic and artistic needs of its theatre-interested students as well as the surrounding Parkville community. In addition to the academic curriculum (which also includes the option of a Theatre minor), two main stage presentations are offered each year. An experimental theater space creates an additional arena for student-mounted projects. These departmental activities allow students (with or without prior experience) the opportunity to participate in the process of theatrical presentation from a wealth of different perspectives and levels of involvement. Park University's Department of Theatre enjoys a unique partnership with the Unicorn Theatre, Kansas City's award winning, innovative, cutting-edge professional theatre company whose artistic staff, led by Park alumna Cynthia Levin, offers two courses per semester along with production-based internships for Park students. In addition to the Unicorn partnership, the Kansas City theatre scene boasts more than 100 active theatre companies, making it one of the most active theatre cities in the country. The guiding philosophy of the Park University Theatre program is that study of the arts in general is a vital element of contemporary education. Study of and exposure to the dramatic arts in particular provides not only an aesthetic experience to the participant, but should also serve as an essential resource for the student striving to attain a fully-rounded emotional, intellectual, and creative insight into the universal truths of the human spirit.

# Theatre

## PERFORMANCE EMPHASIS - 45 hours

### Theatre Core

TH	101	Basic Principles of Acting .....	3 cr.
TH	115	Technical Theatre Production .....	3 cr.
TH	201	Voice and Speech .....	3 cr.
TH	216	Directing I .....	3 cr.
TH	301	Acting Workshop I.....	3 cr.
TH	305	Acting Workshop II .....	3 cr.
TH	307	History and Literature of the Theatre I .....	3 cr.
TH	308	History and Literature of the Theatre II .....	3 cr.
TH	316	Directing II.....	3 cr.
TH	495	Senior Project.....	3 cr.
TH		Theatre Course Electives .....	6 cr.

### Interdisciplinary Core

EN	440	Shakespeare.....	3 cr.
PS	101	Introduction to Psychology .....	3 cr.
PS	301	Social Psychology.....	3 cr.

## DESIGN EMPHASIS - 48 hours

### Theatre Core

TH	115	Technical Theatre Production .....	3 cr.
TH	216	Directing I .....	3 cr.
TH	217	Design I .....	3 cr.
TH	307	History and Literature of the Theatre I .....	3 cr.
TH	308	History and Literature of the Theatre II .....	3 cr.
TH	317	Design II.....	3 cr.
TH	495	Senior Project.....	3 cr.
TH		Theatre Course Electives .....	6 cr.

### Interdisciplinary Core

AR	150	Drawing I .....	3 cr.
AR	203	Three-Dimensional Design .....	3 cr.
AR	204	Two-Dimensional Design: Black and White..	3 cr.
AR	208	Color Theory .....	3 cr.
AR	298	History of the Designed Environment: Mid-19th Century.....	3 cr.
AR	382	Interior Design Studio II: Drawing Systems I..	3 cr.
AR	390	History of the Designed Environment: Mid-19th Century to Present.....	3 cr.

### REQUIREMENTS FOR:

### MINOR – 21 HOURS, 2.0 GPA

TH307 or TH308, TH115, and TH Theatre electives (to include not more than 6 hours total of practicum and/or internship credit.)  
Total of 21 credits.

Course Descriptions



## COURSE DESCRIPTIONS

**S**uggested prerequisites are recommended to enhance the probability of success in specific courses. Courses listed are not offered at every Campus Center.

- NS – Natural and Life Sciences
- H – Humanities and Performing Arts
- SS – Social and Administrative Sciences
- C – Composition  
(may not be used for Humanities credit)

## COURSES OF INSTRUCTION

**T**he 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 numbering system is used:

- |           |           |
|-----------|-----------|
| 100 – 199 | Freshman  |
| 200 – 299 | Sophomore |
| 300 – 399 | Junior    |
| 400 – 499 | Senior    |

Freshman and sophomore students may not enroll in courses more than one level above their academic classification without explicit permission from their advisor **and** Associate Dean (e.g., Freshmen may not enroll in 300 level courses without permission; sophomores may not enroll in 400 level courses without permission).

Each course description is followed by a 3-number sequence providing the following information: first digit, number of lecture hours per week; second digit, number of laboratory hours per week; third digit, number of credit hours granted for the course. For example, a class described as 3:1:4 would have three lecture hours, one lab hour, and four hours of total credit.

All courses are valued in semester hours.

## Liberal Arts (LA) Courses

Courses designated as LA apply to the Liberal Arts Program at Park University. More information about the Liberal Arts Program curriculum Integrative Literacies for Global Citizenship can be found in the "Liberal Arts (General Education)" section of this catalog.

Students who enrolled prior to 2008, who are completing the University's former general education program, should consult the historical designations (GE/MGE/LL/MLL) found in parentheses after the relevant courses.

## AC – Accounting

### AC 201

#### **Principles of Accounting I**

Introduction to financial accounting, including the concepts, procedures and terminology of modern accounting. Generally accepted accounting principles will be discussed and applied to various business concerns. 3:0:3

### AC 202

#### **Principles of Accounting II**

PREREQUISITE: AC 201 or equivalent.

Continuation of AC 201 with an emphasis on managerial uses of cost information for planning and controlling a business. 3:0:3

### AC 230

#### **Computer-Based Accounting Systems**

PREREQUISITE: AC 201 and CS 140.

An introduction to integrated accounting systems with emphasis on hands-on applications based on simulated accounting practice. 3:0:3

### AC 309

#### **Individual Income Tax**

PREREQUISITES: AC 201 and CS 140

A study of the current Federal Income Tax law with emphasis on its application to individuals as part of a cooperative effort with the Internal Revenue Service. 3:0:3

### AC 309A

#### **Income Tax Practicum**

PREREQUISITE: Consent of Instructor.

Under supervision, students prepare federal, state and city income tax returns. Students must either be enrolled in or have previously completed AC 309 or equivalent and CS140. This course may be repeated for one-hour additional credit each time repeated. Course is offered in odd-numbered spring semesters. 2:30:2

### AC 312

#### **Business Income Tax**

PREREQUISITES: AC 309, AC 320 and CS 140 or equivalents.

A study of the current federal income tax law. Emphasis is on tax research and the problems faced by partnerships and organizations. 3:0:3

### AC 315

#### **Cost Accounting**

PREREQUISITES: AC 202 and CS 140

A study of the basic principles of cost accounting applied to manufacturing, merchandising, and service businesses. Emphasis is on various accepted cost methods such as job order, process, and standard cost systems. 3:0:3

### AC 320

#### **Intermediate Accounting I**

PREREQUISITES: AC 202 and CS 140 or equivalents.

A study of the theoretical and technical basis of current accounting practices. Course includes basic theory, analysis of financial statements and accounting changes. Emphasis is on compliance with generally accepted accounting principles applied to business problems. 3:0:3

### AC 325

#### **Intermediate Accounting II**

PREREQUISITES: AC 320 and CS 140 or equivalents.

Continuation of AC 320. Course includes current assets and liabilities, plant, property and equipment; long term liabilities; and shareholders equity. 3:0:3

### AC 335

#### **Fund Accounting**

PREREQUISITES: AC 202 and CS 140 or equivalents.

A study of the financial accounting and reporting in non-profit service organizations such as governments, hospitals, colleges, and human service organizations. 3:0:3

### AC 350

#### **Accounting Information Systems**

PREREQUISITES: AC 202, AC 320 and CS 140

A survey of computer file methods for accounting data and, analysis of the administration, documentation and security controls over the computer process. Course includes case studies using automated accounting systems software. 3:0:3

## AC – Accounting (continued)

### AC 420

#### Advanced Accounting I

PREREQUISITES: AC 325 and CS 140 or equivalents.

Continuation of AC 325. Selected topics in advanced financial accounting with emphasis on current accounting problems and pronouncements of the Financial Accounting Standards Board. 3:0:3

### AC 425

#### Advanced Accounting II

PREREQUISITES: AC 420 and CS 140 or equivalents.

Continuation of AC 420. Course includes consolidated financial statements and fund accounting. 3:0:3

### AC 430

#### Auditing

PREREQUISITES: AC 325 and CS 140 or equivalents.

A study of auditing theory and procedures, the development and use of internal controls, and the ethical and professional standards of an independent professional accountant. 3:0:3

### AC 435

#### Ethics for Accountants

This course will serve as a guide to professional ethics in the accounting and business environments. Course covers: fundamental ethical issues of business and society, roles and

responsibilities of the accounting and auditing profession, ethical behavior by management, and legal and professional guidelines that address the ethical concerns of society. Emphasis is on the AICPA Code of Professional Conduct and other professional standards. 3:0:3

### AC 440

#### Special Topics in Accounting

An in-depth examination of specific areas in the field of accounting. Topics include, but are not limited to: governmental accounting, current problems, theory of income determination, budgetary control, information systems, and independent research. Variable credit: 1-3 hours.

### AC 451

#### Accounting Internship

Open to accounting majors and minors who have demonstrated excellence in accounting and want to explore practical applications to the academic body of knowledge in the professional environment. Variable credit: 1-12 hours.

## AN – Anthropology

### AN 100 LA (MGE) (SS)

#### General Anthropology

This course is an introduction to the principles and processes of physical and cultural anthropology. Course topics include areas of human evolution, prehistoric archaeology, population genetics, development of cultural and social systems, ethnology and linguistics. Concepts examined include research and ideas from the various schools of anthropological thought. 3:0:3

### AN 207 (SS)

#### Field Study in Archaeology

Combines theoretical studies in archaeology with extensive fieldwork. Lectures delivered on site provide a conceptual framework, which makes meaningful the actual dig experience. Course requirements include a minimum of thirty-two hours excavation, identification, and classification of material; ten hours lecture; and extensive reading from a variety of sources. 3:0:3

**AN – Anthropology (continued)****AN 221 LA (MGE) (SS)****Urban Anthropology**

The anthropology of urban centers focuses on the study of human beings and their cultural institutions in cities. The course focuses on strategies of people and how they cope with demands imposed by urban environments. The ethnographic study of cities explore questions related to the nature of urban experiences, the differences and similarities between different settings and the vexing question of “what is a city?” The course will require supplemented field trips to Kansas City. 3:0:3

**AN 241 LA (MGE) (SS)****Culture and Globalization**

This course studies refugees and forced migration as a means to understand certain processes, systems, and relationships that compose the phenomenon termed globalization. The course will examine the global directions of people across national frontiers from an anthropological perspective that is one which examines how these processes are experienced locally. Focus will explore the issues of refugee categories, identity construction, nation-state membership, migrant networks and the humanitarian support system that facilitates the migration of peoples. 3:0:3.

**AN 301 LA (MLL) (SS)****Cultural Anthropology**

Cultural anthropology, or ethnography, is a study of humans as social beings, an analysis of society in a cross-cultural and global perspective, and the study of issues of cultural transformation and processes of globalization. The course will study the interrelated aspects of culture and world regions, including language, human cultural diversity, cultural pluralism, the existence and perpetuation of inequality in human society, human interaction with the environment, race, ethnicity nationalism, world-views, social organization, and the arts. 3:0:3

**AN 410 LA (MLL) (SS)****American Theoretical Culture**

Anthropological culture and the study of American society examines the ideas surrounding mainstream or dominant American culture. The course will focus on issues related to themes that shape American culture, inform national conversations, and narratives related to citizenship, democracy, political participation, and the role of media in shaping opinions. The foundation of race, class, gender, and religion will form the basis, which are central themes of the discussion and study of American culture. 3:0:3.

**AR – Art****AR 115 LA (MGE)****Introduction to the Visual Arts**

A basic art appreciation course, which introduces the formal language of painting, sculpture, and architecture, relating them to the philosophical premises and historical events that they reflect. This course provides a frame of reference for appreciation of art as well as a basis for further study. While slide lecture is the usual format, demonstrations, fieldtrips and gallery tours augment classroom instruction. 3:0:3

**AR 150 LA (GE)****Drawing I**

An introduction to drawing as the artist's first and most basic skill, as a way of seeing and solving problems and as a means of personal expression that anyone can learn. The techniques of drawing in line and value (overall shading) in a variety of media (graphite, charcoal and ink) are covered. Subject matter includes still life, landscape, portraiture, and linear perspective. 1:5:3

**AR 203**

**Three-Dimensional Design**

The basic principles of three-dimensional design that underlie all sculpture and such diverse fields as package, furniture, and interior design are systematically explored in a series of studio assignments in a variety of media. Additive, subtractive, constructive, and simple casting techniques are taught. 1:5:3

**AR 204**

**Two-Dimensional Design: Black & White**

Basic principles of two-dimensional design, in black and white, which underlie all art and design are systematically explored in a series of studio assignments in a variety of media. 1:5:3

**AR 208**

**Color Theory**

The basic principles of color theory, which apply to and underlie all the disciplines of design and fine art, are systematically explored in a series of studio assignments in a variety of media. 1:5:3

**AR 215 LA (MGE)**

**Art History I**

A chronological survey of the history of art from the prehistoric and ancient eras through the medieval. Instruction is not limited to the western tradition but includes sections on Asia, India, Africa and the Americas. Art is studied within historical and cultural contexts. Gallery tours augment slide-lecture instruction. 3:0:3

**AR 216 LA (MGE)**

**Art History II**

A chronological survey of the history of art from the Renaissance through the twentieth century. Instruction is not limited to the western tradition but includes sections on Asia, Oceania, India, Africa and the Americas. Gallery tours augment slide-lecture instruction 3:0:3

**AR 218**

**Graphic Design Software**

This course introduces the use of primary design programs and the discipline of design in a Macintosh environment as a foundation for the upper level graphic design classes. 1:5:3

**AR 241 (CA 241)**

**Photography I**

An introduction to the basic techniques of black and white photography. Cameras, lenses, films, lighting, composition are discussed. Students must provide an acceptable camera and expendable supplies. Darkroom work is required and a darkroom fee is charged. 1:5:3

**AR 251**

**Drawing II**

PREREQUISITE: AR 150

An introduction to drawing the human figure in action and repose. Gesture, anatomy and the figure in an environment are studied in a range of media. 1:5:3

**AR 260**

**Painting I**

PREREQUISITE: AR 150

An introduction to painting emphasizing direct observation of nature in opaque media such as acrylic, oil, gouache or pastel. Draftsmanship and strong color, form, value and compositional relationships are stressed as well as the craftsmanship of painting. 1:5:3

**AR 261**

**Painting II**

PREREQUISITE: AR 260

A continuation of AR 260. Students may elect to study transparent painting media such as watercolor (All levels of painting are taught concurrently.) 1:5:3

**AR 282**

**Interior Design Studio I:  
Visual Communications I**

CO-REQUISITE: AR 283

Students will be introduced to various two dimensional methods of presenting design concepts. Methods will include drafting tools, freehand drawing, sketching and diagramming techniques, color rendering techniques, presentation board construction techniques and graphic layout of design presentations. Hand drafting will be introduced with emphasis on understanding orthographic drawings and developing line quality and architectural lettering skills. 1:5:3

**AR 283**

**Interior Design Studio I:**

**Introduction to Interior Design**

CO-REQUISITE: AR 282

Students are introduced to the interior design profession and its role in shaping the environment. Students are introduced to the design process as it is followed in a professional office. The elements, vocabulary and principles of design are applied to a series of simple interior design projects, including both residential and public space interior design. Students are introduced to life safety codes and accessibility guidelines. Skills and knowledge from pre- and co-requisite studio and lecture courses are applied to design projects. 1:5:3

**AR 288**

**Interior Design Studio II:**

**Visual Communications II**

PREREQUISITE: AR 282

CO-REQUISITE: AR 289

Three dimensional design and presentation techniques will be developed in this continuation of Visual Communications I. Students will learn to construct one and two point perspective drawings and will practice three-dimensional sketching. Students will apply black and white and color rendering techniques to their drawings. Students will learn model-building skills. 1:5:3

**AR 289**

**Interior Design Studio II:**

**Fundamentals of Interior Design**

PREREQUISITE: AR 283

CO-REQUISITE: AR 288

Interior Design Studio II builds on the concepts introduced in Interior Design Studio I: Introduction to Interior Design, applying the design process to a series of residential and public space design projects, using the elements, vocabulary and principles of design. Life safety codes and accessibility guidelines are applied to projects. Skills and knowledge from pre- and co-requisite studio and lecture courses are applied to design projects. 1:5:3

**AR 290**

**Interior Design Materials and Resources**

AR 290 is a survey of materials used by interior designers for architectural elements and finishes for both residential and public space design. The student will learn to evaluate and

select the appropriate materials for a design project, and will be introduced to life safety ratings for finish materials. The student will be introduced to manufacturers and suppliers of materials through field trips, guest speakers, manufacturer's catalogues and research. The student will be introduced to writing specifications for interior design materials. 3:0:3

**AR 296**

**Textiles for Interior Design**

PREREQUISITE: AR 290

Students will learn to identify textiles by fiber content, yarn construction, weave and finish, and will understand the effect of these components on the performance of textile products. Students will apply knowledge of textile component properties to the various end uses to which textile products are applied with emphasis on textiles used for finishes, furnishings and soft goods. Students will understand life safety ratings for textile products in various applications. 3:0:3

**AR 298**

**History of the Designed Environment:  
Antiquity to Mid-Nineteenth Century**

Students will study architecture, interiors, furniture and the decorative arts in the context of the history of Western culture. Students will understand the impact the built environment of the past has on our current environment and design practices. Connections will be made between past and present and between art, literature, film, architecture, and interior design. The study begins with antiquity and progresses through the mid-1800s. 3:0:3

**AR 313**

**Independent Study in Art or Design**

Designed for students who have taken all courses in a particular area but wish to continue in it, or who wish to explore in an area for which there is no appropriate course offered. Admission to independent study is by permission of the Chair of the Department with evidence of the student's ability to work independently at an appropriate level. Students seeking admission to Independent Study must submit an approved proposal. The student and teacher write a contract stating goals, amount of work and critique times, etc. Variable credit: 1-6 hours.

**AR 315**

**Special Topics in Art or Design**

A specialized workshop or seminar focused on a particular subject, issue or medium. May be repeated for credit when topics change. Variable 1-3 credits

**AR 316 LA (LL)**

**Modern Art**

The study of modern painting, sculpture, and architecture from the late nineteenth century to the present. Gallery tours are combined with slide-lecture instruction. 3:0:3

**AR 317 LA (MLL)**

**World Art**

An introduction to the art of a selected number of cultures from Africa, Oceania and the Americas which will be studied within their historical and cultural contexts, and which will include examples of contemporary art. Gallery tours, studio exercises, and guest lectures will augment slide-lecture instruction. 3:0:3

**AR 318**

**Introduction to Graphic Design**

PREREQUISITES/CO-REQUISITES: AR204, 208 & 218

An introductory class that prepares students with basic hand skills through drawing and presentations, introduces typography, layout, vocabulary, technique, and the process of critique to produce professional graphic design projects. Abstraction, imagery, layout, and sequencing are studied through assignments and critiques. 1:5:3

**AR 319**

**History of Graphic Design**

Prerequisites: AR115, 218 and 318

A survey of the genesis and development of Graphic Design from its beginnings in the Industrial Revolution through the challenges of the digital transition and beyond. The relationships and impact of major graphic style periods are discussed in social context and defining visual characteristics are examined by studying examples. This course must be taken during the same semester as AR 323. 3:0:3

**AR 320**

**Ceramics I**

An introduction to clay processes emphasizing hand building techniques, glazing and firing. 1:5:3

**AR 321**

**Ceramics II**

PREREQUISITE: AR320

A continuation of AR 320 that includes wheel throwing and other more advanced building techniques. Basic glaze calculation and explanations for firing techniques are covered. 1:5:3

**AR 328**

**Intermediate Graphic Design**

PREREQUISITE: AR318

Intermediate Graphic Design examines the photograph and its use in graphic arts. The use of Adobe Photoshop coupled with study in type design and design history are the focuses of the course. The process of developing design discipline is emphasized while producing portfolio quality projects that reflect a growing understanding of industry standards and practice. 1:5:3

**AR 329**

**Typography I**

Prerequisites or co-requisites: AR 218 and AR 318

An introduction to typography as a formal, functional and expressive medium of communication. Building from the study of individual letterforms through words and paragraphs, skills are gained in spatial organization, information architecture, hierarchy, legibility, readability and expression. Critical thinking and craftsmanship are emphasized. 1:5:3

**AR 339**

**Typography II**

PREREQUISITE OR CO-REQUISITES: AR 318, AR 328 AND AR 329

Building on the skills acquired in Typography I, Typography II addresses more complex typographic problems and solution strategies. Areas covered include the expression of abstract concepts, information architecture, type and image, visual metaphor and sequential development. 1:5:3

**AR 341 (CA 341)**

**Photography II**

This course explores the language of photography with particular attention to the photographic essay and the photographic illustration. Both black and white and color photography are included. A variety of techniques in photographic printmaking are explored with an emphasis on self-expression and craft. A lab fee may be required. 1:5:3

**AR 350**

**Drawing III**

PREREQUISITE: AR 251

Continuation of AR 251. An advanced level drawing course stressing increasing mastery of media, technique, composition and personal expression. (All levels of drawing beyond AR 150 are taught concurrently.) 1:5:3

**AR 351**

**Drawing IV**

PREREQUISITE: AR 350

A continuation of AR 350. 1:5:3

**AR 360**

**Painting III**

PREREQUISITE: AR 261

A continuation of AR 261. The student chooses media in consultation with instructor. Increased autonomy in choice of subject matter and emphasis on personal visual expression. (All levels of painting are taught concurrently.) 1:5:3

**AR 361**

**Painting IV**

PREREQUISITE: AR 360.

A continuation of AR 360. 1:5:3

**AR 370**

**Fiber I**

An introduction to fiber that will emphasize handmade papermaking, basketry techniques and fiber as both two-dimensional surface and three-dimensional form. 1:5:3

**AR 371**

**Fiber II**

PREREQUISITE: AR 370.

An advanced fiber workshop in which the student chooses the media, technique and number of projects in consultation with the instructor. Taught concurrently with Fiber I. 1:5:3

**AR 382**

**Interior Design Studio III:**

**Drawing Systems I**

PREREQUISITE: AR 282

CO-REQUISITE: AR 383

Students will apply two-dimensional methods of graphic communication used by Architects and Interior Designers, with an emphasis on orthographic drawings used for construction drawings. Students will be introduced to computer aided drafting using AutoCAD. Students will read, organize and produce a set of construction drawings using the computer as a tool. 1:5:3

**AR 383**

**Interior Design Studio III:**

**Furniture Design**

PREREQUISITE: AR 283 and AR 289

CO-REQUISITE: AR 382

This intermediate studio will build on the design concepts introduced in Introduction to Interior Design and Fundamentals of Interior Design, with an emphasis on furniture design. Students will design furniture as well as incorporate furniture selection and design into both residential and public space design projects. As in previous studios the design process will be the framework for all project development. Material from co-requisite courses will be incorporated into design projects. 1:5:3

**AR 388**

**Interior Design Studio IV:**

**Drawing Systems II**

PREREQUISITE: AR 382

CO-REQUISITE: AR 389

In Drawing Systems II, students will apply the computer aided drafting concepts introduced in Drawing Systems I to more complex construction drawings, including architectural detailing, millwork, furniture and cabinetry. Computer aided drafting using AutoCAD will be the primary method of graphic communication in this course. Students will be introduced to three-dimensional drawing using computers. 1:5:3

**AR 389**

**Interior Design Studio IV:**

**Commercial Interiors**

PREREQUISITE: AR 283 and AR 289

CO-REQUISITE: AR 388

Students will focus on commercial interiors in this class. One project will include programming and space planning for a complex office design. Students will become familiar with several office furniture systems and choose one for use in their office design. As in all studios, the design process will be the framework for all project development. Materials from pre- and co-requisite studio and lecture courses will be incorporated into the design project. 1:5:3

**AR 390**

**History of the Designed Environment:  
Mid-Nineteenth Century to the Present**

This continuation of the study of architecture, interiors, furniture and the decorative arts in the context of Western culture begins with the aesthetic movements of the late 19th Century and progresses through the modern and post-modern movements of the 20th Century, ending with a survey of present and future design trends. Students will understand modern design movements in the context of the immense social changes that took place beginning with the industrial revolution and continuing through the information age. Students will learn to identify the work of individual 20th Century architects and furniture designers. 3:0:3

**AR 392**

**Human Factors in Interior Design**

Human Factors is the study of the relationship between the individual and the built environment. Under the umbrella term “human factors” falls the study of ergonomics and anthropometrics, environmental and spatial behavior, universal design and the Americans with Disabilities Act, life safety issues and issues of social responsibility. Human Factors issues will be discussed in the context of various types of design, including private residence design, retail and hospitality design, offices, and design for special populations. Study will emphasize the phases of design that deal most directly with human factors issues: programming and post-occupancy evaluation. 3:0:3

**AR 393**

**Lighting Fundamentals for Interior Design**

Lighting will be considered within the framework of the mechanical, electrical and plumbing systems of a building. Students will study the technical, aesthetic and psychological aspects of lighting in an environment. Principles of lighting design and selection will be applied to the selection of luminaries and lighting sources. Lighting design competencies will be applied to a co-requisite studio design project. 3:0:3

**AR 415**

**Internship in Art or Design**

Off-campus placement in a professional environment such as a graphic design studio, art gallery, or art organization, to gain insight into a particular art or design career and work experience in the field. Many different internships are possible. Variable credit from 3 to 6 hours (i.e., a minimum of 6 to 12 hours per week). Departmental approval required. Intended for seniors. Variable credit: 3-6 hours.

**AR 418**

**Advanced Graphic Design**

PREREQUISITE: AR328 & 329

This course emphasizes teamwork and group effort to create effective advertising campaigns. The student experiences the network of ideas and research necessary to reach a public targeted by the manufacturer or service. It also explores the history and methods of publication design and examines the processes involved in coordinating art and typography with verbal and visual content. 1:5:3

**AR 420**

**Ceramics III**

PREREQUISITE: AR 321

A continuation of AR 321 in which students work to develop their own techniques and with an emphasis on glaze formulation to enhance the work. 1:5:3

**AR 421**

**Ceramics IV**

PREREQUISITE: AR 420

A continuation of AR 420 in which the student develops a sustained project idea. Students take responsibility for their own firings. 1:5:3

**AR 427**

**Web Page Design**

PREREQUISITE: AR 328 or CS 314.

This course concentrates on training the graphic designer to develop effective design interfaces for web page design. Students combine text, images, sound and interactivity to Web presentations. Students explore new software (for example FLASH MX) and technical information for Web page development and Web servers. Current and future directions of the information superhighway, online services, search engines and World Wide Web development are investigated. 1:5:3

**AR 450**

**Drawing V**

PREREQUISITE: AR 351

Continuation of AR 351. 1:5:3

**AR 451**

**Drawing VI**

PREREQUISITE: AR 450

Continuation of AR 450. 1:5:3

**AR 460**

**Painting V**

PREREQUISITE: AR 361

Continuation of AR 361. 1:5:3

**AR 461**

**Painting VI**

PREREQUISITE: AR 460

Continuation of AR 460. 1:5:3

**AR 470**

**Fiber III**

PREREQUISITE: AR371

Continuation of AR371. An advanced level fiber course stressing increasing mastery of media, technique and personal expression. Although projects are developed in consultation with the instructor, the student will demonstrate growing artistic autonomy. (All levels of Fiber are taught concurrently.) 1:5:3

**AR 471**

**Fiber IV**

PREREQUISITE: AR 470.

A continuation of AR 470. (All levels of Fiber are taught concurrently.) 1:5:3

**AR 491**

**Interior Design Professional Practice**

Students are exposed to the range of career possibilities in the interior design profession through personal exploration, speakers, lectures, and discussions. Students will apply this knowledge to an evaluation of personal career goals and preparation of a cover letter and resume. Students will be exposed to the business structure and internal organization, marketing techniques, fee structures, and project management procedures of both residential and contract/commercial interior and architectural design firms. Class will include discussions of ethics, education and professional organizations. 3:0:3

**AR 495**

**Building Construction Systems**

Students will be introduced to the various components that make up the major building systems: the structural systems, the building envelope, and Mechanical, Electrical and Plumbing systems, with an emphasis on methods and materials of residential and commercial construction, and the interface between furniture systems and interior products with building systems. Students will learn to apply the construction specifications institute method for organizing drawings, specifications and architectural materials libraries. 3:0:3.

**AR 496**

**Graphic Design Senior Seminar and Portfolio**

Prerequisite: Permission of the Program Co-coordinator of Graphic Design.

The capstone course of the major provides an intense investigation of the design and production of the professional portfolio including marketing techniques, format, binding, layout and reproduction. The portfolio documents the student's development as a designer and forms his or her main professional credential in preparation for the transition to professional practice. A copy of each portfolio will be retained in the Office of the Program Coordinator of Graphic Design. A second concentration of the course is the development of effective graphic design interfaces for Web page design in projects that combine text, images, sound and interactivity to Web presentations. 1:5:3

**AR 497**

**Senior Seminar in Fine Arts**

This capstone course focuses on the completion of the portfolio that documents the students development throughout his or her time at Park (a copy to be retained in the Art Office). This can include research on careers, graduate schools, galleries, resume preparation, etc. Fine Art and Art Education students are required to plan, publicize and install an exhibition of their work in the Campanella Gallery. 1:2:2

**AR 498**

**Senior Seminar I: Thesis**

Students will select a topic or design area for research, which will lead to a thesis statement and concept for a design project. Students will then prepare a written program for the design of a project that will be completed in AR 499. Students will begin collecting material for a portfolio and develop a concept for portfolio design. Both the design project and the portfolio will be completed in AR 499, Senior Seminar II. 3:0:3

**AR 499**

**Senior Seminar II: Project and Portfolio**

PREREQUISITE: AR 498.

Students will develop a design that meets the requirements of the program developed in AR 498. The project will be a culmination of the skills and knowledge gained in the student's academic experience. The project will include schematic design exploration, space planning, furniture, and finish selections, selection of finish materials and detailing of design elements. Issues of structure, lighting and mechanical/electrical and plumbing systems will be addressed. Life safety codes and accessibility standards will be applied. The final design will be presented to a committee of professional designers. In addition, students will prepare a portfolio of work that includes the senior project as well as a representation of work completed in their academic career. 1:5:3

**AT 144**

**Introduction to Athletic Training I**

This entry-level course introduces athletic training students to the profession of athletic training. The course provides opportunities to learn about professionalism, equipment and supplies, basic care and prevention of injuries, taping and wrapping techniques, as well as exploring basic medical terminology. In addition, students will be required to obtain observation hours. Enrollment is reserved for athletic training majors or permission from instructor. 1:0:1.

**AT 145**

**Introduction to Athletic Training II**

Prerequisite: AT 144

The course is designed to allow the student to continue practicing taping and wrapping, basic cryotherapy and thermotherapy techniques, wound care, and emergency procedures. In addition, students will be required to obtain observation hours. 1:0:1.

## **AT – Athletic Training (continued)**

### **AT 231**

#### **First Aid and Emergency Procedures**

The practice of first aid and cardiopulmonary resuscitation skills. Emphasis will be on life saving emergency skills, accident prevention, first aid, AED training, and transportation of the sick and injured. A standard first aid and emergency cardiac care certification will be awarded to those who qualify. 3:0:3.

### **AT 236**

#### **Kinesiology**

PREREQUISITE: BI 212

A course that studies the principles and concepts of human movement, normal anatomical structures, directional terms and cardinal planes, functional classification of joints, biomechanics, and range of motion; including active, passive, and resisted movements to all major joints in the body. 3:0:3.

### **AT 246**

#### **Clinical Education I**

PREREQUISITES: AT 145

A review of the body's response to injury. Students will utilize the beginning levels of assessment procedures such as constructing and phrasing appropriate questions, physical evaluation techniques, writing medical notes, as well as managing overuse and chronic injuries, fractures, subluxations and dislocations. In addition, athletic training students are required to participate in a clinical assignment. 3:0:3.

### **AT 250**

#### **Exercise Physiology**

PREREQUISITES: BI 115 and BI 211 or equivalents.

A study of the physiological adjustments that occur within the body during exercise. Emphasis is placed on the circulatory, respiratory, and musculoskeletal, nervous, and endocrine systems. 3:0:3.

### **AT 261**

#### **Care and Prevention of Athletic Injuries**

PREREQUISITES: BI 211 and AT 231

A course that focuses on the overall general practices of the athletic training profession. The course will provide the athletic training student with the fundamental foundations needed to effectively prevent, recognize, and manage injuries/illnesses. 3:0:3.

### **AT 347**

#### **Clinical Education II**

PREREQUISITE: AT 246

A course that teaches manual therapy techniques including proprioceptive neuromuscular facilitation, joint and soft tissue mobilization. Students are expected to use these techniques when developing a plan of care to treat and rehabilitate a broad spectrum of injuries. In addition, Athletic Training students are required to participate in a clinical assignment. 3:0:3.

### **AT 350**

#### **Pathology in Athletics**

PREREQUISITE: AT 365

A course designed to provide the student with working knowledge of the pathophysiology and management of common diseases and medical conditions. Recognition, treatment considerations, medical referral and recommendations for common disabilities among physically active individuals will also be investigated. 4:0:4.

### **AT 351**

#### **Introduction to Pharmacy and Pharmacology**

PREREQUISITE: Acceptance in AT program or permission of instructor.

A course that emphasizes the types and classification of drugs, their modes of action at the cellular, systemic, and organism level, as well as their contraindications and possible long term effects. 3:0:3.

### **AT 355**

#### **Therapeutic Modalities in Athletic Training**

PREREQUISITE: AT 261.

This course introduces the theory and application of therapeutic modalities such as hydrotherapy, electrotherapy, thermotherapy, cryotherapy and manual techniques for the prevention and care of athletic injuries. 4:0:4

### **AT 356**

#### **Administration of Athletic Training**

PREREQUISITE: AT 261

This course discusses the policies, procedures, issues and supervision involved with the administration of athletic training. Emphasis is placed on facility organization and design, supervision, legal liability, budgeting, record keeping, equipment maintenance, counseling and public relations. 3:0:3

**AT 365****Advanced Athletic Training**

PREREQUISITE: AT 261

This course reviews the management of the competitive athlete and athletic training programs at every level. Emphasis is placed upon mechanisms of sport injury and techniques of injury. This course will also provide review of anatomical structures and provide knowledge to the student in the areas of postural screenings, common injuries, development of prevention programs, treatment of pathological conditions, neuro and musculoskeletal screenings, measurement of joint motion, MMT, ligament and capsular instability, the use of appropriate terminology and functional return to activity. 4:0:4

**AT 366****Therapeutic Exercise and Rehabilitation**

PREREQUISITE: AT 365

Theory and application of exercise, rehabilitation techniques and therapeutic equipment for the prevention and care of athletic injuries. 4:0:4

**AT 421****Special Topics in Athletic Training**

PREREQUISITE: AT 365.

A capstone course providing the student with opportunities for practicing mock certification exams. In addition the students will examine specific areas and current issues in the field of athletic training allowing to engage in professional research and presentation. 3:0:3

**AT 449****Clinical Education in Athletic Training III**

PREREQUISITE: AT 347

This course provides advanced clinical assessment and rehabilitation techniques of the face, head, and all regions of the spine. In addition, athletic training students are required to participate in a clinical assignment. 3:0:3.

**AT 450****Clinical Education in Athletic Training IV**

PREREQUISITE: AT 449

This course will review clinical assessment and rehabilitation techniques of the upper and lower extremities and common injuries associated with these regions. In addition, athletic training students will be required to participate in a clinical assignment. 3:0:3.

**AT 480****Research and Writing in Athletic Training**

PREREQUISITE: EN 105, EN 106, passing the WCT and an accumulated 60 hours.

This course is designed to have students review current literature and perform scientific and technical research to prepare reports that address the areas of athletic training. This course will satisfy the EN 306 requirement for Athletic Training majors. 3:0:3

**AT 490****Senior Seminar in Athletic Training**

PREREQUISITE: AT 480 and MA 120

A capstone course where students examine current issues in the field of athletic training that allow them to engage in professional research and presentation. In addition, students will get opportunities for practicing mock certification exams. 3:0:3

**AV 103**

**Air Transportation**

A study of air transport system development up to the present. Emphasis is on the characteristics of each part of the system such as the effects of regulation, competition, and environmental control. 3:0:3

**AV 104**

**General Aviation Management**

A practical view of the management of aviation enterprises. Covers basic management concepts, the importance of profit and the impact of many regulations on the aviation industry. Review of the decision making process and a look into the future of general aviation business. 3:0:3

**AV 262**

**Aviation Marketing**

The function of marketing in airline and general aviation operations, market research, demand analysis, advertising and promotion, sales, traffic, and theory of price determination. 3:0:3

**AV 267**

**Aviation Law and Regulations**

The development of aviation law as a distinctive body of statutes, treaties, regulations and case law. Topics include federal and state jurisdictional problems, criminal law, aviation accident litigation, environmental law and international law of air and space. 3:0:3

**AV 370**

**Airline Management**

Study of management development of various domestic, local and international air carriers. Designed to cover the complex area of operational techniques and problems confronting airlines today. 3:0:3

**AV 402**

**Special Topics in Aviation Management**

In-depth examination of contemporary issues in the field of aviation management. Topics include, but are not limited to: passenger trends, deregulation criteria for transport aircraft, airport security, air cargo operation problems, environmental impact and conservation problems. May be repeated for credit with change in topic. 3:0:3

**AV 403**

**Airport Management**

The major functions of airport management operations, zoning, adequacy, financing, revenues and expenses, design, and safety. A study of the airport master plan; federal, state, and local agencies; and the socioeconomic effect on the community. 3:0:3

**AV 426**

**Aviation Safety**

Designed to develop an awareness of the broad areas involved in the pursuit of safety in the air. The basic principles of aviation accident prevention in government, airlines, corporate, and other aspects of aviation. Includes the technological aspects of flight as well as the human aspects. 3:0:3

**AV 428**

**Senior Project in Aviation Management**

A special project undertaken by the student with the approval and guidance of the Program Coordinator. Topics include but are not limited to: airport management, air cargo operations, fixed base operations, airline marketing, and corporate flight operations. It is strongly recommended that all major core courses be completed prior to enrolling in this course. 3:0:3

## BI – Biology

### BI 101

#### **Biological Concepts**

Biological Concepts offers an overview of the fundamental facts and principles of modern biology. The course is designed for the non-science student who wishes to gain an understanding of current biological concepts and their relevance to problems of human society. Emphasis will be on life, its origin, chemistry, energy transformations, reproduction, genetics, evolution, and ecology. At home laboratory activities are included. 3:3:4

### BI 106 LA (GE)

#### **Introduction to Biology**

A first course in biology stressing the functions of science, heredity, evolution, and ecology with emphasis on man's role in the ecological system. (Does not apply to biology majors.) 3:0:3

### BI 111 LA (GE)

#### **Environmental Biology**

Environmental science is the study of the position and impact of *Homo sapiens* as an organism in the environment and consideration of the sociological, political, and economic implications of mankind's relationship to the ecosystem. Problems of world population, world hunger, international implications, etc. will be included. Specific considerations of energy availability, usage, and controversies, as well as pollution topics will be addressed. 3:3:4

### BI 115

#### **Human Biology**

Human Biology is intended to give the student a broad overview of biology with respect to humans. The complexity of the human organism, both in its present form and over the course of its evolution is studied. This course includes a survey of human physical systems, an overview of genetic theory, and the placement and evolution of the human species within the context of Earth history, and interactions with the environment. Emphasis will be placed on student understanding of the scientific method, ways of evaluating scientific evidence, and the recognition of uncertainty in scientific theory. 3:3:4

### BI 122 LA (MGE)

#### **Human Nutrition**

A discussion of the basic requirements of nutrition necessary for good health. Agencies which regulate foods are discussed. Dietary needs of special groups and ages are addressed. 3:0:3

### BI 210

#### **The Human Body**

Structure and function of the principal systems of the human body. Topics include: muscular, nervous, skeletal, circulatory, digestive, endocrine, and urinogenital systems. 3:0:3

### BI 211

#### **Human Anatomy and Physiology I**

A study of the structure and function of the human body at the cellular through system level of organization. Laboratory emphasis is on the gross structure of muscular, nervous and skeletal systems. 3:3:4

### BI 212

#### **Human Anatomy and Physiology II**

PREREQUISITE: BI 211 or equivalent.

A continuation of BI 211. Emphasis is placed on the circulatory, digestive, endocrine and urinogenital systems. 3:3:4

### BI 214 LA (MGE)

#### **Personal and Community Health**

Educational in nature with emphasis on personal hygiene, community health and health education, this course covers diverse topics such as wellness, mental health, stress, nutrition, weight management, communicable disease, non-communicable disease, reproductive health, parenting, substance abuse, aging, and ecology. Socioeconomic and sociocultural factors that impact the wellness of specific cultural groups will also be discussed. This course does not count toward a biology major. 3:0:3

**BI – Biology (continued)****BI 223****Clinical Microbiology**

PREREQUISITE: CH 105 or equivalent.

A study of microorganisms that commonly affect man, including their morphology, physiology, taxonomy, and ecology. Epidemiology of representative diseases and other applied aspects are discussed. Emphasis in the lab is on techniques: staining, culturing, and standard identification methods. 3:3:4

**BI 225****Botany**

PREREQUISITE: BI 115 or permission of instructor.

A study of the plant kingdom with an emphasis on the structure and physiology of the flowering plants. 3:3:4

**BI 226****Zoology**

PREREQUISITE: BI 115 or permission of the instructor.

This course is a broad introduction to Kingdom Animalia. The anatomy, physiology, systematic, evolution, and ecology of animals will be discussed. Laboratory will include dissection, microscopic and macroscopic examination of organisms representative of the major animal phyla. 3:3:4

**BI 231****Introductory Molecular Cell Biology**

PREREQUISITES: BI 115, CH 108 and CH 108L.

An introductory course in cell structure and function at the molecular level. Topics include cell structure; the flow and transduction of mass, energy, and genetic information; genetic engineering; and regulation of cell growth. 3:0:3

**BI 300 LA (LL)****Evolution**

A study of the historical development of the concept of natural selection and modern concepts of evolution. 3:0:3

**BI 301 LA (LL)****Human Ecology**

The relation of man to his physical and biological world. Topics include population, food supply, energy, industry, pollution, and natural resources as well as the cultural patterns of humans and their effects on the environment. 3:0:3

**BI 306****Biological Literature**

PREREQUISITES: EN 105, EN 106, passing WCT and 60 accumulated hours.

A one-semester study of biological thought and the methods of biological communication. Emphasis is placed on the acquisition and use of biological literature. Writing and evaluation of scientific papers is stressed. This course is to be taken during the junior year. The course will satisfy the EN 306 requirement for Biology majors. 3:0:3

**BI 318****Introduction to Genetics**

PREREQUISITE: BI 106 or equivalent.

A study of the principles of heredity and variation in both plants and animals including man. Modern theories of gene action are stressed. 3:0:3

**BI 320****Genetics**

PREREQUISITES: BI 231, CH 317 and CH 317L.

A study of the principles of heredity and variation in both plants and animals including man. Modern theories of gene action are stressed. Laboratory work is included. 3:3:4

**BI 326****Ethics in Science**

An examination of the complex ethical issues that arise as a result of modern science. Issues such as genetic therapy, cloning and stem cell research, death and dying, reproductive technologies, genetic privacy, and the allocation of resources will be examined. Topics that arise from the use of humans and other animals in academia and research will also be discussed. The course will include a general overview of ethical theories, moral and religious attitudes from different cultures, and the fundamental principles of scientific integrity. 3:0:3

**BI 330 (GO 330)****Paleobiology**

The study of the earth's past life, which will be examined in two parts: (1) an introduction to invertebrate and vertebrate paleontology that will focus on classification, relationships, and evolutionary history and (2) the uses of paleontological data in evolution, systematics, paleoecology and extinctions. 3:3:4

**BI 337 (CH 337)**

**Biochemistry**

PREREQUISITES: CH 318 and CH 318L.

Biochemical systems and the relation of chemical structure to biochemical function are discussed. 3:0:3

**BI 337L (CH 337L)**

**Biochemistry Laboratory**

CO-REQUISITE: BI 337. 0:3:1

**BI 340**

**Comparative Anatomy**

PREREQUISITE: BI 226.

A study of the phylogeny and gross structure of the organ systems of the vertebrates. Major systems of the shark and cat are dissected and correlations are made with other groups of vertebrates. 3:3:4

**BI 344**

**Animal Physiology**

PREREQUISITES: BI 226 and CH 108, or permission of the instructor.

A study of living processes as they occur in cells, tissues, and systems in vertebrates and invertebrates. Laboratory work is correlated with classroom discussion. 3:3:4

**BI 350**

**Microbiology**

PREREQUISITES: BI 231 and CH 317L.

A study of the biology of the major groups of microorganisms. Research skills are stressed in the laboratory. 3:3:4

**BI 351 (CH 351)**

**Introduction to Pharmacy and Pharmacology**

PREREQUISITE: Acceptance in AT program or permission of instructor.

A non-laboratory course intended for athletic training majors. Emphasis is placed on the types and classification of drugs, their modes of action at the cellular, systemic, and organismal level, their contraindications and possible long term effects. 3:0:3

**BI 360**

**Cell Biology**

PREREQUISITES: BI 231, CH 317 and CH 317L.

A study of ultrastructure of the cell and its organelles. Laboratory includes studies in molecular biology and tissue culture. 3:3:4

**BI 378**

**Ecology**

PREREQUISITES: BI 115 and CH 107.

A study of the interrelationships between organisms and their environment. Laboratory is included. 3:3:4

**BI 380 LA (MLL)**

**Issues in Biodiversity**

An introduction to biodiversity from the perspective of ecosystems and the biosphere. Topics covered include extinction, characteristics, special problems of the various biomes, conservation economics, endangered species management, and theory of nature preserve design. 3:0:3

**BI415**

**Senior Research**

This hands-on research course is the third component of the four-course Senior Research Capstone. Students will be expected to conduct research following the creation of a proposal in BI 306 that will culminate in the production of a research paper and presentation. Projects will vary depending upon the interest and capabilities of the student and selected mentor. The final work will be evaluated by the Biology faculty. The completed research paper will be the core assessment as judged by the Biology Program faculty. 3:0:3

**BI 417**

**Developmental Biology**

PREREQUISITES: BI 231, CH 317 and CH 317L.

A study of the molecular and cellular biology of pattern formation in developing embryos. Systems surveyed include *Drosophila*, sea urchin, frog, salamander, chicken, and human. 3:3:4

**BI 422**

**Individual Research & Independent Investigation**

A small original biological investigation and a written report of the findings, prepared in proper form. Prerequisite: permission of instructor. Variable credit 1-3 hours.

**BI 470**

**Internship in Biology**

Practical work experience in biology in an industrial, academic or other setting. Internship must be approved by the instructor prior to starting work. Variable credit: 1-4 hours.

## **BI – Biology (continued)**

### **BI 490**

#### **Advanced Topics in Biology**

PREREQUISITE: permission of instructor.

Selected topics in biology. Topics left to the discretion of the instructor and student. Plant taxonomy, histology, cellular physiology, advanced field ecology, entomology, etc. are possible topics. Laboratory work may be required. May be repeated for credit if topics differ. Variable credit: 1-4 hours.

## **CA – Communication Arts**

### **CA 103 LA (GE)**

#### **Public Speaking**

A development of the ability to speak clearly and express ideas effectively before an audience. Students plan, compose, and deliver various kinds of speeches and talks. Principles of effective rhetorical presentation are related to basic purposes and forms of public speech-communication. 3:0:3

### **CA 104 LA (GE)**

#### **Interpersonal Communication I**

An introduction to the knowledge and skills of interpersonal communication. The course content includes facilitation of more effective and supportive behavior, reduction of communication barriers and development of increased skill and confidence in relationships. 3:0:3

### **CA 105 LA (GE)**

#### **Introduction to Human Communication**

This course focuses on the most frequently used communication skills. The course demonstrates the natural relationships between communicating one-to-one and in public, group, and mediated contexts, showing that skills in one can be employed in the other and given practice in both. Students will be introduced to the communication process, listening, concepts of self, language, perception, small group and workplace communication, intercultural communication, mediated communication, the speech process (including topic selection and audience analysis, organization, development and support of speeches, delivery) and informative and persuasive public speaking. This course fulfills the oral communication liberal arts requirement. 3:0:3.

### **CA 115**

#### **Introduction to Electronic Communication**

A survey of the emerging vehicles for electronic communication from Internet to radio and television. Includes discussion of how electronic communication affects the audience, research and the methodology used to analyze that effect, introduction to the skills of electronic communication, and consideration of the specific ethical issues often associated with electronic images. 3:0:3

### **CA 125**

#### **Journalism Workshop**

This course provides an opportunity for freshman and sophomores to participate in professional writing in a guided environment for credit. Variable credit. 1-3 hours.

### **CA 200**

#### **Interviewing Theories and Practice**

Development and analysis of the interviewing process from the viewpoints of the interviewer and the interviewee. Consideration is given to strategies, ethics, the interview as a management tool, and a broad understanding of the communication variables involved in the interviewing context. Both practical and theoretical perspectives are examined. 3:0:3

### **CA 201**

#### **Reporting I**

This course focuses on the fundamentals of reporting. It discusses techniques of fact gathering and news writing and provides opportunities to develop those skills through practical application. 3:0:3

**CA 218**

**Public Relations**

A study of the dissemination of public information through mass media; intraorganizational information; public opinion analysis, research techniques to establish psychographics within groups, applications in business, government, education, and politics. 3:0:3

**CA 221**

**Radio Production**

Orientation in the basic techniques of radio performance and production. Major emphasis on radio announcing skills and basic editing techniques. Students learn news writing and newscast performance skills. Students work on KGSP-FM. 3:0:3

**CA 231**

**Television Production**

An introduction to basic television production techniques. Students will produce news and feature stories for Cable Channel 2. Orientation will include a look at basic news and script writing techniques, and will include instruction on use of video equipment and videotape editing. Students will learn basic producing and directing skills. 3:0:3

**CA 235**

**Multicultural Communication**

A study of communication and culture that examines cultural variability in interpersonal relationships. Emphasis is placed on facilitation of more effective communication episodes across gender, race, life-styles, culture and other barriers. 3:0:3

**CA 240**

**Popular Photography**

A lecture and discussion course covering the fundamentals of photography. Students must provide an acceptable camera, expendable supplies, and arrange for outside processing and printing. Lab demonstrations will be a part of the course but students will not receive darkroom training. Designed for accelerated program students. Students who need or desire dark room practice should enroll in CA 241. 3:0:3

**CA 241 (AR241)**

**Photography I**

An introduction to the basic techniques of black and white photography. Cameras, lenses, films, lighting, composition, etc. are discussed. Students must provide an acceptable camera and expendable supplies. Darkroom work is required and a darkroom fee is charged. 1:5:3

**CA 242**

**Color Photography**

PREREQUISITE: CA 241 or equivalent.

Special problems of basic color photography in terms of color picture taking and printing. Students must provide acceptable camera and supplies. Darkroom work is required and a darkroom fee is charged. 3:0:3

**CA 250**

**Special Topics in Communication Arts**

This course is for students interested in writing, editing, or photography in a magazine format. This course is for those who want to apply what they learned in News and Feature Writing; Layout, Editing and Design; or Photojournalism to magazine production. It provides an opportunity to hone each of those skills. Non-majors are welcome. 3:0:3

**CA 301**

**Interpersonal Communication II**

PREREQUISITE: CA 104.

A study of the nature of and problems in communication. Areas of study include: mental process in communication, perception, content, amount of communication, interpersonal and task behaviors, norms, conflict, creativity, touch, distance, time usage, manipulation of environment, intervention, attitude change and opinions, and how communication fosters attraction, productivity, and leadership. The course focuses on the development of a framework for analyzing the various approaches to interpersonal communication. 3:0:3

**CA 302**

**Communication Ethics and Law**

A study of laws and ethics for journalists and other communicators. The course will analyze libel law, privacy, and objectivity, responsibility, freedom of speech and censorship, and the role of the press in society. 3:0:3

## CA – Communication Arts (continued)

### CA 311

#### **Editing, Layout and Design**

Study and practical application of editing news, features, and investigative stories. Includes rewriting, headline writing, and the principles of layout and design. 2:2:3

### CA 313

#### **Script writing Workshop**

This course is designed to acquaint the student with various types of scriptwriting; news, entertainment, documentary, commercials, copywriting, educational, industrial, and dramatic. Students will write original scripts for production in selected media. For students with exceptional preparation, this may be a theatrical feature, series pilot, TVM, or mini-series lead show. 3:0:3

### CA 315

#### **Journalism Practicum**

Journalism practicum provides an opportunity to apply the skills of journalism as a member of a publication team, usually on the staff of the Stylus or the Narva. The course is conducted in an independent manner as students fill roles on the publication team then submit their work to the instructor for critique. The Stylus or Narva editor may enroll for 4 credit hours. The usual enrollment is for 3 credit hours. Variable credit: 1-4 hours.

Section A: News and Feature Writing

Section B: Newspaper and Magazine Editing

Section D: Photojournalism

Section G: Magazine Journalism

### CA 316

#### **Reporting II**

PREREQUISITE: CA201.

Focus on information gathering, international reporting, and on using multimedia tools and outlets to disseminate information. Students write, shoot still images and video, collect audio, and utilize other new forms of media communication for publishing on the Internet. Other course topics include civic journalism, citizen journalism, and freedom of the press, including freedom of information and sunshine laws. 3:0:3

### CA 317

#### **Feature Writing**

This course provides an opportunity to develop writing skills in the gathering and creation of in-depth magazine and news features. Primarily focused on writing, it aims to develop the student's voice and style in print. 3:0:3

### CA 318

#### **Public Relations II**

Advance study of persuasive communications with emphasis on design and execution of public relations campaigns, the role of the public information officer, development of the comprehensive information package, and creation of effective internal publications. Includes discussion of specific ethical issues of persuasive communications. 3:0:3

### CA 321 LA (LL) (PC 321)

#### **Interpersonal Conflict Solution**

Presents various strategies for dealing with conflict in a positive manner. Emphasizes the development and practice of skills of listening, assertiveness, problem solving, conflict management, and mediation. 3:0:3

### CA 322 LA (LL)

#### **Theory and History of Mass Media**

Analysis of mass media content and the role media play in modern society. The course includes study of the history of that role, functions of the media, effects on society, and the persuasive abilities of media. This course focuses on contemporary media criticism and related ethical issues. 3:0:3

### CA 325

#### **Radio Practicum**

PREREQUISITES: CA 221.

Under faculty supervision, students are assigned staff responsibilities for the operation of the radio station KGSP-FM. The student will gain working experience on operating this station for actual broadcasting to the public. Variable credit: 1-4 credits

**CA 335**

**Television Practicum**

PREREQUISITE: CA 231.

Students work as staff members of Northland News, a cable TV show produced, reported, written, and anchored by Park students. Emphasis is placed on writing and reporting skills. Students will also produce original programming to air over Cable Channel 2. 1:9:3

**CA 341 (AR 341)**

**Photography II**

This course explores the language of photography with particular attention to the photographic essay and the photographic illustration. Both black and white and color photography are included. A variety of techniques in photographic printmaking are explored with an emphasis on self-expression and craft. A lab fee may be required. 1:5:3

**CA 348**

**Theories of Communication**

The study of communication theories with emphasis on people's interactions with the media and one another. The course focuses on how communication affects human attitudes and behavior. Includes a review of media influence in the individual, social and political arenas. 3:0:3

**CA 380 (MK 380)**

**Advertising**

PREREQUISITE: MK 351 or equivalent.

Designed to give the student an understanding of the creation, design, and production of material for advertising campaigns in all media. Suggested 3:0:3

**CA 382**

**Communication Research Methods**

This course focuses on the most frequently used communication research methods in the areas of journalism, communication studies, and public relations. Students will be introduced to the qualitative and quantitative communication research methods including content analysis, participant observation, interviewing, textual analysis and experimental research. It will emphasize understanding communication research reports and developing research and writing skills appropriate for both communication professionals and students seeking advanced degrees. The course may utilize service learning. 3:0:3

**CA 385 (MK 385)**

**Consumer Behavior**

An integrated approach to the study of various behavioral concepts and theories useful for understanding consumer behavior and its relevance to the development of effective marketing strategies. 3:0:3

**CA 390**

**Marketing Planning**

PREREQUISITE: MK 351.

A course designed to analyze the process of planning or implementing and controlling promotional efforts in retail, wholesale, manufacturing, finance, service, and nonprofit organizations. 3:0:3

**CA 402**

**Organizational Communication**

PREREQUISITE: CA 104.

Examines the role of communication in organizations and the people and patterns making up the many sides of complicated issues, which arise in organizational life. The course also examines the communication messages sent and received within an organization including the organization's formal structure and its informal social groups. 3:0:3

**CA 404**

**Seminar: Special Topics in Communication Arts**

PREREQUISITE: Advanced standing or permission of instructor.

Revolving topic seminar for advanced students, which may be repeated under different topic headings. Topics deal with such matters as social responsibility in mass media, effects of technological change upon the communication industry, film criticism, promotional strategies and case studies, or issues and problems in broadcast management or public relations. 3:0:3

**CA 420**

**Human Relations in Group Interaction**

PREREQUISITE: Advanced standing or permission from the instructor.

A course designed to facilitate the authentic exploration of feelings and communication obstacles. The focus is on interaction and interdependency in the small group context. 3:0:3

## CA – Communication Arts (continued)

### CA 441

#### **Photojournalism**

PREREQUISITE: CA 241 or equivalent competency.

Learn to use the camera to tell a story with a single photograph or with a series. The course is directed toward newspapers, but includes magazine photography. 3:0:3

### CA 450

#### **Seminar: Special Topics in Journalism**

Advanced standing or permission of instructor. Specialized study and practice in various aspects of print journalism. May be repeated for credit when topics are changed. (Topics may include Investigative Reporting, Feature Writing, Editorial and Interpretive Writing, History of Journalism, Advanced Layout and Design.) 3:0:3

### CA 455

#### **Seminar in Journalism Education**

The course explores methods in journalism education, the needs of student journalists, and professional standards sought by journalists in the field. 3:0:3

### CA 475

#### **Case Studies in Communication Leadership**

Students use public relations case studies to analyze and apply organizational communication and leadership theories. The student will conduct an in-depth study of an organizational communication case and develop a leadership plan. 3:0:3

### CA 485

#### **The City Hall Project**

PREREQUISITE: CA 201, PO 201.

The City Hall Project is a capstone course in the study of political journalism. The course will have two components: A theoretical component in political science and a practical component in reporting. The student will work independently or as part of a seminar team covering events in local government. The course is open to print journalists, broadcast journalists, public information officers and others interested in government communications. 3:0:3

### CA 490

#### **Professional Learning Experience**

##### **Section A: Journalism**

PREREQUISITES: CA 311 and at least 3 hours of CA 315.

Extensive work under faculty or professional supervision. Three credit hours required on the staff of an area publication; additional credit hours may be earned by repeating the course using more advanced activities. Variable credit: 3-9 hours.

##### **Section B: Broadcasting**

Involves extensive work off campus in a professional environment with direct supervision by employers. Students function in a "real job" capacity with media employers such as commercial radio and television stations, corporate, and religious settings. Prerequisites: permission of the Communications Arts Faculty. Variable Credit: 3-6 hours.

##### **Section C: Public Relations**

PREREQUISITE: Permission of the Department Chair

Students gain extensive experience in a variety of public relations professional settings including social service agencies, nonprofit companies, government and corporate environments. Variable credits: 3-6 hours.

##### **Section D: Organizational Communication**

Students gain extensive experience in organizational settings including social service agencies, nonprofit companies, government and corporate environments. Variable credits: 3-6 hours.

##### **Section E: Communication Consulting**

Students gain extensive experience in organizational settings including working with nonprofit agencies, government and corporate environments, or with individuals being engaged in professional consulting services. Variable credits: 3-6 hours.

**CA 491**

**Senior Project**

This course may not be taken before senior year. It is a capstone course in which the student designs a practical project aimed at publication in a commercial newspaper or magazine (or broadcast outlet), researches the project, completes the writing (or broadcast production), and may offer it to the appropriate editors. 3:0:3

**CH 101 LA (MGE)**

**Chemistry in the World**

This course is designed to acquaint non-science majors with the impact of chemistry on their world. This course provides a general introduction to both inorganic and organic chemistry and stresses applications of chemistry in the commercial, industrial and technological components of society. 3:2:4

**CH 102**

**Contemporary Chemistry**

(Taught in accelerated programs only).

CH 102 will introduce the non-science major to the impact that the science of chemistry has on their world. The course provides a general introduction to the principles of the science of chemistry, in the commercial, industrial, and technological components of society. 3:0:3

**CH 105 LA (MGE)**

**Introductory Chemistry**

A survey of general chemistry, organic chemistry, and biochemistry. Basic principles as applied to health science will be covered. The lab will be a practical application of the principles covered in lecture. 4:3:5

**CH 107 LA (MGE)**

**Introduction to Chemistry I**

PREREQUISITE: high school algebra or equivalent. CO-REQUISITE: CH 107L (except in accelerated programs).

An introduction to chemistry by developing fundamental tools such as problem solving methods and the concept of the mole. Major topics covered will include stoichiometry, atomic and molecular structure and the states of matter. 3:0:3

**CH 107L**

**Introduction to Chemistry Laboratory I**

CO-REQUISITE: CH 107.

Students are introduced to basic laboratory techniques. Experiments will reinforce materials covered in the lecture components of this course. 0:3:1

**CH 108**

**Introduction to Chemistry II**

PREREQUISITE: 'C' or better in CH 107 or permission of instructor.

CO-REQUISITE: CH 108L.

A continuation of CH 107 with major topics covered including solutions, chemical kinetics, thermodynamics, equilibria, and an introduction to descriptive chemistry. 3:0:3

**CH 108L**

**Introduction to Chemistry Laboratory II**

PREREQUISITE: 'C' or better in CH 107L or permission of instructor.

CO-REQUISITE: CH 108.

A continuation of CH 107L with experiments relating to kinetics, equilibria, thermodynamics, and qualitative analysis. 0:3:1

**CH 215**

**Selected Topics in Chemistry**

An in-depth examination of specific areas of chemistry. May be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**CH 300 LA (LL)**

**Chemistry Seminar**

A series of case studies of legal, economic and social problems occasioned by the advance of science and technology in contemporary society. Open to all students. 3:0:3

**CH 301 LA (MLL)****Chemistry and Society**

The history and nature of the science of chemistry with emphasis upon its role as a human activity and its relationship to humanity.

Open to all junior and senior level students. 3:0:3

**CH 306****Chemical Bibliography**

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours.

Access to the chemical literature is surveyed. The use of index journals, primary and secondary sources, the patent literature, the online search, and the literature organization is explained and illustrated. Submission of a written, formal proposal of an original research problem, together with the records of the literature search validating the proposal, is required. This course will satisfy the EN 306 requirement for Chemistry majors. 3:0:3

**CH 317****Organic Chemistry I**

PREREQUISITE: CH 108.

CO-REQUISITE: CH 317L (except in accelerated programs.)

An introduction to the chemistry of carbon based compounds. Nomenclature, structure, bonding, and reaction mechanisms. 3:0:3

**CH 317L****Organic Chemistry Laboratory I**

CO-REQUISITE: CH 317.

Introduction to lab techniques in organic chemistry; extraction, purification, and chromatographic analysis. Basic qualitative analysis of functional groups and separation of compounds of different functional groups. 0:4:1

**CH 318****Organic Chemistry II**

PREREQUISITE: CH 317.

CO-REQUISITE: CH 318L.

Application of principles learned in CH 317 to members of each homologous series. Retrosynthetic analysis and introduction to bio-organic chemistry (amino acids, nuclear bases, carbohydrates, lipids). 3:0:3

**CH 318L****Organic Chemistry Laboratory II**

CO-REQUISITE: CH 318.

Application of techniques learned in 317L

to carry out synthesis. Modifications to and introduction of functional groups of a given substrate. 0:4:1

**CH 321****Introduction to Medicinal Chemistry**

PREREQUISITE: CH 318.

This course covers an introductory level medicinal chemistry. The following topics will be covered; drug development process; drug approval processes; receptors; drug interaction; pharmacodynamics; pharmacokinetics, quantitative structure activity relationships. Some of the following classes of drugs will be discussed in detail - antibacterial drugs; drugs that work on the central nervous system, analgesics, etc. Case studies of current drugs going through approval process. 3:0:3

**CH 328****Analytical Chemistry**

PREREQUISITES: CH 108 and CH 108L.

An in-depth study of classical analytical chemistry techniques. Subjects include the statistical evaluation of data, gravimetric and titrimetric methods of analysis, acid-base chemistry, complexation chemistry, and redox process. Laboratory includes practical examples of the methods covered in lecture. 3:4:4

**CH 329****Introduction to Instrumental Analysis**

PREREQUISITE: CH 328.

An introduction to modern instrumental chemical analysis. The course will span theory of operation, instrument design and methodology, and applications of instrumental techniques. Electrochemical methods including potentiometry, voltammetry, and coulometry; spectroscopic methods including infrared, UV/VIS, and NMR; chromatographic methods including gas, liquid and thin layer; thermal methods of analysis and kinetic methods of analysis will be covered. 3:3:4

**CH 337 (BI 337)****Biochemistry**

PREREQUISITE: CH 318.

CO-REQUISITE: CH 337L.

Biochemical systems and the relation of chemical structure to the biochemical function are discussed. 3:0:3

**CH 337L (BI 337L)****Biochemistry Laboratory**

CO-REQUISITE: CH 337. 0:3:1

**CH 342****Advanced Inorganic Chemistry**

PREREQUISITE: Any of the following: CH317, CH318, CH328, CH329, CH337 or permission of the instructor.

A study of inorganic chemistry to atomic structure, bonding models, inorganic reactions, coordination chemistry and symmetry.

Laboratory portion of the course will include instruction in the modern synthetic techniques currently used in inorganic chemistry. 3:3:4

**CH 351 (BI 351)****Introduction to Pharmacy and Pharmacology**

PREREQUISITE: Acceptance in AT program or permission of instructor.

A non-laboratory course intended for athletic training majors. Emphasis is placed on the types and classification of drugs, their modes of action at the cellular, systemic, and organismal level, their contraindications and possible long term effects. 3:0:3

**CH 400****Special Topics in Chemistry**

PREREQUISITE: Permission of instructor.

A seminar devoted to selected topics in modern chemistry of interest to students requiring more depth in the field. The course may involve laboratory work. Variable credit: 1-4 hours.

**CH 405****Fundamentals of Physical Chemistry**

PREREQUISITES: MA 222 and PY 206 or concurrent enrollment therein.

A one-semester survey of physical chemistry for students not intending to pursue advanced work in chemistry. Topics include an introduction to thermodynamics, phase equilibria, chemical equilibrium, electrochemistry, kinetics, atomic structure, bonding, and molecular spectroscopy. 3:3:4

**CH 407****Physical Chemistry I**

PREREQUISITES: CH 108 and PY 206 and MA 222.

CO-REQUISITE: MA 223.

An introduction to modern theoretical

chemistry. The primary emphasis will be in the areas of thermodynamics. The principles of thermodynamics will be applied to phase and chemical equilibria. 3:3:4

**CH 408****Physical Chemistry II**

PREREQUISITES: CH 407 and one of the following: MA 223, MA 302, or MA 311.

A continuation of modern theoretical chemistry. Topics covered will include the chemical kinetics and quantum chemistry. Modern theories of atomic and molecular structure will be investigated. 3:3:4

**CH 429****Advanced Analytical Chemistry**

PREREQUISITES: CH 318, CH 329.

Advanced methods of chemical analysis stressing, but not limited to, the instrumental techniques. An in-depth study of the theory of electrochemical measurements, spectroscopic techniques, and chromatographic theory will be covered. 3:4:4

**CH 440****Organic Synthesis**

PREREQUISITE: CH 318.

In-depth study of various classes of reactions on different classes of organic compounds. Applications of those reactions in synthesis and retrosynthesis of natural products and importance of medicinal chemistry. Lab involved multistep procedures and qualitative analysis of organic compounds based on their chemical properties. 3:6:5

**CH 451****Internship to Chemistry**

Practical work in chemistry in an industrial, academic or other professional setting. Prior to the start of work, the department must approve the internship. Variable credit: 1-6 hours.

**CH 490****Research in Chemistry**

Open to advanced chemistry majors with permission of the instructor. Variable credit: 1-3 hours.

**CJ 100 LA (MGE)**

**Introduction to Criminal Justice**

**Administration**

This course is an introduction to the history, nature, structure, and function of the criminal justice system in America, with comparisons to systems in other nations. Examinations of the various aspects of the administration of the justice systems, including law enforcement, courts, correctional agencies (including probation and parole), and including the increasing role of private entities in the system will be conducted. 3:0:3

**CJ 105**

**Criminal Law**

This course is a survey of the history and nature of criminal law in the United States. Substantive Criminal Law, defenses, and criminal responsibility will be studied within the context of the criminal justice process and rules of evidence. 3:0:3

**CJ 200**

**Criminology**

This basic course provides an examination of the nature and extent of crime and theories of crime causation, as well as the societal reaction of criminal behavior will be covered in this class. 3:0:3

**CJ 205**

**Juvenile Delinquency**

This is an introduction to the origins, philosophy and objectives of the Juvenile justice system. Focus is on the operation, legal processes, current trends, and roles of the various actions within the juvenile justice system. 3:0:3

**CJ 220**

**Criminal Justice and the Community**

This basic course emphasizes programming techniques for benefiting the agency-citizen relationship. Prominence is placed on utilizing the resources of the criminal justice agencies to engage in effective conflict resolution with citizens, develop citizen and agency awareness, community crime prevention and community relations. 3:0:3

**CJ 221**

**Criminal Procedure**

This basic course examines the procedures to be followed in law enforcement, the courts, and the corrections in the processing of the criminal case, from the crime to the end of punishment. The law of search and seizure and the right to counsel in each of the three segments of the criminal justice system are among the topics that will be examined. 3:0:3

**CJ 231**

**Introduction to Law Enforcement**

This is an introduction to the law enforcement segment of the criminal justice system, with an examination of the history and development of law enforcement, especially in the United States. The various job and career opportunities in law enforcement will be reviewed. 3:0:3

**CJ 232**

**Introduction to Corrections**

This basic course discusses correctional concepts from their historical background to the present. An emphasis will be placed on the multi-faceted approach to corrections in our society, including the use of alternatives to incarceration. 3:0:3

**CJ 233**

**Introduction to Security**

This course covers the basic principles of security and loss prevention that is common and fundamental to all areas of protection of personal property from historical and modern day points of view. Topics of discussion will include: the security industry, the threat environment, risk analysis, fundamentals of physical security, safety, and accident prevention, and common security problems. 3:0:3

**CJ 250**

**Selected Topics in Criminal Justice**

This course is a specialized introductory study of a particular subject in criminal justice that is not otherwise available in the criminal justice department. The course may be repeated for credit when topics are changed. 3:0:3

**CJ 251****Terrorism and Domestic Preparedness**

An introductory study of the criminal justice system's response to threats of terrorism. The course explores terrorism and its impact on the development and maintenance of organizational responses to homeland security requirements. It considers the need for coordination and cooperation among diverse agencies required for planning and implementing domestic preparedness strategies. It examines the public policy environment within the context of organizing criminal justice agency responses to terrorist threats. 3:0:3

**CJ 300****Agency Administration**

PREREQUISITES: CJ 100 and either CJ231, CJ232, or CJ233.

This intermediate course examines management models, administrative techniques and patterns or organizational structure characteristic of criminal justice agencies. 3:0:3

**CJ 302 LA (MLL)****Media and Criminal Justice**

This is an advanced level, interdisciplinary course wherein students will learn about the relationship between the media and various elements of the criminal justice system. It is team-taught by experts in communication arts and criminal justice. 3:0:3

**CJ 310 LA (MLL)****Leadership and Team Building**

This intermediate course examines the principles of leadership and team building, with an application of the principles of real life situations will be implemented. Exercises to use in building a team will be developed. 3:0:3

**CJ 311****Criminal Investigation**

PREREQUISITES: CJ 100 and CJ 105.

This intermediate course includes a discussion of the nature and purpose of criminal investigation, historical background, tools employed skills development, and techniques useful in the reconstruction of criminal activity. 3:0:3

**CJ 312****Criminalistics**

PREREQUISITES: CJ 100 and CJ 105.

This intermediate course covers topics such as the discovery, recognition, observation, identification, and collection and comparison of physical evidence, including a review of various current techniques in the testing of physical evidence. 3:0:3

**CJ 313****The Law of Evidence**

This intermediate course examines the rules of evidence as they relate to the prosecution and defense of criminal cases, general provisions, judicial notice, presumptions, relevancy, privileges, witnesses, hearsay, expert testimony, authentication, and identification. 3:0:3

**CJ 315****Special Topics in Criminal Justice**

PREREQUISITES: permission of instructor and at least junior standing.

This advanced course is a specialized study of a particular subject in criminal justice not otherwise available in the department. This course may be repeated for credit when topics are changed. 3:0:3

**CJ 322****Probation, Parole, and Community Corrections**

PREREQUISITE: CJ 232.

This intermediate course explores the use of probation and parole as alternatives or as adjuncts to confinement. The rules and functions of the parole and probation system and their supervision are discussed. Various techniques and methods for achieving the goals are considered, including community related programs. 3:0:3

**CJ 323****Corrections Management**

PREREQUISITE: CJ 232.

This intermediate course examines the principles, problems, and trends in the correctional administration and management, methods of achieving organizational change and the evaluation of correctional units. 3:0:3

**CJ 332****Institutional, Industrial and Commercial Security**

This intermediate course examines the principles, methods, requirements, and standards for institutional, industrial and commercial security systems. Emphasizes prevention of security problems and the promotion and observance of effective security measures to protect lives, property and proprietary information. Applies basic security principles to diverse sectors such as retail, transportation, cargo, utilities and technology. Focuses on contemporary security issues such as terrorism, school and workplace violence and information security. 3:0:3

**CJ 333****Security Administration**

PREREQUISITES: CJ 233.

This intermediate course examines the selection, organization and administration of contemporary security programs in business, government and industry. Emphasizes both private and government protection of assets, personnel and facilities. Focuses on best practices that security managers can put to immediate use. Provides strategic planning guidance for risk assessment and management, and the coordination of security planning with institutional stakeholders. 3:0:3

**CJ 350****Criminal Justice Management and Planning**

PREREQUISITE: CJ 300.

This intermediate course examines budgeting, personnel, and planning. This course is designed to develop a working knowledge of management planning in criminal justice. 3:0:3

**CJ 365 LA (MLL)****Financial Investigations**

This intermediate course studies how current perspectives dominate in the field of financial investigations. Discussions of the concepts of law and evidence, sources of information, accounting, methods of tracing funds, banking and financial record keeping, and interviewing as they apply to detecting and resolving financial crimes will be discussed. Primary emphasis will be placed on theoretical principles and applications of financial investigative techniques. 3:0:3

**CJ 400****Constitutional Law in Criminal Justice**

PREREQUISITE: Junior standing.

This advanced course is an in-depth study of the U.S. Constitution as it applies to law enforcement, the courts, and corrections, including an examination of recent decisions by the U.S. Supreme Court. 3:0:3

**CJ 420****Forensic Science**

PREREQUISITE: Senior standing or permission of the instructor.

This advanced course is a theoretical and practical examination of techniques in the identification, examination, and comparison of physical evidence using both historical and current methods. Laboratory performance is a portion of the coursework. 3:0:3

**CJ 425 LA (MLL)****Comparative Criminal Justice Systems**

PREREQUISITES: Senior standing and permission of the instructor.

This advanced course is an in-depth examination of criminal justice systems other than the U.S. system. The course allows students to make comparisons of these systems to the U.S. system. 3:0:3

**CJ 430****Research in Criminal Justice**

PREREQUISITES: Senior standing and permission of instructor.

This capstone course is an examination of the research methods with application most commonly utilized in criminological and criminal justice research. Development and implementation of an original data-gathering instrument is required. A paper summarizing and evaluating the data-gathering instruments and comparing the data to published articles is required. 3:0:3

**CJ 440****Internship in Criminal Justice**

PREREQUISITES: Permission of Department Chair.

This capstone course provides practical application through service with a criminal justice agency. Opportunities are available in both the public and private sectors. Variable credit: 3-6 hours.

**CJ – Criminal Justice (continued)****CJ 441****Senior Writing Project**

This capstone course may be taken instead of CJ 440, Internship in Criminal Justice. It is designed for students currently employed in a criminal justice field who do not need the practical experience of an internship. Students in this course must design, implement, evaluate, analyze, and/or critique a project connected to their work environment in written format. This course may be taken online or an independent study in a face to face setting. The student's advisor or the department chair must approve students to substitute this course for the internship. 3:0:3

**CJ 450****Senior Seminar in Criminal Justice**

PREREQUISITES: EN 105, EN 106, passing the WCT and senior standing.

This capstone course addresses current issues and trends in criminal justice with emphasis on group discussion. Each student will be required to prepare, submit and defend a senior thesis. Successful completion of the thesis is mandatory. This course will satisfy the EN 306 requirement for Criminal Justice majors. 3:0:3

**CJ 460****Senior Honors Thesis**

PREREQUISITES: CJ 430, senior standing, 3.2 gpa, and permission of instructor.

This advanced course allows the student to make a special investigation into a specific area of criminal justice administration. The student will have completed the major courses in his/her program before enrolling in this course. 3:0:3

**CO – Construction****CO 111****Introductions to Engineer Construction Technology/Design and Materials**

Introduction to the field of engineering calculations, technical reporting, presentation of data, and the fundamental steps of construction designs. Emphasis will be on the analysis, identification, selections and specifications of the materials of construction required to achieve the desired project quality. 3:0:3

**CO 121****Plans Analysis**

Introduction to the architectural, structural, and mechanical requirements as they relate to the construction field. Emphasis is on the blueprint interpretation, craft resources, material requirements, code compliance, and work scheduling. 3:0:3

**CO 215****Construction Safety and Health**

Orientation and enforcement of the construction trades sub-parts of the Occupational Safety and Health Act. The student will develop knowledge in record-keeping requirements and the recognition, avoidance, and prevention of safety hazards within construction trades. 3:0:3

**CO 225****Building Codes**

Basic principles and methods significant in contract relationships and appreciation of the legal considerations in construction work. Emphasis is placed on the National Building Code and its application to local situations. 3:0:3

## CO – Construction (continued)

### CO 235

#### Construction Planning

Basic construction management functions: preparation of work schedules, requests for progress payments, evaluation of alternative methods of construction, and equipment usage. 3:0:3

### CO 245

#### Construction Estimating

Basic cost estimating of construction projects. Topics include types of estimates, quantity take off, unit price, material and labor costs, overhead, profit contingencies, job cost data sources, and cost indices. 3:0:3

### CO 360

#### Critical Path Analysis

PREREQUISITE: CO 235.

Study of planning and control of a schedule by network techniques including the time cost analysis of CPM scheduling for application on construction projects, job shop scheduling, and related problems. 3:0:3

## CS – Computer Science

### CS 140 LA (MGE)

#### Introduction to Computers

This course introduces computer concepts, terminology, and applications to enable students to use computers in their environment and career. This class will feature lectures, written assignments, and demonstrations of computer concepts. The lab will concentrate on hands-on computer lab projects using the dominant Windows operating system and Office applications. Software will include Word, Excel, Access, PowerPoint, and Internet browsers. Students will be introduced to the structure and use of personal computer hardware, peripherals, comparison of popular operating systems, recent history of technology and some ethical implications. A test-out option exists for CS 140. 3:0:3

### CS 144

#### Beginning Programming with Multimedia Projects

This course introduces students to the fundamentals of programming and design using multimedia projects. In a “hands-on” class, students will use pseudocode design and the three programming constructs (sequence, selection, and repetition) in creating 3-D Worlds with animation. Students will learn how to combine text, graphics, audio, video, and animation in their projects. 3:0:3

### CS 151

#### Introduction to Programming

PREREQUISITE: Any math course  $\geq$  MA 131 or ACT math score  $\geq$  22 or SAT math score  $\geq$  520 or COMPASS math score  $\geq$  46 or CS 144.

This course introduces students to algorithmic design and structured/modular programming. Programming concepts will be put into practice by using Java for programming projects. These basic programming concepts and constructs will be covered: variables, data types, strings, arithmetic and logical operators, branching statements, loops, and debugging. Additionally, these object-oriented programming concepts will be covered: classes, instance variables, methods, and constructors. 3:0:3

### CS 208 (MA 208)

#### Discrete Mathematics

PREREQUISITE: Any math course  $\geq$  MA 131.

This course introduces the student to selected finite systems pertinent to the study of computer science. Course topics will include combinatorial problem solving, logic, Boolean algebra, combinatorial circuits, sets, relations, functions, proofs, mathematical induction, recurrence relations, graphs, trees, and counting techniques. 3:0:3

**CS 215****Selected Topics in Computers**

**PREREQUISITE:** Dependent upon course topic.

This course provides an in-depth study into a particular area of computers. CS 215 may be repeated once for credit for a different course topic. 3:0:3

**CS 219****Programming Fundamentals**

**PREREQUISITES:** Any math course  $\geq$  MA 131 and a grade of C or better in CS 151.

**SUGGESTED PREREQUISITE:** CS 140.

This course continues the development of the programming and problem solving skills introduced in CS 151. Programming concepts will be put into practice by using Java for programming projects. Students will learn about object-oriented programming and two of its key components - inheritance and polymorphism. Additionally, students will learn about these topics: arrays, graphical user interface components, event-driven programming, exception handling. 3:0:3

**CS 220****Computer Architecture**

**PREREQUISITES:** CS 208 and CS 219.

The student will learn about the various hardware components of a computer system. Course topics include: data representation, number systems, Boolean algebra, combinational logic, sequential logic, CPU layout, registers, adders, buses, and memory devices. 3:0:3

**CS 225****Programming Concepts**

**PREREQUISITE:** A grade of C or better in CS 219.

This course continues the development of the programming and problem solving skills introduced in CS 219. Programming concepts will be put into practice by using C++ for programming projects. Since C++ is so similar to Java and since students should already know Java from their prerequisite courses, this course will cover C++ basics (control constructs, operators, data types, functions) very quickly. More time will be spent on those features of C++ that differ from Java. For example, more time will be spent on pointers, object-oriented programming techniques, and operator overloading. 3:0:3

**CS 300 LA (MLL)****Technology in a Global Society**

This course presents the social, political, economic, multicultural, and ethical issues surrounding the use of computers and computer technology. Course work includes class discussion, readings, collaborative projects and formal term papers on selected topics. 3:0:3

**CS 301****Assembly Language**

**PREREQUISITES:** CS 220 and CS 352.

The student will learn to program in assembly language. The student will work with binary and hexadecimal numbering systems, computer architecture, and an assembly language instruction set(s). The student will write assembly language programs. 3:0:3

**CS 305****Introduction to Artificial Intelligence**

**PREREQUISITE:** CS 352.

The student will learn the terminology and methods used in a variety of artificial-intelligence (AI) areas. These topics will be covered: history of artificial intelligence, search techniques, knowledge representation. In addition, one or more of these topics will be covered: expert systems, uncertainty, case-based reasoning, neural networks, vision, robotics. The student may use various AI tools, Lisp, and/or Prolog for AI projects. 3:0:3

**CS 314****User Interface Design**

**PREREQUISITE:** CS 219.

**PREREQUISITE OR Co-REQUISITE:** CS 360 or IS 361.

The student will learn techniques of programming a user interface in a graphic environment. Topics include the common tools for creating graphic interfaces, rules for consistency, human factors, intuitive design, and feedback. Interface downfalls in common software packages will be identified. Students will work in groups to test an interface of their own design. Students will be expected to implement an application that utilizes a database back-end. 3:0:3

**CS 321****Web Programming I**

PREREQUISITE: CS 219.

This course provides an introduction to the various languages, tools, and programming techniques used to program on the World Wide Web. The fundamentals of client-server programming will be emphasized. These topics will be covered: XHTML, cascading style sheets, Dynamic HTML, JavaScript, applets. Due to the particularly dynamic nature of the Web environment, course content will change as appropriate. 3:0:3

**CS 322****Web Programming II**

PREREQUISITE: CS 321.

This course continues the development of the Web programming skills introduced in CS 321. While CS 321 emphasizes client-side Web programming, CS 322 emphasizes server-side Web programming. Server-side concepts will be put into practice by using ASP.NET. Students will be expected to implement an application that utilizes ASP.NET AJAX. Optionally, students will learn about Web services and/or ASP.NET MVC. Due to the particularly dynamic nature of the Web environment, course content will change as appropriate. 3:0:3

**CS 351****Computer Operating Systems**

PREREQUISITES: CS 208 and CS 225.

This course presents the theory of operating systems and an overview of one or more operating system environments. Operating system concepts covered should include (but are not limited to): process management, memory management, I/O management, file management, and security. Theory concepts will be put into practice with exercises, some requiring college algebra skills and/or basic programming knowledge. Operating system environments may include (but are not limited to): Windows, UNIX, and Linux. 3:0:3

**CS 352****Data Structures**

PREREQUISITES: CS 208 and a grade of C or better in CS 225.

This course introduces the student to various data structures and advanced algorithmic concepts. Students will put what they learn into practice by using C++ for programming

projects. These data structures will be covered: linked lists, stacks, queues, and trees. These concepts will be covered: recursion, searching, sorting, and time-complexity analysis. 3:0:3

**CS 360****Database Management**

PREREQUISITE: CS 219.

This course provides an overview of database system concepts. The course deals with file organization methods, database models, data integrity and security, and database administration issues. The student will be introduced to application program development in a database environment with emphasis on setting up, modifying, and querying a database. 3:0:3

**CS 365****Computer Networking**

PREREQUISITES: CS 208 and CS 151.

This course provides an overview of computer networking concepts. Course topics include (but are not limited to): protocol layer stack, circuit switching vs. packet switching, connectionless vs. connection-oriented services, routing, Ethernet, LAN topologies, transmission media. Optionally, the course may provide hands-on projects. For example, students may be asked to install and configure a LAN, install and use Linux network applications, or write network programs. 3:0:3

**CS 367****Network and Security Administration**

PREREQUISITE: CS 365.

This course provides an overview of the role of a network and security administrator. It covers the elements of the network and security for which the administrator is responsible: servers, end-user machines, routers, local interconnection devices, and network security-related tasks and issues. It covers the configuration and trouble shooting of local area networks and wide area networks, and network protection from external and internal security threats. This is a hands-on, project-intensive course. 3:0:3

**CS 368****Distributed Computing**

PREREQUISITES: CS 321 and CS 365.

This course provides an overview of distributed computing; that is, programs that operate on multiple computers that are connected by a network. The course will be programming intensive, and will include, but not be limited to, course topics such as: the basic client/server programming model, the sockets programming API, client and server development in C and Java, remote procedure calls (RPC), remote method Invocation (Java), connectionless v. connection-oriented clients and servers, and multi-threaded servers. 3:0:3

**CS 373****Computer Network Security**

PREREQUISITE: CS 365.

This course introduces students to various security concepts, issues, and countermeasures in both computer systems and computer networks. The topics to be examined include, but are not limited to, cryptographic techniques and applications, attack and vulnerability identification, defenses and countermeasures, security tools and techniques, and ethical and legal issues. Several of these concepts may be put into practice using laboratory exercises. 3:0:3

**CS 380****Compilers**

PREREQUISITE: CS 352.

The student will learn the principles of compiler construction. In particular, the student will learn about lexical analysis, symbol tables, parsing, type checking, and code optimization. Some or all of these concepts will be put into practice with programming projects. 3:0:3

**CS 415****Special Topics in Computers**

PREREQUISITE: dependent on course topic.

This course serves as an in-depth study in a specific field of computer science. Course topics may include (but are not limited to): architecture, advanced networking concepts, computer graphics, modeling and simulation, programming language theory, software engineering, VLSI circuits. CS 415 may be repeated once for credit for a different course topic. 3:0:3

**CS 451****Computer Science Internship**

(Parkville Daytime Campus Center Only)

PREREQUISITES: Consent of the advisor, student should be entering or completing his/her senior year.

The student arranges to work in a professional environment. The student's duties must be sufficiently complex to require the expertise of a senior level computer student. Internship duties may include (but are not limited to): developing or updating a program(s) or application(s), installing computer hardware or software, installing or administering a network, writing technical documentation. Prior to enrolling in CS 451, the student and the student's job supervisor must jointly prepare an internship proposal. The proposal must be submitted to the advisor and approved no later than four weeks prior to the enrollment deadline. Variable credit: 1-6 hours.

**CS 490****Senior Project in Computers**

(Parkville Daytime Campus Center Only)

The student finds a computer-related field of interest and performs in-depth work in that field. The project must be sufficiently complex to require the expertise of a senior level computer student. Project topics may include (but are not limited to): developing or updating a program(s) or application(s), installing computer hardware or software, installing or administering a network, writing technical documentation, writing a research paper. Prior to enrolling in CS 490, the student must prepare a project proposal. The proposal must be submitted to the advisor and approved no later than four weeks prior to the enrollment deadline. Prerequisites: consent of the advisor, student should be entering or completing his/her senior year. Variable credit: 1-6 hours.

**EC 101 LA (MGE)****Survey of Economics**

A survey of economic methods and thought. This course begins with an outline of the history of economic thought and proceeds to study economics of the private sector and how they are affected by government activity and regulation. The first half of this course focuses on the economics of the individual and the firm and how they interact to maximize their benefit. The second half of the course deals with the United States economy as a whole and considers the forces that contribute to unemployment, inflation, and economic growth. Integrated throughout the course is a global concern with how domestic economic activity affects the foreign sector and, especially, foreign trade. 3:0:3

**EC 141****Principles of Macroeconomics**

A study of the contemporary American economy; the role of investment, consumption, and government on income determination; and an analysis of the foreign sector. Emphasis is on contemporary problems: unemployment, inflation, and growth. 3:0:3

**EC 142****Principles of Microeconomics**

A study of the market mechanism and the organization of production and distribution activities in society. A major focus is on the determination of prices of goods and factors of production. Analysis of the firm as the main institution in the market. 3:0:3

**EC 290****Selected Topics in Economics**

PREREQUISITE: EC 142.

An in-depth examination of specific areas of economics. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

**EC 300****Intermediate Microeconomics**

PREREQUISITE: EC 142

An analysis of the considerations underlying economic value. Emphasis is on the pricing process under different market conditions and the evaluation of the functioning of the enterprise system. 3:0:3

**EC 301****Intermediate Macroeconomics**

PREREQUISITE: EC 141.

This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth. 3:0:3

**EC 302****Labor Economics**

PREREQUISITE: EC 142.

A study of wages, working hours, conditions of work, fringe benefits. Also, an analysis of purchasing power of wages, and productivity. Attention is given to labor unions and to government attitudes toward labor. 3:0:3

**EC 303****Money, Credit and Banking**

PREREQUISITES: EC 141 and EC 142 or permission of the instructor.

A study of commercial banking, money markets, capital markets, monetary standards, foreign exchange; also, an analysis of the Federal Reserve System (central banking system) and its impact on the control of the money supply, and a survey of financial institutions. 3:0:3

**EC 305****Special Issues in Economics**

This course consists of the study and analysis of some major aspects of economic theory at the junior level. Permission required from the instructor. Variable credit: 1 to 3 credit hours.

**EC 308 LA (MLL)****Transition to a Market Economy**

An examination of problems of transitioning from a centrally directed, statist economic system to a system in which the market establishes what and how much the economy produces and consumes. The role of the price system and the function of profit in a market economy are discussed. Formal and informal institutional barriers to the transition will be evaluated. 3:0:3

**EC 309**

**Economic Development**

PREREQUISITES: EC 141 and EC 142.

A study of the principles of growth applied to developed countries, newly industrialized countries, and developing countries. Analysis begins with a discussion of the early gains from socialist collectivization and Latin American early gains due to import substitution. The development failure that led to the collapse of the USSR and the development failures in the current non-communist countries are analyzed. 3:0:3

**EC 315**

**Quantitative Research Methods**

PREREQUISITES: MA 120 and CS 140.

This intermediate level statistics course covers the fundamentals of conducting quantitative research for the social and administrative sciences. The course is organized around a research project on quantitative analysis of data. 3:0:3

**EC 401 LA (LL)**

**History of Economic Thought**

This course provides an overview of the historical development of economic doctrines from ancient times to the mid-20th century. Included in the discussion are the Greek and Roman slave society, the feudal society, mercantilism, and the historical transition to socialism and capitalism. 3:0:3

**EC 402**

**Comparative Economic Systems**

PREREQUISITES: EC 141 and EC 142.

A study of several economies which discusses the impact of various ideologies on economic structures. Major areas: capitalism, socialism, communism (theory and practice). Term paper required. 3:0:3

**EC 404**

**Managerial Economics**

PREREQUISITES: EC 141, EC 142, and EC 315.

A second statistics course and CS 140 may be substituted for EC 315.

This course uses linear regression and linear programming computer packages to analyze various economic and business management problems. 3:0:3

**EC 407**

**International Trade and Finance**

PREREQUISITES: EC 141, EC 142 and EC 300.

The course entails an examination of trade theory, commercial policy and selective trade problems of global economics; an investigation of the nature of international payments, balance of payments and foreign exchange markets; a study of international monetary arrangements and their adjustment mechanisms. 3:0:3

**EC 450**

**Senior Seminar in Economics**

PREREQUISITES: EC 300, EC 301, EN 306B, plus at least two of the following: EC 302, EC 303, EC 307.

This is the economics capstone course. The student will take a comprehensive final exam over four subject areas that focus on the United States economy. These areas will include microeconomics and macroeconomics. The other two tested areas will be selected from Labor Economics; Money, Credit, and Banking; and/or International Trade and Finance. In addition, the student will be given a country other than the United States to analyze in the four economic areas. 3:0:3.

**EC 490**

**Special Topics in Economics**

PREREQUISITE: Permission required.

This course consists of the study and analysis of some major aspect(s) of economic theory at the senior level. Variable credit: 1 to 3 credit hours.

**EDI 107**

**Career Inquiry in Education**

Students will visit a variety of schools, ranging from preschool to high school, including both public and private. Students will be expected to react both orally and in writing to these observations as well as to issues involved in choosing teaching as a career. Frameworks, standards and portfolios will be introduced.

1:1:2

**EDI 203**

**Educational Psychology**

Application is made of the fundamental principles of psychology to the teaching-learning process. 3:0:3

**EDI 205**

**Child Psychology**

A study of biological, cognitive, and socio-cultural development from the prenatal period through childhood. Attention will be given to theory and research, practical examples and policy implications. 3:0:3

**EDI 210 LA (MGE)**

**The School as a Social System**

A survey of the historical, philosophical, and legal foundations of education. Also a study of the various school systems. Selected educational problems, issues and practices will be examined in light of current social conditions. 3:0:3

**EDI 300**

**Writing in Education**

A writing intensive course for those preparing to teach. Emphasis will be on writing appropriate for classroom teachers including community communication, reflective thinking and writing, and critical analysis of education literature. 3:0:3

**EDI 310 LA (MLL)**

**Issues in Diversity & World Culture**

A course that deals with the issues of multicultural education with emphasis on equity and justice dealing with gender, race, and class. Students will be exposed to classrooms that are examples of diversity at work. The expectation will be for critical analysis of society and the impact of diversity in the school. 3:0:3

**EDI 311**

**Children's Literature for Early Childhood and Elementary Teachers**

A survey of traditional and modern literature best suited to children from early childhood through the elementary grades. An attempt is made to develop an appreciation for prose and poetry suitable for children of different ages. 3:0:3

**EDI 333**

**Literacy I for the International Educator: An Introduction**

This course provides an overview of language and reading development and how they are connected to the components of a comprehensive reading program. The focus of this course is to understand the development of language and reading. The course integrates the key elements of reading instruction (outlined by the Report of the National Reading Panel) and includes the following: phonemic awareness, phonics, fluency, vocabulary, and comprehension while addressing language development and culture. 3:0:3

**EDI 334**

**Literacy II for the International Educator: Comprehension and Community Involvement**

This course provides an overview of the essential components of a comprehensive reading program. These include: reading aloud, shared reading, guided reading, independent reading, and word study. The focus of this course is comprehension and community involvement. The course integrates the key elements of reading instruction (outlined by the Report of the National Reading Panel) and includes the following: phonemic awareness, phonics, fluency, vocabulary, and comprehension. 3:0:3

**EDI 343**

**Syllabus for Foundation of Mathematical Fluency in Elementary School for the International Educator**

Three of the fundamental mathematical activities and foundations of school mathematics – comparing quantities, generalizing, and problem solving – will be the themes around which participants will work on mathematical content knowledge, knowledge of the language of mathematics, understanding of how children learn and do mathematics, and seeing the opportunities for “making mathematics” in their classrooms/communities/cultures. 3:0:3

**EDI 355****Classroom Management for Elementary Teachers**

Theory and skills necessary to implement classroom management strategies are presented through lecture, discussion and classroom observations. Students will explore the theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. The course includes guidance procedures for integrating children with and without disabilities. Students will observe and analyze guidance and management practices in a variety of appropriate early childhood, elementary, middle school and secondary settings. 3:0:3

**EDI 361****Ethics and Professionalism in the Classroom**

An introduction to the legal values and ethical standards of behavior that govern the profession of teaching. Focus is on the legal and ethical duties owed by educators to student, parents, colleagues and the school district. Emphasis is placed on appropriate intervention and response strategies to problems frequently faced by new teachers. 1:0:1

**EDI 359****Elementary Teaching Strategies**

This course develops the curriculum and instructional strategies appropriate to the elementary learner. An emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, teaching strategies, and reflection techniques. The course is designed to provide the student with the skills to plan, implement, and evaluate both the teaching and learning processes for the elementary social studies classroom. 3:0:3

**EDI 363**

**Issues in Multi-Grade Education for the International Educator “Multiage Education: An Introduction” provides an introduction to the history, theory, and practice of multiage education world-wide and then applies this knowledge to local contexts.**

The course traces the development of educators’ interest in the pedagogical potential and possibilities of learning environments in which students of different age levels are

grouped for instruction. Students will have the opportunity to examine the growing body of multiage research and literature (local, national, international), as well as theoretical perspectives on how children learn and develop which lend support to multiage learning environments. Practical ideas for implementing a multiage classroom environment, curriculum, strategies, and assessment will be explored. The course is intended to meet the needs of educators who work in both remote and urban areas and whose interests in classrooms with multiple grade levels may be prompted by having to make the best of an imposed situation or having embraced the concept of multiage (or multi-grade) for its educational potential. 3:0:3

**EDI 367****Assessment in Education**

This course is designed to address issues relating to formal and informal assessment, teacher-made tests, authentic assessment, as well as standardized test. Fieldwork in the schools will be required. 3:0:3

**EDI 375 Exceptional Children**

A course designed to study the varied educational, developmental, and behavioral characteristics of children with special intellectual, physical, emotional, or social needs. This course includes completion of out-of-class experiences such as visits to inclusion classrooms in area schools, and home visits with families. 3:0:3

**EDI 376****Art, Music and Movement for Early Childhood and Elementary Teachers**

A course in which students plan, implement and evaluate developmentally appropriate materials, activities and strategies for teaching art, music and physical education in early childhood settings and the elementary grades. Combines theoretical knowledge about effective instruction with the development and application of reflective teaching skills. 3:0:3

**EDI – Education-International Educator (continued)****EDI 378****Science for Early Childhood and Elementary Teachers**

A course designed to explore how children develop an interest in scientific exploration. Students will observe, design, implement and evaluate activities appropriate for early childhood programs and elementary classrooms. 2:0:2

**EDI 379****Mathematics for Early Childhood and Elementary Teachers**

A study of the current methods for developing meaningful mathematical concepts in children, from the early years of childhood through the primary grades. 3:0:3

**EDI 383****Technology in Education**

An introduction to the technology of the classroom, including instructional media and computers. Emphasis on effective use of media, operation of equipment, production of resources, and selection and evaluation of hardware and software. There will be an opportunity to work on the education portfolio. 3:0:3

**EDI 451****Action Research I: An Application Project for the International Educator**

The concluding course in the Bachelor of Science Degree for the International Educator. This course is designed to focus on current issues in education and is the reflection/application part of the experience. Each participant will research, write a major paper and make a presentation of that paper. 3:0:3.

**EDI 492****Fieldwork/Practicum for the International Educator**

An eight-week experience in directed teaching in an area school. Included will be 27 contact hours of seminar: an intensive meeting time before fieldwork teaching begins and bi-weekly meetings during the experience of directed teaching and a culminating session following the directed teaching experience. The purpose of the seminar is to allow exploration of issues and experiences in a reflective way to enhance the directed teaching experience. Prerequisites: admission to the International Educator program of Study and cumulative GPA of 2.75. 9 credit hours

**VLE Teaching Experience 11 cr.**

A student may petition for this credit based on current teaching assignment. (International Educator program only.)

**EDU – Education**

To enroll in courses EDU, EDC, EDE, EDM, EDS 350 and above a student must first be admitted to the appropriate program in the School for Education, which requires a formal application after passing the C-BASE test (Early Childhood Education and Leadership, and Early Childhood Education Teaching Young Children – non-certification) majors are excluded from C-BASE), maintaining a 2.75 GPA, and successfully completing basic general education courses, EDU 107, writing and math competencies, a letter of reference and a portfolio.

**EDU 107****Career Inquiry in Education with Lab**

Students will meet face to face for six (6) weeks and six (6) weeks visiting a variety of schools (Urban, Suburban and Rural) ranging from preschool to high school. These schools will include public, private and charter. Students are expected to react both orally and in writing in relation to observations, classroom assignments and weekly e-Companion assignments; these issues involve teaching as a career, knowledge, skills and dispositions in education. Frameworks, standards and foliotek will be introduced. 1:1:2

**EDU 110 (MA 110)****Geometry for Teachers**

A consideration of selected topics from basic Euclidean geometry with emphasis on proper terminology and unification of concepts. Techniques available for teaching the basics are discussed. 3:0:3

**EDU 203****Educational Psychology**

Application is made of the fundamental principles of psychology to the teaching-learning process. 3:0:3

**EDU 207****Technology in Education**

PREREQUISITES: EDU 203 and CS 140 or permission of instructor.

An introduction to the technology of the classroom, including instructional media and computers. Emphasis on effective use of media, operation of equipment, production of resources, and selection and evaluation of hardware and software. There will be an opportunity to work on the education portfolio. 3:0:3

**EDU 210 LA (MGE)****The School as a Social System**

A survey of the historical, philosophical, and legal foundations of American education. Also a study of the various school systems in the United States. Selected educational problems, issues and practices will be examined in light of current social conditions. 3:0:3

**EDU 300****Writing in Education**

PREREQUISITES: EN 105 and EN 106 with at least a "C", passing the WCT, and accumulation of at least 60 hours, 15 of which must be in education.

A writing intensive course for those preparing to teach. Emphasis will be placed on specific language arts competencies through reading, reflection, and development of knowledge and skills appropriate for teaching language arts and the writing process. Focus will also be on writing appropriate for classroom teachers including community communication, reflective thinking and writing, and critical analysis of education literature. This course will satisfy the EN 306 requirement for Education majors. 3:0:3.

**EDU 310 LA (MLL)****Issues in Diversity & World Culture**

This course deals with issues of, equity and justice in education including gender, race, class, age, and non native English speakers while emphasizing the cultural diversity found in schools. Students will be exposed to educational situations that exemplify diversity, while reflecting on and grappling with such difficult subjects as religion, cultural competence, ethnocentricity, sexual orientation, and white privilege. Students are expected to engage in deep reflection and critical analysis of society and the impact of diversity in the school setting. 3:0:3

**EDU 361****Ethics and Professionalism in the Classroom**

PREREQUISITES: EDU 210 and admission to the School for Education. To be taken simultaneously with Practicum.

An introduction to the legal values and ethical standards of behavior that govern the profession of teaching. Focus is on the legal and ethical duties owed by educators to student, parents, colleagues and the school district. Emphasis is placed on appropriate intervention and response strategies to problems frequently faced by new teachers. 1:0:1

**EDU 367****Assessment in Education**

PREREQUISITES: EDU 203 and admission to the School for Education. Ideally it should be taken simultaneously with the appropriate 359 "Strategies" class. To be taken simultaneously with Practicum.

This course is designed to address issues relating to formal and informal assessment, teacher-made tests, authentic assessment, as well as standardized tests. Emphasis will be on tests utilized in Missouri. Fieldwork in the schools will be required. 3:0:3

**EDU 375 Exceptional Children**

PREREQUISITES: PS 101 or EDU 203, and admission to the School for Education.

A course designed to study the varied educational, developmental, and behavioral characteristics of children with special intellectual, physical, emotional, or social needs. This course includes completion of out-of-class experiences such as visits to inclusion classrooms in area schools, and home visits with families. To be taken simultaneously with Practicum. 3:0:3

## **EDU – Education (continued)**

### **EDU 398**

#### **Content Area Methodology for K-12**

##### **Teachers**

**PREREQUISITE:** Admission to the School for Education. To be taken simultaneously with Practicum or Directed Teaching.

The purpose of this course is to allow the student to identify and practice appropriate teaching techniques and methods in the area of K-12 certification. The areas of concentration are: A. Art B. Spanish 2:0:2

### **EDU 400**

#### **Independent Reading in Education**

**PREREQUISITE:** Permission of the instructor.

A course designed to meet individual interest areas in the field of education. Variable credit:

1-3 hours.

## **EDC – Early Childhood Education**

### **EDC 220**

#### **Child Growth and Development for Early Childhood and Elementary Teachers**

A study of the growth and development of children, birth through the years of middle childhood. Emphasis will be placed on contemporary multicultural dimensions of development and child rearing, and their implications for teachers. Students will spend five contact hours in each of three early childhood settings: Infants/Toddler, Pre-K-Kindergarten, and Primary K-3. 3:0:3

### **EDC 222**

#### **Early Childhood Principles**

**PREREQUISITE:** EDC 220

An introduction to early childhood principles and their implications for teaching. Students will be familiar with the philosophical framework of developmentally appropriate practices as a basis for making professional decisions. Students will observe for a total of five (5) hours in each of the following early childhood settings: Infant/Toddler, Pre-Kindergarten, and Primary K-3. 3:0:3

### **EDC 340**

#### **Language and Literacy Development in Early Childhood**

A study of language and literacy development in young children. Emphasis will be placed on the roles of teachers and families in facilitating reading, writing, speaking and listening in young children, from birth through age 5. Students will observe and interact with children for (5) five hours in each of the following early childhood settings: Infancy/Toddler, Pre-K-Kindergarten, and Primary K-3. 3:0:3

### **EDC 354**

#### **Observation, Assessment & Screening in Early Childhood Education**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

A course exploring appropriate assessment procedures for evaluating, monitoring, reporting, and planning experiences to support and extend the development and learning of young children. Students will practice the skills of observation and assessment in each of the following settings: Infant/Toddler, Pre-K-Kindergarten, and Primary K-3. 3:0:3

### **EDC 355**

#### **Social and Emotional Learning in Early Childhood**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

This course will examine the theories that support the problem solving approach to guiding young children's behavior in the early childhood classroom. The adult role in developing relationships of mutual trust and respect and helping young children see themselves as a member of a learning community will be emphasized. Developmentally appropriate strategies, including preventive strategies, will be explored. Students will observe and analyze guidance and classroom management practices in different early childhood settings. 3:0:3

**EDC 357**

**Family Involvement in Early Childhood Education**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

A course designed to provide students with the knowledge and skills necessary to promote and support family involvement in early childhood settings (including Infant/Toddler, Pre-K-Kindergarten, and Primary K-3). Emphasis will be placed on learning to work effectively with families and other adults from a variety of cultural/linguistic and socio-economic backgrounds. 3:0:3

**EDC 358**

**Early Childhood Program Management**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

A course examining the issues of management in early childhood programs, including supervision; planning environments, curriculum, and evaluation procedures; health, safety, nutrition; guidance and classroom management; professional decision-making; working with families and community; and advocacy. Students will visit and participate in a variety of different programs serving children from birth through grade 3. 2:0:2

**EDC 359A**

**Infants and Toddlers**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

Students will plan, implement and evaluate developmentally appropriate materials, activities and strategies for children, birth through age 2. ECE Certification students must be concurrently enrolled in EDC 360A K-3 Infant and Toddler Practicum for ECE Certification. Early Childhood Education and Leadership students must be concurrently enrolled in EDC 361A Infant and Toddler Practicum for Early Childhood Education and Leadership. 3:0:3

**EDC 360 A**

**Infant and Toddler Practicum for ECE Certification**

**PREREQUISITE:** Admission to the School for Education.

A supervised field experience in an infant/toddler setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children, birth through age 2, and their families. The student is required to be in the infant/toddler setting one full day or two half days during the semester. The practicum is coordinated with Phase I courses in the ECE Professional Curriculum. The student must be concurrently enrolled in EDC 359A and must earn at least a “B” in the practicum to continue in the program. 0:2:2

**EDC 361 A**

**Infant and Toddler Practicum for Early Childhood Education and Leadership**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

A supervised field experience in an infant/toddler setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children (birth-age 2) and their families. The student is required to be in the infant/toddler setting one half day per week during the semester. The student must earn at least a “B” to continue in the program. The student must be concurrently enrolled in EDC 359A Infants and Toddlers. 0:1:1

**EDC 359B**

**Integrating the Curriculum: PreK**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

Students will plan, implement and evaluate developmentally appropriate materials, activities and strategies in a PreK setting. ECE Certification students must be concurrently enrolled in EDC 360B PreK Practicum for ECE Certification. (2cr.) Early Childhood Education and Leadership students must be concurrently enrolled in EDC 361B PreK Practicum for Early Childhood Education and Leadership. 3:0:3.

## EDC – Early Childhood Education (continued)

### EDC 360B

#### **PreK Practicum for ECE Certification**

**PREREQUISITE:** Admission to the School for Education.

A supervised field experience in a PreK setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children, 3-5 years of age, and their families. The student is required to be in the PreK setting one full day or two half days during the semester. The practicum is coordinated with Phase II courses in the ECE Professional Curriculum. The student must be concurrently enrolled in EDC 359B Integrating the Curriculum: PreK and must earn at least a “B” in the practicum to continue in the program. 0:2:2

### EDC 361B

#### **PreK Practicum for Early Childhood Education and Leadership**

**PREREQUISITE:** Admission to the School for Education or the Early Childhood Education and Leadership Program.

A supervised field experience in a PreK setting that supports the integration of teacher knowledge, skills, and dispositions necessary for working with young children (3-5 years of age) and their families. The student is required to be in the PreK setting one half day per week during the semester. The student must earn at least a “B” to continue in the program. The student must be concurrently enrolled in EDC 359B Integrating the Curriculum: PreK. 0:1:1

### EDC 359C

#### **Integrating the Curriculum: K-3**

**PREREQUISITE:** Admission to the School for Education.

Students will plan, implement and evaluate developmentally appropriate materials, activities and strategies in a primary setting, grades K-3. ECE Certification students must be concurrently enrolled in EDC 360C K-3 Practicum for ECE Certification. 3:0:3.

### EDC 360C

#### **K-3 Practicum for ECE Certification**

**PREREQUISITE:** Admission to the School for Education.

A supervised field experience in a primary setting that supports the integration of teacher

knowledge, skills, and dispositions necessary for working with young children, (K-grade 3), and their families. The student is required to be in the K-3 setting one full day or two half days during the semester. The practicum is coordinated with Phase III courses in the ECE Professional Curriculum. The student must be concurrently enrolled in EDC359C Integrating the Curriculum: K-3 and must earn at least a “B” in the practicum to continue in the program. 0:2:2

### EDC 365

#### **Financial Aspects of Early Childhood Programs**

**PREREQUISITE:** Admission to the Early Childhood Education and Leadership program or permission of the instructor.

The course will examine the financial aspects of early childhood programs related to establishing and operating early education centers and family child care homes. Issues of quality, compensation and affordability will be addressed. Steps in planning a budget based on the program's vision, mission and goals and a regular analysis of the budget as a planning tool will be emphasized. Financial records necessary to provide evidence of a sound fiscal management system will be addressed. Fiscal policies and procedures and insurance needed to protect program integrity and assets will be analyzed. Effective marketing, public relations, and community outreach strategies will be explored. 2:0:2

### EDC 366

#### **Human Resources in Early Childhood Programs**

**PREREQUISITE:** Admission to the Early Childhood Education and Leadership program or permission of the instructor.

A course designed to examine aspects of supervising and supporting personnel in early care and education settings. Policies and legalities of recruiting, screening and hiring will be addressed. 2:0:2

## EDC – Early Childhood Education (continued)

### EDC 367

#### **Program Planning and Evaluation in Early Childhood Programs**

PREREQUISITE: Admission to the Early Childhood Education and Leadership program or permission of the instructor.

This course examines the systematic and ongoing evaluation of various components of an early childhood program, and the use of that information to determine the vision and goals for the program, and allocation of resources to meet those goals. The process of change and the role leadership will be explored. 2:0:2

### EDC 415

#### **Internship to ECE & Leadership in Early Childhood Education**

A 12-week field experience designed to examine the role of leadership in early care and education. 30 contact hours of seminar meetings will provide an opportunity to support of the development of students as leaders who empower, encourage and support others as they strive to meet goals and become agents of change in early childhood programs. Degree portfolio will be completed in this course. PREREQUISITES: Successful completion (B or higher) EDC 359A, EDC 361 or 360A, EDC 359B and EDC 360 or

361 B, EDC 365, EDC 366, EDC 367 and admission to the School for Education and cumulative GPA of 2.75. Degree portfolio will be completed in this course. 12:0:12

### EDC 420

#### **Internship to Early Childhood Teaching—non-certification**

Internship in Teaching (non-certification): A twelve-week experience of teaching internship in one or two different early childhood settings. (Infant/Toddler and Pre-K – or Mentorship if already teaching) Interactions with children and families from a variety of backgrounds will be an internal part of the directed teaching experience. Included will be 30 contact hours of seminar. The purpose of the seminar is to allow exploration of issues and experiences in a reflective way, to enhance the teaching experience, and to articulate an appropriate philosophy of early childhood education as a basis for making professional decisions. Prerequisites: Successful completion (B or higher) EDC 359A, EDC 360A, EDC 359B and EDC 360, and admission to the School for Education and cumulative GPA of 2.75. Degree portfolio will be completed in this course. 12:0:12

## EDE – Elementary Education

### EDE 205 (PS 205)

#### **Child Psychology**

PREREQUISITE: PS 101.

A study of biological, cognitive, and socio-cultural development from the prenatal period through childhood. Attention will be given to theory and research, practical examples and policy implications. 3:0:3

### EDE 311

#### **Children's Literature for Early Childhood and Elementary Teachers**

A survey of traditional and modern literature best suited to children from early childhood through the elementary grades. An attempt is made to develop an appreciation for prose and poetry suitable for children of different ages. 3:0:3

### EDE 335

#### **Art, Music and Movement for Early Childhood and Elementary Teachers**

PREREQUISITE: EDU 203 and admission to the School for Education. To be taken concurrently with Practicum.

A course in which students plan, implement and evaluate developmentally appropriate materials, activities and strategies for teaching art, music and physical education in early childhood settings and the elementary grades. Combines theoretical knowledge about effective instruction with the development and application of reflective teaching skills. 3:0:3

**EDE – Elementary Education (continued)****EDE 355****Classroom Management for Elementary Teachers**

**PREREQUISITES:** EDU 203 and Admission to the School for Education. To be taken simultaneously with Practicum. Theory and skills necessary to implement classroom management strategies are presented through lecture, discussion and classroom observations. Students will explore the theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. The course includes guidance procedures for integrating children with and without disabilities. Students will observe and analyze guidance and management practices in a variety of appropriate early childhood, elementary, middle school and secondary settings. 3:0:3

**EDE 359****Elementary Teaching Strategies**

**PREREQUISITE:** Admission to the School for Education. Students must earn at least an “B” in this course before enrolling in directed teaching. Will be taken concurrently with Practicum. This course develops the curriculum and instructional strategies appropriate to the elementary learner. An emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, teaching strategies, and reflection techniques. The course is designed to provide the student with the skills to plan, implement, and evaluate both the teaching and learning processes for the elementary social studies classroom. 5:0:5

**EDE 360****Practicum**

**PREREQUISITE:** Admission to the School for Education.

- A.** Concurrent enrollment in EDE 359 and EDE 380 required unless previously completed.
- B.** Concurrent enrollment in EDU 375 or approval of Program Chair.
- C.** Concurrent enrollment in EDU 367 and EDE 385 and EDE 387 or approval of Program Chair.

This field experience in a classroom supports the integration of teacher knowledge, skills, and

dispositions in the observation and application of classroom management, professional practices, and instructional techniques. The student is required to be in the regular classroom a full day or 2 half days during the semester. Students must earn a “B” grade or higher before continuing in the practicum sequence; may be repeated. 0:2:2

**EDE 378****Science for Early Childhood and Elementary Teachers**

**PREREQUISITES:** EDE 359 and admission to the School for Education. To be taken concurrently with Practicum. A course designed to explore how children develop an interest in scientific exploration. Students will observe, design, implement and evaluate activities appropriate for early childhood programs and elementary classrooms. 2:0:2

**EDE 379****Mathematics for Early Childhood and Elementary Teachers**

**PREREQUISITES:** EDE 359 or EDC 359 and admission to the School for Education. To be taken concurrently with Practicum. A study of the current methods for developing meaningful mathematical concepts in children, from the early years of childhood through the primary grades. 3:0:3

**EDE 380****Literacy for Early Childhood and Elementary Teachers**

**PREREQUISITES:** Admission to the School for Education. To be taken concurrently with Practicum A. Teaching literacy as a lifelong endeavor including reading research, emergent literacy/reading readiness, writing, listening and speaking in order to prepare students to become competent communicators. Emphasis on the development and organization of an authentic language arts program including the principles and practices which will lead to literacy. Observations in a variety of settings, including early childhood programs and elementary classrooms enable the student to learn about the support of emergent literacy and the delivery of literacy instruction in the primary grades. 6:0:6

## **EDE – Elementary Education (continued)**

### **EDE 385**

#### **Diagnosis and Remediation for Math Difficulties**

PREREQUISITES: MA 110/ED 110 Geometry for Teachers (or equivalent course) and admission to the School for Education. To be taken concurrently with EDE or EDC 360C Practicum.

This course will study effective assessment/diagnostic and instructional techniques, including remedial strategies, for the teaching of mathematics to prepare preservice teacher candidates to work with elementary school students. Preservice teacher candidates will apply their knowledge of the assessment/diagnostic process and prescriptive teaching strategies to work with directly with students in the area of mathematics during a field experience in an elementary school setting. 3:0:3

### **EDE 387**

#### **Diagnosis & Remediation of Reading Difficulties**

PREREQUISITE: EDE 380 and admission to the School for Education.\*

A survey of the instruments which teachers can use in their classroom to screen reading difficulties. The instruments will be demonstrated and mastered as part of the course. Methods and materials available to the classroom teacher for remediation reading difficulties are also a focus of this course. Pre-service students are required to work with elementary school students in a classroom setting and/or one on one for 32 hours of combined assessment and remedial tutoring in a school setting during regularly scheduled course hours set reserved for this purpose. This course is designed to prepare teachers to individualize reading instruction within a literacy program in the elementary school. 3:0:3

\* To be taken concurrently with EDE or EDC 360C Practicum.

## **EDM/EDS – Middle School and Secondary Education**

### **EDM 225**

#### **Psychology of Education & Adolescence**

Through a study of the developmental factors and problems common to the period from puberty to adulthood, including self-identity, sexuality, parent, peer, and adolescent relationships, and conditions leading to optimal development, this course guides the student to apply the fundamental principles of adolescent psychology to the teaching-learning process. 3:0:3

### **EDM/EDS 320 (EN 320)**

#### **Literature for Young Adults**

Students in this course will survey literature appropriate for school children grades six through twelve. Students will also determine criteria for selecting and evaluating literature for adolescents, and will develop lesson plans for teaching literature at various grade levels. 3:0:3

### **EDM 353**

#### **Teaching Strategies & Classroom Management**

PREREQUISITES: Admission to the School for Education. To be taken simultaneously with Practicum.

Theory and skills necessary to implement classroom management, curriculum development and instructional strategies are presented through lecture, discussion and classroom observations. Students will explore the theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. Additional emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, and reflection techniques. The course includes guidance procedures for integrating children with and without disabilities. 3:0:3.

**EDM/EDS 397**

**Methodology in Teaching Content Area in Middle and Secondary Classrooms**

**PREREQUISITE:** Admission to the School for Education . To be taken simultaneously with Practicum or Directed Teaching.

The purpose of this course is to allow the student to identify and practice appropriate teaching techniques and methods in the area of certification. The areas of emphasis will be offered on a rotating basis as need dictates:

A. English B. Social Studies C. Science D. Mathematics E. Journalism. 2:0:2

**EDM 360**

**Practicum**

**PREREQUISITE:** Admission to the School for Education.

This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in the observation and application of classroom management, professional practices, and instructional techniques.

The student is required to be in the regular classroom a full day or 2 half days during the semester. Students must earn a "B" grade or higher before continuing in the practicum sequence; may be repeated. 0:2:2

**A.** Concurrent enrollment in EDM 353 and EDM 380 required unless previously completed.

**B.** Concurrent enrollment in EDU375 recommended.

**EDM 380**

**Literacy for Middle School Teachers**

**PREREQUISITE:** Admission to the School for Education. To be taken simultaneously with EDM 359 and practicum.

Theories and techniques of teaching reading and study skills in the middle school classroom are explored. Included will be the connection between reading, writing, thinking, speaking, and listening. Students are expected to do actual tutoring of a student or students for the laboratory portion of this course. 5:1:6

**EDS 353**

**Teaching Strategies & Classroom Management**

**PREREQUISITES:** Admission to the School for Education. To be taken simultaneously with Practicum A.

Theory and skills necessary to implement classroom management, curriculum development and instructional strategies are presented through lecture, discussion and classroom observations. Students will explore the theoretical foundations, knowledge, skills and dispositions necessary to create supportive teacher-student relationships and to implement developmentally appropriate guidance and classroom management strategies. Additional emphasis is focused on developing knowledge of the Missouri Standards, lesson plans, and reflection techniques. The course includes guidance procedures for integrating children with and without disabilities. 3:0:3."

**EDS 358**

**Reading and Writing in the Content Areas**

This course will provide the secondary teacher candidates with the knowledge and skills to address the various reading, writing, and study skill levels and the literacy attitudes and motivation of secondary students. Theories, techniques, and strategies of reading, writing, vocabulary development, and study skills in the secondary content areas are studied and practiced. Connections between reading, writing, hearing, speaking, and thinking to the learning process are emphasized. Also an understanding of varying skill levels in these literacy areas will result in the ability to meet the needs of all learners. Students are expected to include literacy instruction with their content area assignments and field experiences. To be taken simultaneously with EDU 375. Must be admitted to the School for Education. 3:0:3

**EDS 360****Practicum**

PREREQUISITE: Admission to the School for Education.

- A. Concurrent enrollment in EDS 353 and EDS 380 required unless previously completed.
- B. Concurrent enrollment in EDU375 recommended

This field experience in a classroom supports the integration of teacher knowledge, skills, and dispositions in the observation and application of classroom management, professional practices, and instructional techniques. The student is required to be in the regular classroom a full day or 2 half days during the semester. Students must earn a “B” grade or higher before continuing in the practicum sequence; may be repeated. 0:2:2

**EDS 380****Literacy in the Secondary Classroom**

PREREQUISITES: Admission to the School for Education. To be taken simultaneously with EDS 359 and Practicum.

Theories and techniques of teaching reading and study skills in the secondary classroom are explored. Included will be the connection between reading, writing, hearing, talking, and thinking. Students are expected to do actual tutoring of a student or students for the laboratory portion of this course. 3:1:4

**Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.**

**EDC 410****Early Childhood Directed Teaching with Seminar**

PREREQUISITES: EDE 378, EDE 385, EDE 380 and admission to the School for Education and cumulative GPA of 2.75.

A twelve-week experience of directed teaching in two different early childhood settings (Infant/Toddler, PreK, or Primary K-3). Interactions with children and families from a variety of backgrounds will be an integral part of the directed teaching experience. Included will be 30 contact hours of seminar, including intensive meeting time before

student teaching begins and weekly meetings during the experience of directed teaching and a culminating session following the directed teaching experience. The purpose of the seminar is to allow exploration of issues and experiences in a reflective way to enhance the directed teaching experience, and to articulate an appropriate philosophy of early childhood education as a basis for making professional decisions. 2:12:14

**EDE 410****Elementary Directed Teaching with Seminar**

PREREQUISITES: EDE 359 (with at least a grade of “B”), EDE 385, EDE 387, EDE 380, and admission to the School for Education and cumulative GPA of 2.75.

A ten-week experience in directed teaching in an area school. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar, an intensive period before teaching begins, bi-weekly meetings during the experience of directed teaching and immediately at the conclusion. The purpose of the seminar is to allow exploration of issues and experiences in reflective way to enhance the directed teaching experience. 2:10:12

**EDM 410****Middle School Directed Teaching with Seminar**

PREREQUISITES: EDM 359 (with at least a grade of “B”) and at least 15 hours in discipline to be taught and admission to the School for Education and cumulative GPA of 2.75.

A ten-week experience in directed teaching in an area school. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar, an intensive period before teaching begins, weekly meetings during the experience of directed teaching and immediately at the conclusion. The purpose of the seminar is to allow exploration of issues and experiences in reflective way to enhance the directed teaching experience. 2:10:12

**EDS 410**

**Secondary Directed Teaching with Seminar**

PREREQUISITES: EDS 353 (with at least a grade of “B” and 24 hours in discipline to be taught and admission to the School for Education and cumulative GPA of 2.75.

A ten-week experience in directed teaching in an area school. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar, an intensive period before teaching begins, weekly meetings during the experience of directed teaching and immediately at the conclusion. The purpose of the seminar is to allow exploration of issues and experiences in reflective way to enhance the directed teaching experience. 2:10:12

**EDU 410**

**Directed Teaching with Seminar for K-12**

PREREQUISITES: EDS 353 (with at least a grade of “B”) and at least 30 hours in the discipline to be taught, and admission to the School for Education and cumulative GPA of 2.75.

A twelve-week experience in directed teaching, six weeks in grades 1-5, six weeks in grades 6-12, in area schools. The student will observe and actually teach in a classroom. Included will be 30 contact hours of seminar which can include intensive meeting time before the directed teaching experience and weekly meetings during the directed teaching experience and upon its conclusion. The purpose of the seminar is to allow exploration of issues and experiences reflectively to enhance the directed teaching experience. 2:12:14

**EG 101**

**Introduction to Engineering Management**

The introduction to the responsibilities and requirements for engineer administration. The management of technical activities, with emphasis on planning and organizing; requirements for managing projects, team building, techniques of control, data requirements and analysis, communication, time management, and project analysis. 3:0:3

**EG 360**

**Environmental Impact in Engineering**

Course includes legal and administrative activities leading toward improved environmental management and responsibility of engineers. National Environmental Policy Act and court decision implications, and preparation and processing of environmental impact statements. 3:0:3

**EG 390**

**Engineer Administration  
Decision-Making Models**

PREREQUISITES: CO 360, EC 142 or consent of the instructor.

Development of the formal problem solving process. Identification of the types of decisions made by engineer administrators. Development of techniques for lay-out and organization of

the engineer project using milestone scheduling, Gantt chart, and CPM to determine resource requirements, equipment scheduling, and time estimates. Forecasting what is needed, where and when, and alternatives. 3:0:3

**EG 470**

**Engineer Administration Economics**

PREREQUISITE: EC 142.

Techniques for capital investment decision making, time-value of money, the evaluation of investment alternatives, depreciation cost, materials and equipment accounting information systems. 3:0:3

**EG 491**

**Senior Seminar in Engineering  
Administration**

PREREQUISITE: Completion of construction/engineering core courses or permission of instructor.

Advanced case study of engineering management of engineering projects with emphasis on a construction project and the associated construction management. Includes the engineering administration and management responsibilities from project inception to completion. A capstone course bringing together previous course work into the analysis, research, data collection and presentation for the case study. 3:0:3

## EI – English as an International Language

### EI 101

#### **Beginning Reading and Writing I**

This course introduces the beginning level speaker of English to basic reading texts and elementary writing tasks. Students learn to identify topic sentences, main ideas, and conclusions; various methods of building vocabulary; and to recognize basic sentence constituents. Writing tasks will be based mainly, but not exclusively, on the readings. Students compare and analyze each other's work for errors and strengths. As beginning writers of English, they practice and become familiar with simple grammatical structures. 3:0:3

### EI 102

#### **Beginning Reading and Writing II**

This course continues to introduce the beginning level speaker of English to basic reading texts and elementary writing tasks. In this course, students encounter more challenging reading assignments, ranging from 500 - 800 vocabulary words. More varied writing tasks will be assigned. Students continue to practice grammatical and textual analysis. 3:0:3

### EI 111

#### **Beginning Listening and Speaking I**

This course introduces the beginning level speaker of English to basic listening, speaking, and pronunciation skills. Students learn the elements of phonetics to facilitate the development of superior pronunciation skills as well as self-monitoring techniques. They are exposed to graduated (in terms of difficulty) selections of aural English. They also practice routinized and common patterns of speech such as may be found in the classroom, in the cafeteria, in stores, in the dorm, and so on. Finally, students acquire strategies to improve their comprehension, as well as others' comprehension of them. 3:0:3

### EI 112

#### **Beginning Listening and Speaking II**

This course continues to introduce the beginning level speaker of English to basic listening, speaking, and pronunciation skills. Building on the knowledge of phonetics gained in EI111, which it follows, students practice and hone their pronunciation skills, including suprasegmental elements such as intonation

and rhythm. As listening and speaking material grows more challenging, students continue to develop both listening comprehension and fluency in spoken English, in more contexts. 3:0:3

### EI 121

#### **Beginning Grammar I**

This course introduces the beginning level student to the basic grammar of English. The principal tenses and aspects of the verb system will be covered, as well as the noun system, fundamentals of the way the English article works, and basic adjectives, adverbs, prepositions, and conjunctions. The focus at this level is on simple sentences. 3:0:3

### EI 122

#### **Beginning Grammar II**

This course continues the introduction of basic English grammar begun in EI121. Concepts and grammatical categories encountered in EI 121 will continue to be practiced and reviewed; most will be expanded. Completion of these two courses provides the beginning student with a solid grounding in fundamental English grammar, and increased awareness of grammar itself. 3:0:3

### EI 130

#### **Beginning Integrated Skills I**

This course provides students opportunity to practice and apply all of the skills, concepts, and content being acquired in the other beginning level courses. Themes introduced in the other courses are developed holistically by means of various types of projects and presentations. The focus in integrated skills courses is on using and producing the appropriate language to express, discuss and demonstrate content. 3:0:3

### EI 140

#### **Beginning Integrated Skills II**

This course provides students with further opportunity to practice and apply skills, concepts, and content being acquired in the other beginning level courses. Themes introduced in the other courses are developed holistically by means of various types of projects and presentations. The focus in integrated skills courses is on using and producing the appropriate language to express content. 3:0:3

## **EI – English as an International Language (continued)**

### **EI 145**

#### **American Culture**

This course introduces students to American culture from anthropological, sociological, and historical perspectives. We examine customs and rituals, social structures, and where shared attitudes, myths, and values come from, and how they are expressed. In this class students develop an awareness of not only how to behave in a linguistically appropriate manner in a given social situation, but also to a certain extent why they should do so. 3:0:3

### **EI 201**

#### **Intermediate Reading and Writing I**

This course introduces the intermediate level speaker of English to readings of more challenging vocabulary and more varied type, such as newspaper articles, short stories, and brief technical selections. An emphasis is placed on vocabulary building skills and reading skills such as scanning for detail. Writing tasks are based mainly, but not exclusively, on the readings and include short essay-length compositions of different rhetorical categories, as well as summaries, outlines, paraphrases, and letters. 3:0:3

### **EI 202**

#### **Intermediate Reading and Writing II**

Students continue to develop their reading and writing skills and expand their vocabulary in preparation for advanced level classes. Students will read longer and more challenging texts of varying types; writing assignments will be based mainly, but not exclusively, on these readings. 3:0:3

### **EI 210**

#### **Intermediate Speaking and Listening I**

This class teaches students speaking and listening skills necessary for academic success. Students will focus on improving spoken grammar, vocabulary, listening comprehension, pronunciation and fluency. Class activities will include in-class discussions, individual and group oral presentations, pronunciation exercises and spoken instruction. Students will be exposed to American rhetorical forms, including political debate, music lyrics, academic lectures and sports/entertainment/cultural commentary. 3:0:3

### **EI 211**

#### **Intermediate Speaking and Listening II**

Students continue to develop the speaking and listening skills necessary for academic success. They will be exposed to listening material of an academic nature, such as recorded lectures, news broadcasts, etc. and will participate in oral activities of an academic nature, such as presentations, debates, discussions, and so on. The course will also emphasize communicative skills and strategies to enable students to check on meaning, clarify misunderstandings, and get their own meaning across more clearly. 3:0:3

### **EI 221**

#### **Intermediate Grammar I**

Students in EI221, Intermediate Grammar, revisit and expand their acquaintance with basic verb tense/aspect categories, adding the perfect aspect. The different aspects of English verbs are contrasted, in order to better explain and demonstrate their use and distribution. Students' knowledge of categories (such as nouns, etc.) and structures (such as phrases, clauses, etc.) is expanded. The passive voice and factual, future, and present unreal conditionals are introduced. Students' use and become more familiar with modals. 3:0:3

### **EI 222**

#### **Intermediate Grammar II**

Students continue to consolidate their grasp of basic English grammar. In the verb system of English, particular attention is paid to the various forms of the perfect aspect, conditionals and modals. In the noun system, students' knowledge of what may constitute a noun is expanded; and other structures such as noun, adjective, and adverb phrases, and independent/dependent clauses are examined. 3:0:3

### **EI 230**

#### **Integrated Skills I**

This course teaches students to integrate diverse English skills, including speaking, listening, reading and writing, into holistic language use. Students will build on language skills by increasing reading comprehension, writing fluency and speaking fluency. May be taken as independent study. 3:0:3

## **EI – English as an International Language (continued)**

### **EI 245**

#### **Advanced American Culture**

This course broadens and deepens students' exposure to American culture through examination and analysis of American music, movies, TV, literature, art, and other media. Students in this course put their English into practice and demonstrate knowledge of American culture by producing a project elucidating an aspect which interests them. It is designed to build upon the skills of cultural analysis taught in EI145, American Culture, but may be taken on its own. 3:0:3

### **EI 301**

#### **Academic Writing I**

This course introduces the advanced-level student to different rhetorical styles of writing, such as narrative, comparison/contrast, process, and so on, along with the requisite grammar. 3:0:3

### **EI 302**

#### **Academic Writing II**

This course prepares the advanced-level student to write a research paper. Research methods, writing, and referencing skills will be taught, as well as advanced grammar. 3:0:3

### **EI 310**

#### **Academic Speaking and Listening I**

This course focuses on fostering advanced-level students' fluency in academic discourse, particularly with regard to discussion skills. Students will practice preparing for, participating in, and leading discussions on academic subjects. 3:0:3

### **EI 311**

#### **Academic Speaking and Listening II**

This course imparts the linguistic and technical skills advanced-level students need in order to prepare, deliver and respond to an academic presentation. Research methods, vocabulary, speaking styles, and presentation design will receive emphasis. 3:0:3

### **EI 321**

#### **Academic Reading I**

This course aims to develop advanced-level students' reading and comprehension skills and build their vocabulary. At least two novels will be read and analyzed. 3:0:3

### **EI 322**

#### **Academic Reading II**

This course concentrates on the skills advanced students require to be able to read academic texts such as articles and textbooks. Emphasis will be placed on the acquisition of academic vocabulary; fluency and efficiency of reading; and advanced comprehension strategies. 3:0:3

### **EI 330**

#### **Academic Integrated Skills I**

This class provides students with additional and highly advanced language acquisition, focusing on further development of reading, writing, speaking and listening skills, with emphasis on academic communication. Content will reinforce learning in other academic subjects, helping students to succeed in 300-400s levels of computer science, natural science, psychology and liberal studies. 3:0:3

### **EI 340**

#### **Study Skills for International Students**

This course prepares non-native speakers of English for academic work. All the skills that students need to succeed in the academic classroom are covered in this class: reading, directed listening, note-taking, vocabulary building, organizational skills, library and internet use, referencing techniques, and review strategies. 3:0:3

### **EI 350**

#### **Academic Integrated Skills II**

This class provides students with additional and highly advanced language acquisition, focusing on further development of reading, writing, speaking and listening skills, with emphasis on academic communication. Content will reinforce learning in other academic subjects, helping students to succeed in 300-400s levels of computer science, natural science, psychology and liberal studies. 3:0:3

**EN 105 (C)**

**First Year Writing Seminar I: Critical Reading, Writing and Thinking Across Contexts (C).**

An introduction to the recursive processes of writing, the course will emphasize discovery and writing-as-thinking. Students will engage various personal and academic genres, with attention to analyzing the audience and purpose for different writing situations. Course readings expose students to a variety of genres and topics from a range of cultural contexts to promote critical thinking and dialogue. Peer response, reflection and revision are emphasized through a summative course portfolio. 3:0:3

**EN 106 (C)**

**First Year Writing Seminar II: Academic Research and Writing (C)**

**PREREQUISITES:** EN 105 or equivalent  
The course provides sustained experience with the research and writing tasks common in the academy. Students will explore various academic genres, with particular focus on learning to undertake academic inquiry; engage in close reading; incorporate research into their writing; and document sources. Peer response, reflection and revision are emphasized through a summative course portfolio. 3:0:3

**EN 201 LA (GE)**

**Introduction to Literature**

Introduction to concepts and vocabulary involved in literary analysis. Develops skills in reading, interpreting and evaluating literature and surveys some of the major literary concerns and movements. 3:0:3

**EN 203 LA (MGE)**

**Explorations in Language and Literature**

Introductory topics course in language and literature. May be repeated for credit on different topics. 3:0:3

**EN 221 LA (MGE)**

**African-American Literature**

An introduction to major African-American writers from the earliest expressions to the present. An examination of the cultural milieu from which the writing arose, the ideological stance of each writer studied, and the styles and structure of the works considered. 3:0:3

**EN 231**

**Introduction to Language**

As an introduction to a general study of language, the course deals with the origin, nature and function of language as a uniquely human phenomenon. The history of English language and a survey of approaches to the analysis of languages are important components. 3:0:3

**EN 232 LA (MGE)**

**Introduction to Poetry**

Introduction to concepts and vocabulary involved in literary analysis of poetry. A study of poetry in English, American, and world poetry. 3:0:3

**EN 233 LA (GE)**

**Introduction to Drama**

A study of dramatic literature with emphasis on Anglo-American drama. 3:0:3

**EN 234 LA (GE)**

**Introduction to Fiction**

Close reading of selected works of English and American prose fiction, emphasizing the historical development of the novel and short story. 3:0:3

**EN 240**

**Computing for English and Liberal Studies Majors**

This course introduces computer concepts, terminology, and applications to enable English majors to use computers in their environment and careers. 3:0:3

**EN 304**

**Special Topics in Language and Literature**

**PREREQUISITE:** Permission of instructor.

A seminar course treating various topics of contemporary interest. 3:0:3

**EN 306 (C)****Professional Writing in the Disciplines**

PREREQUISITES: EN 105, EN 106, passing the Writing Competency Test, and 60 credit hours. This course is the third course in the required writing sequence at Park University. It emphasizes professional writing skills and expectations in various disciplines while developing further basic writing skills. Specific departmental courses may be deemed equivalent and will be used to satisfy this course. The course will have three sections as follows:

**A. Scientific and Technical Writing**

This course helps students do scientific and technical research and prepare reports that will address the needs of various audiences in science, government, and industry. 3:0:3

**B. Business Communications**

This course will emphasize knowing and preparing various kinds of communications in business and related fields: business letters, reports, proposals, surveys, field studies, visual aids, group presentations, and public lectures. 3:0:3

**C. Advanced Expository and Research Writing**

This course develops further skills in advanced expository writing: long essays or articles for publication in journals or trade magazines, arts or literary publications, the teaching of writing, and general critical or argumentative pieces. 3:0:3

**EN 307 (C)****Professional Writing in English Studies**

PREREQUISITES: EN 105, EN 106, passing the WCT, and 60 accumulated hours. Experience in research, writing, and editing in the professional context of contemporary work in English studies. This course fulfills the EN 306 requirements for English majors. 3:0:3

**EN 311****Creative Writing**

Writing workshop in creative genres, including fiction, poetry and playwriting. May be repeated with the permission of the instructor. 3:0:3

**EN 315****Earlier English Literature**

A survey of major authors and works from the medieval beginnings of English literature to approximately 1700. Special attention to Chaucer, Spenser, Shakespeare, and Milton. 3:0:3

**EN 316****Later English Literature**

A survey of major authors, works, and movements from approximately 1660 to 1900. Special attention to the Romantic and Victorian periods. 3:0:3

**EN 317 LA (MLL)****Earlier American Literature**

Study of significant American writers from the colonial period through the Civil War with attention to the historical and cultural contexts of their works. 3:0:3

**EN 318 LA (MLL)****Later American Literature**

Study of significant American writers from the Civil War to the present with attention to the historical and cultural contexts of their works. 3:0:3

**EN 320 (EDM/EDS 320)****Literature for Young Adults**

Students in this course will survey literature appropriate for children in grades six through twelve. Students will also determine criteria for selecting and evaluating literature for adolescents and will develop lesson plans for teaching literature at various grade levels. 3:0:3

**EN 323 LA (LL)****Literary Modernism**

Focuses on literature from the first half of the twentieth century with emphasis on British and American texts and cultural/historical contexts. Intended for English majors and minors. 3:0:3

**EN 325 (EDU 325\*)****Modern Grammar**

This course concentrates on modern approaches to English grammar and its teaching after a brief historical perspective of transformational, structural, and traditional methodologies. 3:0:3

*\* Please see Errata sheet for notes concerning this section.*

**EN 341 LA (LL)**

**Literature and Film**

Investigation of the relationship between written literature and the moving image of film and video as media for both narrative and lyrical expression, with close study of selected examples. 3:0:3

**EN 351 LA (MLL)**

**Classical Foundations of Literature**

Emphasis on classical texts that provide the foundations for English and American literature. 3:0:3

**EN 354**

**Reading and Writing Nonfiction Prose**

A study of creative nonfiction prose for English majors concentrating in writing, and for other serious students of advanced writing. Emphasis will be on reading at least 2-3 major works of nonfiction prose and on student writing. 3:0:3

**EN 355 LA (MLL)**

**International Literature**

The course discusses ethnic literary expressions from around the world, including works in translation. 3:0:3

**EN 356 LA (MLL)**

**Women's Literature**

A study of literary works by and about women which will encourage students to explore the historical, political, and social contexts in which women live and write. 3:0:3

**EN 366 LA (MLL)**

**The Novel in English**

History of the development of the novel in English, with special attention to English and American writers, and approaches to critical analysis. Course includes at least 2 novels written prior to 1900. 3:0:3

**EN 370**

**Rhetorical History and Contemporary Analysis**

This course introduces students to the main movements, figures, theories and key terms in the history of rhetoric, with a focus on how the rhetorical tradition bears on reading, writing and textual analysis. 3:0:3

**EN 380**

**Literary Theory and Criticism**

An examination of key questions in

contemporary theory and its historical roots, along with the practice of literary criticism today. English Majors only. 3:0:3

**EN 387**

**Composition Theory**

PREREQUISITE: EN 105, EN 106, WCT

An introduction to composition theory for English majors in the writing concentration, the course will engage students in the study of writing. Some consideration will be given to theories which overlap in composition and literature. Students will produce a major writing project, which will include a self-reflective analysis of their process. 3:0:3

**EN 401**

**Independent Project in Language, Literature, or Writing**

PREREQUISITE: Must be senior English major, and permission of chair and instructor  
For advanced English majors pursuing a special interest not covered in regular course offerings. Applications and proposals must be submitted to instructor prior to the term in which students wish to enroll. Exceptions may be made for editor(s) of the Scribe. 3:0:3

**EN 440**

**Shakespeare**

A survey of major comedies, histories, tragedies, and non-dramatic poetry. 3:0:3

**EN 450 LA (LL)**

**Romanticism in Literature**

A study of the Romantic movement in European literature, particularly English, with particular emphasis on the later eighteenth and early nineteenth centuries. 3:0:3

**EN 490**

**Capstone Seminar**

PREREQUISITE: EN 380

The seminar will focus on a general topic in English studies on the model of an academic conference. Students will develop 20-minute conference papers in the first portion of the course and deliver them before the class and an invited audience in a series of seminar meetings late in the semester. Attention will be paid to both the research and the rhetorical demand of this task and to the relationship between each individual contribution and the wider topic. 3:0:3

**FI 201 LA (GE)****Personal Financial Management**

A study of individual and family financial management concepts and techniques which assist persons to become informed consumers and efficient managers of personal resources. 3:0:3

**FI 325****Risk and Insurance**

An introduction to the basic principles of insurance and risk management from the perspective of the individual and family consumer; consideration is given to business risk management. 3:0:3

**FI 360****Financial Management**

PREREQUISITES: AC 201 and AC 202.

The role of financial management through the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Elements of financial planning, capital budgeting, and consideration of alternative sources of funds. 3:0:3

**FI 363****Financial Institutions and Markets**

PREREQUISITE: EC 301.

A study of the macrofinancial environment with emphasis on the structure, functions, and economic role of financial institutions and markets. This includes the role of commercial banks, the central banking system and international finance. 3:0:3

**FI 400****Special Topics in Finance**

This course consists of the study and analysis of some major aspect(s) of finance concepts at the senior level. Permission required from the instructor. Variable credit: 1-3 credit hours.

**FI 405****Public Finance**

PREREQUISITES: EC 141 and EC 142.

The impact of public finance on individual and business economic decisions; detailed consideration of the principles of taxation, public expenditures, the federal budgeting process, and state and local fiscal systems. 3:0:3

**FI 410****Problems in Corporate Finance**

PREREQUISITE: FI 360.

A study of selected problems in financial management including short and long-term financial analysis and planning, trade-credit analysis, capital budgeting; use of case analysis. 3:0:3

**FI 415****Financial Analysis and Planning**

PREREQUISITE: FI 360.

Analysis of the financial aspects of corporate business planning, evaluation of financial performance, valuation analysis, risk analysis, management of growth. 3:0:3

**FI 417****Investment Analysis and Management**

PREREQUISITE: FI 360 or permission of the instructor.

A study of investment alternatives, selection criteria, and portfolio management. Emphasis is placed on economic, financial, and market factors which affect the values of alternative investments, while studying risk management associated with investment management. 3:0:3

**FI 425****Principles of Real Estate**

PREREQUISITE: FI 360 or permission of the instructor

A study of real property, its legal title, transfer, ownership, finance, and management. 3:0:3

**FI 430****Public Financial Management**

PREREQUISITES: AC 201 and AC 202.

A study of financial functions performed in public and not-for-profit organizations with emphasis on financial reporting, budgeting, and accounting processes. 3:0:3

**FI 451****Finance Internship**

Open to Finance majors and minors who have demonstrated excellence in finance and want to explore practical applications to the academic body of knowledge in the professional environment. Variable credit: 1-12 hours

## **FWR – Fitness, Wellness and Recreation**

### **FWR 101**

#### **Basic Principles of Exercise**

An exploration on the basic principles of exercise and the body's need to function physically and physiologically. Students will be responsible for developing a personal strength training and conditioning program. 2:1:3.

### **FWR 103**

#### **Beginning Tennis**

An introduction to playing tennis. This includes backhand stroke, forehand, volley and serve. 0:2:1

### **FWR 106**

#### **Beginning Golf**

An exploration of the necessities of playing golf is the emphasis of this course. 0:2:1

### **FWR 107**

#### **Dance**

An exploration of rhythmic body expression. 0:2:1

### **FWR 108**

#### **Jogging**

A study of the regiments and the body's responses to a jogging program. The course includes, but is not limited to, implementation of a personal jogging program, equipment and safety measures. 0:2:1

### **FWR 109**

#### **Weight Training**

An examination and implementation of weight training. Maximum benefits and body adaptation will be presented, and the safety features will be explained and implemented. 0:2:1

### **FWR 110**

#### **Karate**

This course offers an introduction to the martial arts of karate. 0:2:1

### **FWR 119**

#### **Individual Sport Topics**

There are several sports being offered under this topic. The common content is that students determine success for themselves. May be repeated for different sports. 0:2:1

### **FWR 120**

#### **Team Sport Topics**

The sports requiring cooperation between team members are taught under this heading. May be repeated for different sports. 0:2:1

### **FWR 304**

#### **Special Topics in Physical Education**

An in-depth examination of specific areas in the field of physical education. Topics include, but are not limited to: psychology of coaching, exercise physiology and sports officiation. 2:0:2

## **GGH – Human Geography**

### **GGH 110 LA (MGE)**

#### **Cultural Geography**

The course is an introduction into cultural differences and spatial interactions within and between groups (religion, language, and customs) from around the globe. The course will also focus on human organization of space and how it impacts upon the environment. 3:0:3

### **GGH 140 LA (MGE)**

#### **Economic Geography**

The course will introduce the basic concepts and processes underlying the spatial distribution of economic activities on a regional, international, and global scale. Topics shall include: economic systems and concepts, and impact on groups, communities and nations. 3:0:3

### **GGH 200 LA (MGE)**

#### **Geography of the United States and Canada**

This introductory course is designed to closely examine variations in cultural and physical differences in North America. Topics will include water supply, climate, dialect, economics, and population. 3:0:3

### **GGH 201 LA (MGE)**

#### **Geography of Africa**

This comprehensive course will study the physical and cultural geography of the regions of the African continent. Topics will include: neocolonialism, slavery, health issues, environmental problems, population, and current political geographical issues. 3:0:3

**GGH 202 LA (MGE)**

**Geography of Latin America**

This comprehensive course will study the physical and cultural geography of the regions of the South American and Middle American Realms. Topics will include: the economic climate, environmental problems, population, and current political geographical issues. 3:0:3

**GGH 203 LA (MGE)**

**Geography of Europe**

This comprehensive course will study the physical and cultural geography of the regions of the European continent. Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues. 3:0:3

**GGH 204 LA (MGE)**

**Geography of Asia**

This comprehensive course will study the physical and cultural geography of the regions of the Asian continent. Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues of South, East, and Southeast Asia. 3:0:3

**GGH 206 LA (MGE)**

**Geography of the Middle East**

This comprehensive course will study the physical and cultural geography of the regions of the Southwestern Asia, Central Asia, and the Eastern Mediterranean. Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues. 3:0:3

**GGH 290**

**Selected Topics in Human Geography**

This course will consist of an in-depth examination of specific areas of geography at the lower level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GGH 305**

**Geography of Russia**

This comprehensive course will study the physical and cultural geography of the regions of Russia and the former Soviet Union (Near Abroad). Topics will include: economic problems, environmental problems, population dynamics, and current political geographical issues involving Russia and its neighbors. 3:0:3

**GGH 309**

**Geography of Missouri and Kansas**

Missouri and Kansas will be studied in detail with respect to physical, historical, cultural, economic, environmental, and social geography. 3:0:3

**GGH 310 LA (MLL)**

**Geography of Terrorism**

This is an in-depth study of terrorist groups and their members in order to understand their origins and goals. The course will discuss the structure of terrorism in America, Africa, Asia, Europe, Latin America, and the Middle East and the current approach to counterterrorism. 3:0:3

**GGH 312 LA (MLL)**

**Military Geography**

An examination of human and physical geography and the role it plays in military planning of operations, its role in the eventual military outcomes, and a detailed analysis of how their results impacted the local and global society. Historic examples from around the world will be utilized for investigations. 3:0:3

**GGH 323**

**Urban Geography**

The course is an in-depth study of the concepts of the physical characteristics of cities and the current and future problems urbanization presents humans on a global scale. 3:0:3

**GGH 326**

**Resources and People**

This course is an in-depth study of the interactions between physical systems and human activities, and their effects on the environment. Topics will include: population growth, food production, water supply, air pollution, and natural resource consumption. 3:0:3

**GGH 390**

**Special Topics in Human Geography**

This course will consist of an in-depth examination of specific areas of geography at the upper level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GGP 115 LA (MGE)****Physical Geography**

Examination of the major physical elements that comprise the earth's environmental surface on a global basis (water, landforms, climate, vegetation, and soil), their continuous interaction and relevance to man's occupancy of the earth on a global basis. 3:0:3

**GGP 120 LA (MGE)****Global Sustainability**

This course addresses ways in which to maximize the life experience of human beings. A case study approach will be used to study the maintenance of human capital framed in the context of environmental, economic and social sustainability inputs. 3:0:3

**GGP 270****Spatial Analysis**

This course will introduce student learners to techniques for the statistical analysis of spatial data. The course will cover issues in characterizing spatial data, methods and problems in spatial data sampling and the relevant statistical tests for solving a variety of spatial problems when they are applied to 2D and 3D space. 3:0:3

**GGP 290****Selected Topics in Physical Geography**

This course will consist of an in-depth examination of specific areas of geography at the lower level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GGP 330****Cartography**

The course is designed to prepare student learners for the basics of map compilation, design, and construction. Laboratory projects involving student learner use of computers will be required. 3:0:3

**GGP 335****Remote Sensing**

The course is designed to prepare student learners for the basics of using remotely sensed imagery from space. Laboratory projects involving student learner use of computers will be required. 3:0:3

**GGP 340****Environmental Planning**

This course is designed to study and evaluate the air and water environments, solid waste, noise pollution, and toxic wastes for the purpose of achieving environmental quality. An emphasis will be placed on how urbanization is impacting the environment and will be studied by interpretive maps, soil surveys, remote sensors, and computers. 3:0:3

**GGP 345****Land Use Planning**

An examination and application of the methods associated with land use planning, especially in the small town and rural context. Emphasis is placed upon the tools and techniques associated with land use planning such as interpretive maps, soil surveys, remote sensors, and computers. A major focus will be the use of the land planning process in community planning. Also included is an introduction to state and local land use law in community development. 3:0:3

**GGP 350****Geographic Information Systems (GIS)**

This course introduces the student learner to the theoretical, conceptual, and practical aspects of the collection, storage, analysis, and display of spatial data. Emphasis will be placed on the application of geographic information systems. Laboratory projects involving student learner use of computers will be required. 3:0:3.

**GGP 355****Advanced GIS**

This course is an advanced course that will have the student learner performing theoretical, conceptual, and practical aspects of the collection, storage, analysis, and display of spatial data. Emphasis will be placed on the applications of geographic information systems. Laboratory projects involving student learner use of computers will be required. 3:0:3

**GGP 365 LA (MLL)****Geography of Disease**

This course will study the origin, distribution patterns, and cultural biases of disease. Topics to be emphasized include: disease classification, spread of diseases, and major types of diseases (HIV+). 3:0:3

**GGP – Physical Geography (continued)****GGP 370****Biogeography**

The purpose of this course is to study the distribution of plants and animals across the Earth's surface. This Physical Geography course will expand upon principles of Ecology and Biology, and will focus on understanding ecosystem processes that impact both fauna and flora. Topics will include the study of communities, ecosystems, biomes, biodiversity, and island biogeography. 3:0:3

**GGP 390****Special Topics in Physical Geography**

This course will consist of an in-depth examination of specific areas of geography at the upper level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GGP 450****Internship in GIS**

The student arranges to work in a professional environment. Internship duties will be based on the needs of the cooperating business/organization. Prior to beginning the internship experience, the student and the student's intended job supervisor must jointly prepare an internship proposal specifying the objectives to be accomplished. The proposal must be submitted to the instructor and approved before any internship work takes place. Prerequisite: permission of instructor, student should have completed GGP350 and GGP355. 3:0:3

**GO – Geology****GO 101****Introductory Geology**

Course includes identification of rocks and minerals; their origin, destruction, recycling; surface processes of wind, water, and ice in changing the earth's surface; interior forces that cause earthquakes; mountain building; and plate tectonics. 3:0:3

**GO 105****Weather and Climate**

An examination of meteorological processes that will provide students with an understanding of Earth's fluid atmosphere and an appreciation of the role of these processes play in producing weather. Topics include: the origin and evolution of the Earth's atmosphere, the structure and characteristics of the atmosphere, the Earth/Sun relationships and their influence on the seasons, controls of weather elements, energy exchange, and heat and water budgets. There is no laboratory component. 3:0:3

**GO 125 LA (MGE)****Natural Disasters**

This course will study the earth's natural processes and phenomena that impact the earth. These natural impacts will be studied which result in massive damage to the earth and to its inhabitants. The course will explore how humans cope with natural disasters. Humans typically measure the damage in terms of loss of life or economic loss, but the end result is that these natural disasters influence human culture and population distribution. 3:0:3

**GO 130 LA (MGE)****Astronomy**

This course will study the complexities of the universe. It will examine the physical, chemical and meteorological, and geological aspects of the universe, including planets, suns, asteroids, and nebulae. 3:3:4.

**GO 141 LA (MGE)****Introduction to Physical Geology**

The study of the earth, the materials which make it up and the mechanisms which change it. Students will explore these materials and processes in the laboratory. 3:3:4

**GO 151 LA (MGE)****History of the Earth**

This is a survey of the history of the earth, including its continents, oceans, and life. The course will be divided into two parts: (1) An introduction into how the earth's history is recognized from the earth's materials and structures and (2) an examination of the past life and major geologic events that have been recorded. 3:3:4

**GO 200 LA (MGE)****Oceanography**

This course will study the complexities of the global oceans. It will examine the physical, chemical, meteorological, biological, and geological aspects of the oceans while evaluating the oceans' role on humans. 3:3:4

**GO 205 LA (MGE)****Introduction to Meteorology**

The study of the atmosphere and atmospheric phenomena and how they interact globally with the earth's surface, oceans, and life. In the laboratory, students will learn and use the methods used to study meteorological processes. Topics will include: controls of weather elements, energy exchange, heat/water budgets, and economic/social impacts of weather and climate. 3:3:4

**GO 215****Selected Topics in Geology**

This course will consist of an in-depth examination of specific areas of geology at the lower level. It may be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**GO 300 LA (MLL)****Introduction to Dinosaurs**

This course is an introduction to the paleontology of dinosaurs. The preservation, history of dinosaur studies, evolution, classification, behaviors, extinction, and current topics concerning dinosaurs are discussed. This course satisfies the Liberal Learning requirement for the Natural Sciences majors. 3:0:3

**GO 310****Sedimentology and Stratigraphy**

The purpose of this course is to study the origin of sedimentary rocks and the physical processes that commonly influence them (deposition to diagenesis). The other portion of the course focuses on knowing the various types of stratigraphic units and methods of dating and correlation. The laboratory exercises will reinforce these concepts. 3:3:4

**GO 315****Special Topics in Geology**

This course will consist of an in-depth examination of specific areas of geology at the upper level. It may be repeated once for credit with a change of topic. Variable credit: 1-4 hours.

**GO 320****Geomorphology**

The study of the earth's surface and the processes that shape it. Processes discussed include those associated with weathering, streams, glaciers, ground water, wind, oceans, and tectonics. Laboratory exercises will reinforce these concepts. 3:3:4

**GO 330 (BI 330)****Paleobiology**

The study of the earth's past life, which will be examined in two parts: 1) an introduction to invertebrate and vertebrate paleontology that will focus on classification, relationships, and evolutionary history and 2) the uses of paleontological data in evolution, systematics, paleoecology and extinctions. 3:3:4

**HC 250****Principles of the Health Care Process**

An introduction to the area of Medical Records Management, including ethical and legal issues. Topics include: history of medicine and medical records, identification of current trends in health care, departmental relationships and quality assurance in delivery of health care. 3:0:3

**HC 260****Legal Issues in Health Care Delivery**

Private and public law related to health care organizations, personnel, ethics, care standards, and breach of care liability. Topics include: torts, contracts, statutory law, patients' rights, antitrust law, finance, medical records, and licensure, as well as constitutional and administrative law related to state and federal health care programs. 3:0:3

**HC 351****Organization and Administration of Health Care Programs**

Structure and implementation of various types of health care organizations and their internal departments, administrative theory; utilization; facilities management; accreditation; strategic planning; decision making theory; medical, nursing, and support staff supply, supervision, and evaluation; financial management; human relations; research and development; organizational culture and change theory; and other internal and external forces. 3:0:3

**HC 451****Health Care and the Political Process**

Analysis of the process of health policy formation at the federal, state, and local levels from historical and contemporary perspectives. Specific topics will include cost controls, utilization review, methods of changing public and private health policies, and political factors in health care delivery. 3:0:3

**HC 461****The Hospital and the Community**

Issues specific to the organization and administration of hospitals, their scope of services in relation to community need, and relationships with community health care services. Topics covered dealing with the unique aspects of administration of

hospitals and internal departments include improvement of organizational performance, personnel productivity, strategic planning, cost containment, materials management, image in the community, medical staff recruitment, patient census and utilization of services, and contracting for services from external suppliers. 3:0:3

**HC 463****Third Party Reimbursement and Risk Management**

Public and private insurance, case management, preferred provider organizations, health maintenance organizations, and other forms of third party payment for health care services. Loss prevention for the health care organization through risk management and cost containment. 3:0:3

**HC 465****Basic Issues in Community Based Health Care Delivery**

Historical and philosophical factors defining the functions and scope of current community and public health based health care delivery. Introduction to the concepts of epidemiology, ecology, community needs assessment, and social and cultural influences on utilization of health care by community aggregates. 3:0:3

**HC 466****Planning and Organizing Community Health Services**

Organization and management of community based and public health agencies. Strategic planning for national, state, and local trends, community needs, and projected changes in society and health care. Administration of personnel, information systems, accreditation requirements, facilities, finances, external services contracts, community relations, and technology in clinics, home health, schools, industry, and other community based agencies. 3:0:3

**HC 491****Senior Seminar in Health Care Management**

Capstone course in which students study selected topics on health care administration in-depth. It is highly recommended that all major core courses be passed before enrolling in this course. 3:0:3

**HIS 103 (L)****Introduction to the Ethics of the Historical Profession**

The profession of historical inquiry, research and instruction composes review of primary and secondary sources. An additional component addresses professional and ethical presentations of that historical inquiry, research, and instruction. History majors shall explore the ethics of research and scholarship; will be introduced to historiographical theories, employ primary and secondary sources; form proper historical citations; understand plagiarism; draft and present proper curriculum vitae; draft and write personal statements; and draft and write historical abstracts. The course is required for freshmen or transfer students majoring in history within their first academic year. 3:0:3

**HIS 319 LA (MLL)****Russia in the 20th Century**

Begins with the failure of the democratic revolution of 1905, emphasizing the Revolution of 1917 and Russia under Lenin. The rise of Stalin, collectivization of agriculture and industrialization, World War II and the Cold War. New democratic stirrings and the collapse of the Soviet system. 3:0:3

**HIS 330****U.S. Military History**

This course is an overview of the U.S. military experience from pre-Revolutionary to the Present with a focus on how the nation thinks about, prepares for, and conducts warfare. The course will examine the interaction of the military, cultural, social, institutional, and international factors that have shaped U.S. military history. 3:0:3

**HIS 378****Special Topics in History**

Selected periods, ideas, and movements are studied. Variable credit: 1-3 hours.

**HIS 400 (I)****History in the Public Realm**

PREREQUISITES: EN 105, EN 106, HIS 103 and completion of a minimum of 75 credit hours. Interpreting the past is vital to understanding democratic ideals and civic life. All Majors will be required to complete 135 clock hours of internship experience at a selected historical institution approved by the student's history

advisor. Students are required to maintain a weekly journal of their internship activities. Upon completion of the internship, the student and internship supervisor will submit written reports of their experience and responsibilities to the student's history advisor. (Offered during the fall, spring and summer semesters.) 3:0:3

**HIS 405****History as Art and Discipline**

Advanced students explore the history of history, the evolution of its form and content, noting major theories and the kinds of evidence used. Students will become conversant with the major journals in the field today. This course prepares the road to the senior and examination in which students evaluate their own education as historians. 3:0:3

**HIS 451 (T)****Thesis I**

PREREQUISITES: EN 105, EN 106, HIS 103, passing the WCT and completion of a minimum of 75 credit hours.

All Majors are required to complete a two-semester thesis under the guidance of a full-time history faculty member. The goal of the course is to give each history major the experience of a sustained, independent research project, including: formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources. Research topics will be selected by students in consultation with the instructor. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest. The collaboration occurs in a seminar-like setting, in which a small group of students work with one professor for the entire semester, refining their historical skills and presenting their research findings. The students have to pursue a historical subject of their choice, in consultation with their professor. Students gain a better understanding of historical investigation through a careful analysis of primary and secondary sources and development of a well-argued thesis. By the end of the semester, majors have emerged with a sense of fulfillment in producing a thesis proposal, state of the field essays, historiographical critique, and historical abstract. Students' are required to enroll and successfully complete HIS 451 during the spring semester of their junior year.

**HIS 451 (T)****Thesis I (continued)**

On rare occasions, with departmental and advisor approval given for compelling written and documented reasons, a thesis may be started two semesters prior to graduation. The determination of the acceptance rests with the department chair and may not be appealed. All Majors are required to attend regularly scheduled thesis seminar workshops as scheduled. 3:0:3

**HIS 452 (T)****Thesis II**

**PREREQUISITES:** EN 105, EN 106, HIS 103, HIS 451 passing the WCT and completion of a minimum of 90 credit hours.

All Majors are required to complete a two-semester thesis under the guidance of a full-time history faculty member. HI 452 is a continuation of HI 451. The goal of the course is to give each history major the experience of a sustained, independent research project, including: continuing formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest. The collaboration occurs in a seminar-like setting, in which a small group of students work with one professor for the entire semester, refining their historical skills and presenting their research findings. The students have to pursue a historical subject of their choice, in consultation with their professor. Students gain a better understanding of historical investigation through a careful analysis of primary and secondary sources and development of a well-argued thesis. By the end of the semester, majors have emerged with a sense of fulfillment in producing a thesis prospectus, historical citations, an annotated bibliography, critical book review, and final thesis. Students are required to enroll and successfully complete HIS 452 during the fall semester of their senior year. On rare occasions, with departmental and advisor approval given for compelling written and documented reasons, a thesis may be started two semesters prior to graduation. The determination of the

acceptation rests with the department chair and may not be appealed. All Majors are required to attend regularly scheduled thesis seminar workshops as scheduled. This course will satisfy the EN 306 requirement for History majors. 3:0:3

**EUROPEAN/CLASSICAL CONCENTRATION (HIE)****HIE 101 (L) LA (MGE)****Western Civilization: Late Antiquity to the Renaissance**

This course surveys the social, cultural and political development of western Europe between 500 and 1500. The course investigates inter alia the collapse of the Roman Empire, conflict between secular and ecclesiastical governments, and feudalism; international relations between Christianity and Islam as well as the Old and New Worlds; changes in religion, economics and intellectual life. The survey shall comprise and inquiry of period literature. [European/ Classical Concentration] 3:0:3 Offered as required.

**HIE 102 (L) LA (MGE)****Western Civilization: The Reformation to 1918.**

This course surveys developments in Western Europe's political, cultural, social and intellectual history from the European Reformation to World War I. The survey investigates inter alia the rise of the modern state, the development and importance of technology, changing patterns of urbanization, international relations, warfare, and social transformations. The survey shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 210 (L)****Ancient Greece**

This course surveys Greek history from the Dark Ages to the Hellenistic period. Traces the political, economic, social, religious and cultural developments. The survey shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 211 (L)****The Great War: 1914-1918.**

World War One was the crucible of the modern world and it altered the political, economic, intellectual, social and cultural realities of inside and outside Europe, culminating in a redrawn map of Europe's political boundaries. This survey examines the war's multiple cause and effects. The survey shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 212 (L)****Roman Civilization**

This seminar studies the civilization of ancient Rome from the Iron Age to the age of Constantine, with concentration on the late Republic and early Empire. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 250 (S)****Nazi Germany**

This seminar studies the Nazi movement in Germany and Europe, from the post-World War I era to the outbreak of World War II. Topics include: race and racism, religion, and gender; experiences of men and women in Germany; the role of the church and business; Fascism; occupation, persecution, collaboration and resistance. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 251 (S)****The French Revolution**

This seminar studies the French Revolution and its implications for Europe and the world. It considers the social, political and ideological causes of the Revolution in 1789 and then examines the successive stages of revolution from the experiment with constitutional monarchy to the radical republic and the Terror to Napoleon's popular dictatorship. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 330 (S) LA (MLL)****Modern Europe**

This seminar examines major political, social, economic and cultural developments in Europe over the course of the 20th century. Main course themes include: the retreat of Liberalism; the rise of Fascism; the role of war in transforming society, European unity; the lives of women; the place of the "other" in European society; internal and external threats to open societies. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 331 (S)****The Holocaust**

This seminar examines the origins, implementation, evolution and aftermath of the Holocaust in and outside Nazi-occupied Europe. The seminar investigates the experiences and perspectives of victims, perpetrators, accomplices and bystanders. The seminar also analyzes historians changed and changing understanding of the Holocaust. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 332 (S) LA (MLL)****World War II**

This seminar studies World War II's causes and course, the Holocaust, military technology, the home and fighting fronts, and the post-war reconstruction. The seminar examines the experience of combatants and non-combatants in the war's two major theaters as well as the experience of occupation and resistance. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 333 (S)****The Modern Middle East**

This seminar examines the political, economic, social and intellectual history of the modern Islamic world. The course's main themes are Islam and modernization; the Islamic world and World Wars I and II; colonization and decolonization; Islamic world and the Cold War; and the rise of the "radical" Islam. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 334 (S)****The Reformations**

This seminar investigates the intellectual, economic, cultural, scientific and political background to the 16th century reformations as well as the theological controversies that led to and flowed from these reformations. The seminar is writing intensive. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 335 (S)****Modern Germany**

This seminar examines changes in political, economic, social and cultural life in Germany from the late Wilhelmina Empire to post-Reunification. The seminar is reading and writing intensive. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**HIE 336 (S)****The Long 19th Century**

This seminar will examine the history of the 19th century from the Napoleonic to WWI. It focuses on the major social, political, economic and intellectual trends in the 19th century that shaped the modern world. The seminar shall comprise an inquiry of period literature. [European/Classical Concentration] 3:0:3 Offered as required.

**UNITED STATES CONCENTRATION (HIU)****HIU 104 (L) LA (GE)****American History Survey Through the Civil War**

Introduction to the social, cultural, political and economic history of the United States from the conquest and colonization of North America to the reunification of the nation at the conclusion of the Civil War. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 105 (L) LA (GE)****American History Survey Since the Civil War**

Introduction to the social, cultural, political and economic history of the United States since the conclusion of the Civil War. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 220 (L)****History of the American West**

Investigates the Western United States from the early 16th century to the present. Themes embraced are: Euro-American interactions with Native Americans; extension and escalation of the federal government into the West; exploitation of natural resources; formation of borders and national identities; race, class and gender relations; impact of immigration and emigration; aggression and criminality; and continuing perseverance of Frederick Jackson Turner's "frontier" myth in American culture. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 221 (L)****Peoples and Civilizations of North America's First Nations**

Examines the peoples and civilizations of North America's First Nations. Indigenous nations, from diverse civilizations, are featured to accentuate specific forms of economy, social organization and spirituality. Investigation of more traditional cultures that existed in advance of the formation of Western domination, as well as more contemporary cultural history and modern-day economic, sociopolitical and cultural continuity, change and revitalization will be considered. The survey shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 260 (S)****The Civil Rights Era**

Examines the years between 1954 and 1975 which has been portrayed as a "Second Reconstruction" and the "Fulfillment of the promise of the American Revolution." The seminar will impart a concentrated investigation through marked examination of primary and secondary sources, documentaries and films. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 261 (S)****The Making of the American Republic, 1754-1820**

Examines the formation of a novus ordo saeculorum by assessing the experiences after 1763 as the colonizers in the thirteen British

colonies rebelled against the authority of the British Crown and created a new republic. The seminar will investigate the political and ideological foundations of the rupture from Britain, the military and social course of the War of Independence, the postwar strain to attain a constitutional order that would sustain republican liberties, the creation of the Constitution to the Missouri Compromise of 1820, emphasizing economic growth, territorial expansion and social change. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 262 (S)****The Great Depression**

Examines the economic collapse of the 1920s and 1930s, which fixed social, cultural and political changes in motion that altered the nature of American life. Consideration will be on the methods contemporaries encountered and contributed in those changes, as well as on the historiography that elucidates the Great Depression. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 320 (S)****Jackson and the Legacy of Antebellum America, 1820-1854**

Examines the political and social history of the United States from the Missouri debate to the ratification of the Kansas-Nebraska Act. A comprehensive assessment of the market revolution which altered American life, economic expansion, advancement of slavery, First Nation removal, religion and reform, altering positions of women, political movements connected with "Jacksonian democracy," the impact of abolitionism, and the westward movement of entire peoples. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 321 (S)****The Prelude of Bleeding Kansas, 1854-1861**

Examines the events that created the turmoil between residents of the State of Missouri and emigrants into the Territory of Kansas from 1854 to 1861 known as "Bleeding Kansas." A comprehensive assessment of the social, political, economic, religious and military events that ultimately lead to the American Civil War. The course will also examine the important men

and women that influenced the fore mentioned events. Students shall be required to visit local historical sites related to the events and peoples of Bleeding Kansas. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 322 (S) LA (MLL)****The Bloodshed of Civil Strife, 1861-1865**

Examines the causes and consequences of the conflict that created the American Civil War. Topics shall include: How did slavery and capitalism compare as rival economic and social systems? What principles did the Confederate States of America stand for? Why did soldiers on both sides fight? How did the war change the lives and roles of women? What made the Civil War the first "modern war"? Why did Abraham Lincoln abolish slavery? How has the American Civil War been remembered and interpreted in the century and a half since the war concluded? The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 323 (S)****The Epoch of Reconstruction, 1865-1867**

Examines the consequences following the American Civil War in the aftermath referred to as Reconstruction. Topics shall include: What were the experiences of former slaves after Emancipation? What have been the legacies of slavery? What were the goals of Reconstructionists? Why did Reconstruction fail? How has Reconstruction been remembered and interpreted in the century and a half since 1877? The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 324 (S)****The Emergence of Modern America, 1877-1945**

Examines the social, economic, political, religious and intellectual advancement and controversies that molded modern America. Particular consideration will be given to concerns raised by industrialization, urbanization, immigration, science and technology. The Labor, Populist and Progressive movements will be studied closely. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 325 (S) LA (LL)****The Cold War, 1945-1992**

Examines the superpower rivalry and American anticommunism from the origins of the Cold War after World War II through to the election of William Jefferson Clinton. Students will examine the most important events, ideas and personalities and address key historical debates on topics including the origins of the Cold War; the development of atomic and nuclear weapons; McCarthyism; the expansion of the Cold War beyond Europe; race and gender relations; the growth of the “imperial presidency,” human rights, dissent, sexuality, neoconservatism, and the end of the Cold War. The course will also give detailed attention to Cold War crises—including the Korean War, the Taiwan Strait, Berlin, Cuba and Vietnam—and their impact on American domestic society. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HIU 326 (S)****Bolstering the Dominoes of Indochina: The Contradictions and Consequences**

Examines the history of American involvement in Vietnam, the experience of Americans and Vietnamese who fought the Second Indochina War (1954-1975), and the impact of the war on American society. The course begins with a brief exploration of pre-colonial Vietnamese history and culture, French colonial dominance from the late 19th century through the 1930s, and the growing Vietnamese nationalist resistance that led to the First Indochina War (1945-1954). A further examination will be spent on the diplomatic and political course of the American war in Vietnam as well as the domestic consequences it wrought in both the United States and Vietnam. Students will seek an understanding of the Vietnam experience through the lives of those who experienced it. Finally, the course will end with a discussion of the legacy of the Vietnam War and its lingering presence in American life. The seminar shall comprise an inquiry of period literature. [United States Concentration] 3:0:3 Offered as required.

**HN – Degree with Honors Program****HN 111****College and Cultural Identity**

This course acts as a continuation of HN 110 and introduces planning for scholarship and service abroad. It meets once weekly for the purpose of cohort building and investigating scholarship and service opportunities in the global community. 1:0:1

**HN 210****Academic Exploration and Responsibility**

This course focuses on portfolio design for application for scholarships and other opportunities and provides discussion of Opportunities in Academic Disciplines, Part I. 1:0:1

**HN 211****Academic Exploration and Opportunity**

This course acts as continuation of HN 210 in planning for scholarship and service abroad and provides discussion of Opportunities in

Academic Disciplines, Part II. It meets once weekly to investigate scholarship and academic opportunities in the global community. 1:0:1

**HN 300****Research and Writing Orientation**

This course provides a foundation for the completion of the final project in the Honors Option Program as well as opportunities to gain experience in conducting research. 1:0:1

**HN 302****Honors Scholarship**

PREREQUISITE: HN 300.

This course must be taken a minimum of two (2) semesters and can be taken for an additional semester. The continued participation in the Program requires approval of the advisor(s) and the Honors Committee. The advisor(s) will directly oversee and guide the student and the student must continue to progress in their plan of study. 2:0:2

## **HN – Degree with Honors Program (continued)**

### **HN 400**

#### **Honors Seminar**

PREREQUISITES: HN 300, HN 302.

This course requires final development of the public presentation of the project conducted by the student under guidance of their advisor(s).

A major component of this course is the public presentation or other proper forum which allows exposure of the final product. 3:0:3

(SS) SOCIAL AND ADMINISTRATIVE SCIENCES

## **HR – Human Resources**

### **HR 290**

#### **Selected Topics in Human Resources**

An in-depth examination of a specific area(s) of Human Resources. May be repeated once for credit with a change in topic. Permission required from the instructor. Variable credit: 1-3 credit hours.

### **HR 353**

#### **Introduction to Human Resource Management**

PREREQUISITE: MG 352 or HC 351.

Theory, methodology and application of human resource planning and development techniques, staffing analysis and planning, career management, management succession and development, and performance improvement. 3:0:3

### **HR 357**

#### **Employment Law**

PREREQUISITES: MG 260 and HR 353

This course presents and examines the federal laws and legal issues surrounding the recruitment, selection, employment, and performance assessment of workers. Issues considered include discrimination, the determination of bona fide occupational qualifications, the use of testing for selection, family leave, and the collective bargaining process. 3:0:3

### **HR 421**

#### **Corporate Training and Development**

PREREQUISITE: HR 353 and MG 365.

A study of education, training and development in corporations. On-the-job training, computer based training, executive education and the role of outside vendors will be discussed. 3:0:3

### **HR 422**

#### **Organizational Development and Change**

PREREQUISITES: HR 353, HR 421, and MG365.

This course will provide the student with an understanding of the basic theories and techniques of organizational development. We will focus on practical information regarding the design, management and control of organizational development programs in business, public sector and social services organizations. 3:0:3

### **HR 434**

#### **Compensation Management**

PREREQUISITES: AC202 and HR 353.

A study of compensation theories, policies, systems and practices with emphasis on the design of effective compensation programs. The course views compensation basically from the employer's point of view. 3:0:3

### **HR 490**

#### **Special Topics in Human Resources**

This course consists of the study and analysis of some major aspect(s) of Human Resources concepts at the senior level. Permission required from the instructor. Variable credit: 1-3 credit hours.

### **HR 491**

#### **Senior Seminar in Human Resource Development**

PREREQUISITES: EN306B, HR353, HR422, and MG365.

This course is intended to integrate concepts and techniques from the Human Resources curriculum into a framework of applied programs. This course is designed for the advanced student and will give the student an opportunity to investigate and synthesize various concepts of Human Resources management and to relate them to "real world" situations. 3:0:3

## IB – International Business

### IB 315 LA (LL)

#### **International Business Perspectives**

This course examines international business, especially the multinational corporation, from several perspectives: historical, business, political, cultural, economic and environmental. Attention is given to the impact and effect of the MNC upon traditional societies and nationalistic governments. Its future also is considered in the rapidly changing economies of Europe and the Third World. 3:0:3

### IB 431

#### **International Finance**

PREREQUISITE: FI 360.

An in-depth study of the financing of international transactions and multinational business operations with emphasis on sources of funds, financial services, analysis of currency problems and exchange controls, and the functioning of foreign money and capital markets. 3:0:3

### IB 451

#### **Seminar on International Business**

PREREQUISITES: EN306B and completion or concurrent enrollment in all other international business core courses.

A study of strategic planning and international business policy using extensive reading and cases in the international business field which includes insights into the historical, cultural, and political foundations that created problems and opportunities and the solutions and course of action taken in response. The course content is flexible and analyzes specific problem areas that are current at the time the course is offered. Each student will submit a capstone research paper reflecting the standards, substance and quality of a professional international business publication. 3:0:3

### IB 461

#### **International Business Internship**

Open only to seniors in international business that have completed most of their major requirements.

A field placement in an international firm or in the international department of a multinational firm in a professional career position usually filled by a college graduate. A minimum of 40 hours a week during summer term or 20 hours a week during a regular semester. 6 credit hours. Grading for this course is pass/fail.

## IS – Information Systems

### IS 205

#### **Managing Information Systems**

SUGGESTED PREREQUISITE: CS 140.

This course introduces the student to information systems concepts and the management concerns of information technology. The course focuses on the components, types, and management concerns of information systems which, when combined, support an enterprise. Students will explore the enterprise perspective on controlling the use of information systems and understanding project changes, risk, and quality management. 3:0:3

### IS 216

#### **COBOL I**

PREREQUISITE: CS 151.

The student will develop structured, modular algorithms. The student will implement algorithms using COBOL. The student will learn the basic features of COBOL. 3:0:3

### IS 217

#### **COBOL II**

PREREQUISITE: IS 216.

Continuation of IS 216. This course introduces the student to sorting, merging files, arrays, and data validation. The course also introduces sequential, indexed, and relative file processing. The student learns about interactive processing and the methodologies used for developing larger programs. 3:0:3

### IS 310 LA (MLL)

#### **Business Applications**

This course cannot be used as an LL for ICS or M/CIS majors.

Business Applications provides an opportunity for students to understand issues surrounding the effect of emerging technologies upon multiple organizational environments. Students will explore the use of technology by

**IS – Information Systems (continued)**

organizations to solve problems as well as gain strategic competitive advantage in the market place. Students will individually investigate the advanced capabilities of Productivity Software to solve relevant business problems. Upon completion of the course, group projects will demonstrate knowledge of concepts learned. The design of projects will necessitate the use of analysis, synthesis, and evaluation activities. 3:0:3

**IS 315****Computer Systems Analysis and Design I**

PREREQUISITE: IS 205.

This course presents various philosophies, terminology, and techniques used in the analysis and implementation of the system development life cycle. The student will investigate such areas as project proposals, logical systems, flow diagrams, data modeling, dictionaries, and documentation. The student will learn how to use a CASE tool. 3:0:3

**IS 316****Computer Systems Analysis and Design II**

PREREQUISITE: IS 315.

Continuation of IS 315. The student will continue to study the concepts and methods used in a system development life cycle. In addition, the student will gain practical experience by working on various projects. The student will use a CASE tool for his/her project work. 3:0:3

**IS 317****Systems Analysis and Design**

PREREQUISITE: IS 205.

This course will study the concepts and methods used in the analysis, design and implementation of information systems development. The student will investigate such areas as project initiation, logical and physical design, modeling, prototyping, and use of multiple methodologies in information systems development. 3:0:3

**IS 320****Object-Oriented Modeling**

PREREQUISITE: IS 317.

Object-Oriented modeling is utilized to decompose complex problems into smaller, more manageable components, objects, that can be easily created with object-oriented technologies. Students will explore the principles of object-orientation and utilize

Unified Modeling Language (UML) to define objects, their behaviors, and relationships to other objects. The student will investigate approaches to object-oriented development. 3:0:3

**IS 361****Data Management Concepts**

PREREQUISITE: CS 219.

This course provides an overview of data management concepts. This course will explore the enterprise perspective of managing data needs of an organization. This includes data integrity, database models, and integration of databases, security, and database administration issues. The student will be introduced to query processing within a database environment. 3:0:3

**IS 362****Applied Database Management**

PREREQUISITE: IS 361.

This course builds on the Data Management Concepts course and focuses on the creation, administration and use of databases. This course assumes a knowledge of database system concepts. The student will be introduced to application program development in a database environment with emphasis on setting up, modifying, and querying a database. 3:0:3

**IS 370****Information Security**

PREREQUISITE: CS 365.

This course introduces students to the field of information systems security from both managerial and technical perspectives. The topics to be examined include legal and ethical issues in information systems, risk identification and management, security planning, security technology, cryptography, and information system implementation and maintenance. 3:0:3

**IS 450****Systems Analysis Senior Seminar**

PREREQUISITE: IS 317.

This is a capstone course in which seniors exhibit skills and knowledge gained in the analysis and design of an information systems solution. Students will apply best practices in solving an organizational problem with technology. Such concepts include: problem solving, methodology, project management, and use of related tools. 3:0:3

## LA – Latin American Studies

### LA 305

#### **History and Culture of Latin America**

The historical portion of this course is designed to familiarize the student with both the pre-history and history of Latin America from the Paleolithic period to the present. It will be a combined anthropological and historical approach that will enable the student to better understand the Latin America of today through an awareness of the historical process that has largely shaped its present. The cultural portion will combine an ethnological and sociological approach in an effort to increase student awareness of the present state of Latin American culture. 3:0:3

### LA 306

#### **History and Culture of Mexico**

The historical portion of this course is designed to familiarize the student with both the pre-history and history of Mexico from the Paleolithic period to the present. It will be a combined anthropological and historical approach that will enable the student to better understand the Mexico of today through an awareness of the historical process that has largely shaped its present. The cultural portion will combine an ethnological and sociological approach in an effort to increase student awareness of the present state of Mexican society. 3:0:3

### LA 307

#### **History and Culture of Spanish America**

The historical portion of this course is designed to familiarize the student with both the pre-history and history of each of the nations. The emphasis will be upon the larger and more important of these nations, specifically: Argentina, Brazil, Venezuela, and Columbia. The cultural portion will be designed to lead to a greater awareness of the similarities and differences that characterize the social structure of each of these nations today. 3:0:3

### LA 308

#### **History and Culture of Central America and the Hispanic Caribbean**

The historical portion of this course is designed to familiarize the student with the pre-history and history of each of the seven nations that comprise Central America. Each will be taken in turn and considered from its beginning to the present. Attention will also be given to the historical development of the Caribbean Islands-Cuba, Jamaica, Puerto Rico, and Haiti. The cultural portion will be designed to lead to a greater awareness of the similarities and differences that characterize the social structure of each of these areas today. 3:0:3

## LG – Logistics

### LG 201

#### **Systems Engineering and Analysis**

PREREQUISITE: MA 120.

A study of the design, development, direction, management, and control of the systems engineering process. Emphasis is placed on the application of quantitative and qualitative techniques to systems analysis, evaluation and performance. 3:0:3

### LG 302

#### **Logistics Engineering**

PREREQUISITE: LG 201.

An overview of the general area of logistics, its nature, scope and process; a critical

examination of logistics management functions and the interrelationships among strategic support and operational logistics. 3:0:3

### LG 312

#### **Transportation and Distribution Systems**

Principles and practices of transportation and its role in the distribution process. The physical transportation system of the United States and its performance; carrier responsibilities and services; economic and legal bases of rates, freight classification and tariffs; public policy regarding regulation; transportation issues and problems. 3:0:3

## **LG – Logistics (continued)**

### **LG 324**

#### **Contract Management and Law**

PREREQUISITE: MG 260.

A study of the procurement and contracting process with emphasis on the organization, policy formulation, procedures, and administration of purchasing activities and functions. 3:0:3

### **LG 415**

#### **Quality Control**

PREREQUISITE: MA 120.

A study of quality planning and control systems including application and statistical quality control theory to the design of quality control systems; the impact of quality on logistics and the procurement process. 3:0:3

### **LG 424**

#### **Purchasing and Vendor Management**

A study of the procurement and contracting process including planning, developing, and contracting for major systems. Topics include: purchasing policy and strategy, value, analysis engineering, quality assurance, make-or-buy decisions, principles of inventory management, institutional and government purchasing management. 3:0:3.

### **LG 426**

#### **Logistics Management**

PREREQUISITE: MG 101 or MG 352.

A critical examination of the logistics system with emphasis on managerial functions within the system and analytical techniques used in planning and control of the various subsystems. 3:0:3

## **LS – Liberal Studies**

### **LS 100**

#### **First-Year Seminar**

Required for all incoming first-time freshman. Highly encouraged for transfer students. Park University's First-Year Seminars are designed to offer incoming first-time freshman or transfer students an opportunity to engage in a course structured around independent research, small group discussion, and intensive writing across disciplines. The thematic seminars function as a means of a uniform writing requirement, stressing the importance of written expression in all disciplines; as an attractive and exciting supplement to the usual introductory survey course in many disciplines; as an early experience in the scholarship that is the foundation to upper-level courses; as a means to strengthen core academic skills, including reading comprehension, oral expression, and writing; and as an introduction to university life, adjustment issues, and enhancement of skills for success in the university. 3:0:3

### **LS 211 LA (MGE)**

#### **Introduction to the Humanities**

A study of disciplines and concerns that promote humanness (such as art, music, philosophy and religion) and critical thinking; moral values, myths, love, and freedom. 3:0:3

### **LS 212 LA (MGE)**

#### **Introduction to the Arts**

A study of the common elements in the visual, verbal and performing arts and how they reflect values of different cultural periods. The course also includes a survey of themes, genres, and representative work in the classical, romantic, and modern art forms. 3:0:3

### **LS 215**

#### **Selected Topics in Humanities**

An in-depth examination of specific areas in the humanities. May be repeated once for credit with change in topic. Variable credit: 1-3 hours.

### **LS 299**

#### **Field Trips in the Humanities**

Analysis of humanists and artistic works and events and exposure to those works through field trips in the Kansas City area. May be repeated with permission of advisor. 1:0:1

### **LS 301 LA (MLL)**

#### **Contemporary Issues**

Studies in leading contemporary issues, problems, and concerns viewed from interdisciplinary perspectives. The course also reviews different types of writing essential to success in college and professions. 3:0:3

**LS 304**

**Special Topics in Humanities and Liberal Studies**

An in-depth examination of specific areas in the humanities. May be repeated once for credit with change in topic. Variable credit: 1-3 hours.

**LS 400**

**Senior Project**

Liberal Studies majors must take a total of six hours. An independent project course for liberal studies majors. The project may be scholarly or creative and must have relevance to the student's concentration(s). It may be a study of a particular genre, theme, period or works of a particular writer or artist. The student and the major advisor must agree on the nature, area, scope, and method of evaluation of the project. 3:0:3

**MA 105**

**Introduction to College Mathematics**

PREREQUISITE: PK 118 or satisfactory score on mathematics placement examination. Students who have successfully completed MA 106 may not enroll in this course.

The course objective is to improve basic mathematical skills through a systematic application of these skills to contemporary problems. Topics considered include: various applications from consumer mathematics, tables and graphs, systems of measure. 3:0:3

**MA 106**

**Introduction to Business Mathematics**

PREREQUISITE: PK 118 or a satisfactory score on the mathematics placement examination.

An introduction to the basic mathematics via an application to business principles. An examination will be made of the quantitative aspects of business activities such as accounting, marketing, financial and managerial operations, and computer applications. Students who have successfully completed MA 105 may not enroll in this course. 3:0:3

**MA 110 (EDU 110)**

**Geometry for Teachers**

A consideration of selected topics from basic Euclidean geometry with emphasis on proper terminology and unification of concepts. Techniques available for teaching the basics are discussed. 3:0:3

**MA 120 LA (GE)**

**Basic Concepts of Statistics**

A development of certain basic concepts in probability and statistics that are pertinent to most disciplines. Topics include: probability models, parameters, statistics and sampling procedures, hypothesis testing, correlation, and regression. 3:0:3

**MA 131**

**College Algebra**

Fundamentals of basic algebra. Topics include: the real number system, basic operations of algebra, linear and quadratic equations, inequalities and functions, and graphs. Additional topics may include exponents and logarithms, fundamental techniques of counting. 3:0:3

**MA 141**

**College Trigonometry**

PREREQUISITE: MA 131 or equivalent.

A study of the circular functions including identities, sum and difference formulas, double and half angle forms, triangle solutions, and trigonometric equations. 3:0:3

**MA 150**

**Precalculus Mathematics**

PREREQUISITE: MA 131 or equivalent.

A consideration of those topics in algebra and trigonometry necessary for the calculus. Topics include: mathematical analysis of the line, the conic sections, exponential and logarithmic functions, circular functions, polynomial and rational functions, mathematical induction, and theory of equations. 3:0:3

**MA 208 (CS 208)****Discrete Mathematics**

PREREQUISITE: any math course > MA 131.

This course introduces the student to selected finite systems pertinent to the study of computer science.

Course topics will include combinatorial problem solving, logic, Boolean algebra, combinatorial circuits, sets, relations, functions, proofs, mathematical induction, recurrence relations, graphs, trees, and counting techniques. 3:0:3

**MA 210****Calculus and Analytic Geometry I**

PREREQUISITE: MA 150 or equivalent.

The study of the calculus begins with an examination of the real number system and the Cartesian plane. Additional topics to be considered include: functions and their graphs, limits and differentiation techniques, the mean value theorem, application of the derivative, indefinite integration, the trigonometric functions. 3:0:3

**MA 211****Calculus and Analytic Geometry II**

PREREQUISITE: MA 210 or equivalent.

The study of the calculus continues with the definite integral and its applications, transcendental functions, integration techniques, the conic sections, polar coordinates, parametric equations, indeterminate forms and improper integrals. 3:0:3

**MA 212****Calculus and Analytic Geometry III**

PREREQUISITE: MA 211.

The algebra and calculus of vectors and vector functions, constant termed sequences and series, power series and convergence criteria. 3:0:3

**MA 213****Calculus and Analytic Geometry IV**

PREREQUISITE: MA 212.

A study of multi-dimensional spaces, functions in multi-dimensional space, partial differentiation, multiple integration. 3:0:3

**MA 221****Calculus and Analytic Geometry for Majors I**

PREREQUISITE: MA150 or equivalent

The calculus begins with a study of limits of functions and continuity. Additional topics to be considered include: the derivatives of algebraic, trigonometric, exponential

and logarithmic functions, differentiation techniques, applications of differentiation, the Mean Value Theorem, indefinite integration, definite integrals, the Fundamental Theorem of Calculus, and basic rules of integration. 5:0:5

**MA 222****Calculus and Analytic Geometry for Majors II**

PREREQUISITE: MA221 or equivalent

The study of the calculus continues with applications of the definite integral, techniques of integration, improper integrals, constant termed sequences and series, power series, convergence criteria, polar coordinates, parametric equations, and conic sections. 5:0:5

**MA 223****Calculus and Analytic Geometry for Majors II**

PREREQUISITE: MA 222 or equivalent

The study of the calculus extends further with three-dimensional spaces, vectors, multi-variable functions, partial derivatives and their applications, multiple integration. 3:0:3

**MA 301****Mathematical Thought**

PREREQUISITE: permission of the instructor.

A transition course for the mathematics major, this offering provides an overview of the subject as a study of systems. Topics include: informal and formal logic, theory of sets, formal development of the number system of mathematics. 3:0:3

**MA 302****Ordinary Differential Equations**

PREREQUISITE: MA 222.

An introduction to ordinary differential equations and their solutions in the complex field. Topics include: series solutions and Laplace transforms. 3:0:3

**MA 305****Probability**

PREREQUISITE: MA 222 or equivalent.

A calculus-based approach to the theory and statistical application of probability. Topics include: discrete and continuous random variables, density and distribution functions, probability models, non-parametric statistics. 3:0:3

**MA 311****Linear Algebra**

PREREQUISITE: MA 211 or MA 221

Topics include the general methods of solving systems of equations, determinants and matrices, vector spaces, linear transformations and introduction to simplex algorithms. 3:0:3

**MA 312****Abstract Algebraic Structures**

PREREQUISITES: MA 222 and MA 301.

A study of several algebraic systems from a postulational viewpoint. Systems studied include groups, rings, integral domains, and fields. 3:0:3

**MA 350 LA (MLL)****History of Mathematics**

It is strongly recommended that the student has passed MA 131 or its equivalent.

An introduction to the history of mathematics with emphasis on the contributions of the many and diverse cultures which have influenced the development of the discipline. Cultures studied include: the Egyptians, Babylonians, Greeks, Romans, Arabs, Medieval Europeans, and Renaissance Europeans. Topics include: the Pythagorean Theorem, perfect numbers, classic construction problems, the Golden Ratio, noteworthy mathematicians and current trends. One field trip is required. 3:0:3

**MA 360****Modern Geometries**

PREREQUISITE: MA 222 and MA 301, or permission of the instructor.

A study of the foundations of modern Euclidean geometry as well as finite geometries and non-Euclidean geometries. 3:0:3

**MA 370****Number Theory**

PREREQUISITES: MA 222 and MA 301, or permission of the instructor.

An introduction to the theory of numbers. Topics include: congruences and residue classes, the theorems of Euler and Fermat, and number-theoretic functions. 3:0:3

**MA 380****Mathematical Statistics**

PREREQUISITE: MA 305

A calculus-based study of probability and statistics for mathematics and science majors. Topics include: sample spaces, random variables and probability distributions, moment generating functions, transformations of random variables, laws of large numbers and the central limit theorem, regression analysis, and analysis of variance. 3:0:3

**MA 401****Analysis**

PREREQUISITES: MA 222 and MA 301.

A rigorous treatment of functions, limits, continuity, differentiation and integration of functions of one and several real variables. Introduction to the calculus of functions of a complex variable. 3:0:3

**MA 402****Topology**

PREREQUISITE: MA 401 or permission of the instructor.

An introduction to the topology of Euclidean space, metric spaces, and general topological spaces. 3:0:3

**MA 406****Special Topics in Mathematics**

PREREQUISITE: permission of the instructor.

This course provides an opportunity for directed study in areas not necessarily included in formal course work. Variable credit: 1-3 hours.

**MA 450****Seminar in Mathematics**

PREREQUISITE: MA 301 and permission of the instructor.

A capstone course for the mathematics majors. Topics may include: selected readings and discussion of the history and philosophy of mathematics, the golden ages and crises in mathematics. Student presentations are required. One field trip required. 3:0:3

**MG 101**

**Introduction to Management**

Basic functions of management with emphasis on the behavioral problems management faces in adopting and implementing policy. 3:0:3

**MG 110 LA (MGE)**

**Introduction to Business**

Provides for business and non-business students an overview of business in our modern American society. Examines the development of our business system, social responsibility of business, and the functions of management, marketing, personnel, production, accounting, finance investments, insurance, and business law. Career opportunities in business are explored. 3:0:3

**MG 260**

**Business Law I**

Introduction to the law: contracts, agency, employment, and negotiable instruments; comparison of social responsibility and legal aspects of selected issues. 3:0:3

**MG 261**

**Business Law II**

PREREQUISITE: MG 260

A continuation of the study of contracts, agency, employment, and negotiable instruments; comparison of social responsibility and legal aspects of selected issues. 3:0:3

**MG 268**

**Office Administration**

Layout and organization of an office, design and control of equipment and supplies; business information processing systems; human relations; and cost reduction. 3:0:3

**MG 271**

**Principles of Supervision**

A study of leadership skills for persons in supervisory positions. Topics include: methods of training employees, employee rating, improving personal leadership, interpreting organization policies, and obtaining the maximum results through the efforts of others. 3:0:3

**MG 273**

**Records Management**

A study of the procedures, personnel, and equipment necessary to establish an efficient system of records management. Topics include: classification systems; creation and

control of forms, correspondence, and reports; microforms; records inventory; evaluation and planning of records management programs; retention and disposition schedules; and supplies and equipment. 3:0:3

**MG 280 LA (MGE)**

**Students in Free Enterprise (SIFE)**

In conjunction with Students in Free Enterprise (SIFE), students will develop and implement projects to foster the principles of free enterprise which help local business and the community. 3:0:3

**MG 290**

**Selected Topics in Business**

An in-depth examination of specific areas of business and management. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

**MG 352 LA (MLL)**

**Principles of Management**

Examines the functions, activities and principles of leadership in business and other institutions. Philosophy, history, current practice and issues in leading, planning, organizing, and controlling organizations such as communication, motivation and interpersonal relations. Lecture, discussion and cases are used. 3:0:3

**MG 354 LA (MLL)**

**Small Business Management**

A detailed study of the relationship and functions of accounting, management, financial management, and marketing in the successful initiation and operation of a small business. 3:0:3

**MG 365**

**Organizational Behavior**

PREREQUISITE: MG 352.

Examines theoretical and practical perspectives and experiences in the areas of motivation and human relations; individual behavior, small group behavior, intergroup behavior; organizational effectiveness, and organizational development. Lecture, discussion and cases are used. 3:0:3

**MG 371****Management and Organizational Behavior**

This course is the foundation for the study of management as an academic discipline. As such, the functions, activities and principles of management and organizational leadership in business and other institutions are presented and examined. The philosophy, history, current practices and issues in the areas of motivation and human relations, individual behavior, small group behavior, intergroup behavior, organizational effectiveness, and development are presented and discussed in the context of managing organizations in a global society. 3:0:3

**MG 375****Production and Operations Management**

PREREQUISITES: MA 120, FI 360, MG 352 or equivalents.

Study of the design, planning and operations and control of manufacturing processes, material management, inventory quality control systems, work measurement and production standards. 3:0:3

**MG 401****Senior Seminar in Management**

PREREQUISITES: MG 352, MG 365, and EN 306B or equivalent. It is strongly recommended that all major core courses be completed prior to enrolling in this course.

Consideration of managerial problems and/or policies. Topics include: the role of values and assumptions in administrative situations, especially their influence on administrators choices among possible ends and means; the skills, attributes and personal qualities that enhance effectiveness of responsible individuals as they work with others in organizations; and the determinants of organization and executive action. 3:0:3

**MG 420****Labor Relations**

PREREQUISITES: MG 352 and HR 353

Consideration of the development, legal environment, and current problems of the industrial relations system. Emphasis is placed upon the historical evolution of both the union movement and the legislative system that shapes its activities. 3:0:3

**MG 440****Complex Organizations**

PREREQUISITES: MG 352 and MG 365.

A sociological approach to the study of organizations. Focuses on theoretical perspectives, characteristics of organizations, the interrelationship of organizational variables, and other related topics. 3:0:3

**MG 460****Business Internship**

PREREQUISITE: MG 365 and completion of core courses in business and economics. Enrollment with the consent of the department.

Open to seniors who have demonstrated outstanding academic work in business who want to explore the practical applications of business theory in a professional work environment. Variable credit: 3-12 hours. Grading for this course is pass/fail.

**MG 465****Independent Study in Business**

PREREQUISITE: Major in business administration, economics or accounting.

Individual research dealing with secondary sources on an approved topic in business. Variable credit: 1-4 hours.

**MG 490****Special Topics in Business Administration**

PREREQUISITE: Permission of the instructor.

A course based on subjects outside the current offerings. Variable credit: 1-3 hours.

**MG 495****Business Policy**

PREREQUISITES: EC 141, EC 142, EC 315, EN 306B, FI 360, MG 260, MG 352, and MK 351 or permission of instructor.

A series of business cases and materials dealing with a variety of problems confronting general management selected to illustrate the major areas of managerial concern: environmental opportunities and constraints, formulation of business policy, organization for business activity and marshalling of resources for achieving objectives of the firm. 3:0:3

COURSES OFFERED FOR PARKVILLE DAYTIME  
CAMPUS CENTER ARMY ROTC PROGRAM AND  
CAMPUS CENTERS WITH CROSS TOWN AGREEMENT

**MI 102**

**Leadership Practicum I**

Examines leadership in basic tactical and patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students practice leadership according to 16 principles and learn basic individual soldier skills. 2:0:2

**MI 112**

**Leadership Practicum II**

Continuation of MI102. Examines advanced squad and platoon tactical operations with emphasis on patrolling operations. Topics include: leadership techniques, basic first aid, and problem-solving exercises. A tactical field application exercise and physical fitness conditioning program are included as course requirements. Students perform duties as leaders of small units. 2:0:2

**MI 116**

**Foundations of Officership**

The course introduces the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give the student an accurate insight into the Army profession and the officer's role in the Army. 1:0:1

**MI 126**

**Basic Leadership**

PREREQUISITE: MI 116 or the consent of the Department Chairperson.

This course builds upon the fundamentals introduced in MI116 – Foundations of Officership, by focusing on leadership theory and decision making. "Life Skills" lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, students are prepared to advance to more complex leadership instruction concerning

the dynamics of organizations. Additionally, students will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). 1:0:1

**MI 202**

**Leadership Practicum III**

PREREQUISITE: To be taken concurrently and required for students in MI216.

Course examines squad and platoon offensive and defensive operations and leadership procedures in patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform various leadership roles and present classroom instruction. 2:0:2

**MI 212**

**Leadership Practicum IV**

PREREQUISITE: To be taken concurrently and required for students in MI226.

Continuation of MI202 to examine advanced squad and platoon offensive and defensive operations, reaction to obstacles, and leadership procedures in patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform in various leadership roles and present classroom instruction. 2:0:2

**MI 216**

**Individual Leadership Studies**

PREREQUISITE: MI116 and ML126 or the consent of the Department Chairperson. This semester is designed to develop within the student a knowledge of self, self-confidence and individual skills. Through experiential learning activities, students will develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Building upon the fundamentals introduced in MI116/MI126 this course delves into several aspects of communication and leadership theory. The focus of the semester is on critical "life skills" which will enable the student's future success. The course concludes with a major leadership and problem solving case study which draws upon previous instruction. 2:0:2

**MI 226****Leadership and Teamwork**

PREREQUISITE: ML116, 126, 216 or the consent of the Department Chairperson. To be taken concurrently with MI212.

This course focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge students current beliefs, knowledge and skills. This semester takes the approach of placing students in a wide variety of group exercises designed to emphasize various leadership competencies and insights. The instructor, acting as facilitator, helps guide student processing of the events to derive the leadership, group dynamics and problem solving lessons that the exercises offer. Practical “life skills” are emphasized throughout. 2:0:2

**MI 302****Leadership Practicum V**

PREREQUISITE: Advanced-course status, to be taken concurrently, and required for students enrolled in MI 316.

Examines squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. 2:0:2

**MI 312****Leadership Practicum VI**

PREREQUISITE: Advanced-course status, to be taken concurrently, and required for students enrolled in MI 316.

Familiarize squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. 2:0:2

**MI 316****Leadership and Problem Solving**

PREREQUISITE: 6 credits in Military Science, and Department Chairperson approval and concurrent enrollment in MI 302. Provides the student with no prior military or

cadet experience the ability to quickly learn essential cadet knowledge and skills necessary for successful performance of cadet tasks. Following an introduction to the principles of physical fitness and healthy lifestyles lessons will cover: the Leader Development Program, how to plan and conduct individual and small unit training, basic tactical principles, reasoning skills and the military specific application of these skills in the form of the Army's troop leading procedures. The course concludes with a detailed examination of officership which culminates in a five-hour officership case study. 3:0:3

**MI 326****Leadership and Ethics**

PREREQUISITE: MI316 and concurrent enrollment in MI312.

Continues the focus from MI316 on doctrinal leadership and tactical operations at the small unit level. Instructional modules include: Army branches, Army Leadership philosophy, dynamics of a group environment, oral and written presentation skills, culminating in instruction in National and Army values and ethics. This critical semester synthesizes the various components of training, leadership and team building. 3:0:3

**MI 402****Leadership Practicum VII**

PREREQUISITE: Advanced-course status, to be taken concurrently, and required for students enrolled in MI416.

Practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management. Participation in physical fitness conditioning and tactical application exercise is required. Students will perform in various leadership positions and present classroom instruction. 2:0:2

**MI 412****Leadership Practicum VIII**

PREREQUISITE: Advanced course status, to be taken concurrently, and required for students enrolled in MI426.

Practical applications in problem analysis, decision making, planning and organization, delegation and control, and development

of interpersonal skills required for effective management, includes a tactical application exercise. Participation in physical fitness conditioning is required. Students will perform various leadership roles and conduct classroom instruction. 2:0:2

**MI 416****Leadership and Management**

**PREREQUISITE:** Advanced Course status and concurrent enrollment in MI402.

A series of lessons designed to enable students to make informed career decisions as they prepare for commissioning and service as Second Lieutenants. Classes concentrate on Army operations and training management, communications and leadership skills which support the final transition from cadet/student to Lieutenant/leader. Subjects include: The Army Training Management System, coordinating activities with staffs, and counseling skills. At the end of this semester students should possess the fundamental skills, attributes and abilities to operate as a competent leader in the cadet battalion. 3:0:3

**MI 426****Officership**

**PREREQUISITE::** MI416; Advanced Course status and concurrent enrollment in MI412.

A series of lessons that provide a review of the ethical dimensions of leadership, Law in Leadership, Organizing for Military Operations to include historical case studies, Personnel, Supply and Maintenance administration and management, personal financial planning and entering the service. The semester concludes with a 12 lesson experiential exercise simulating assignment as a new Lieutenant in a unit. 3:0:3

**MI 450****Independent Research/Project**

**PREREQUISITE:** Minimum of a 2.5 GPA and departmental approval.

Investigation of a research problem, project, or topic on an individual conference basis. Variable credit: 1-5 credit hours.

AEROSPACE STUDIES - COURSES OFFERED FOR PARKVILLE DAYTIME CAMPUS CENTER AIR FORCE ROTC PROGRAM AND CAMPUS CENTERS WITH CROSSTOWN AGREEMENTS.

**MI 101 AF****Introduction to the Air Force Today I**

A survey course designed to introduce student to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the United States Air Force, officership, and professionalism, military customs and courtesies, Air Force opportunities and benefits, and written communications. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with followership experiences. 1:0:1

**MI 102 AF****Introduction to the Air Force Today II**

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the United States Air Force, a macro history of the United States military, Air Force opportunities and benefits, group leadership projects and oral communication. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with followership experiences. 1:0:1

**MI 201 AF****The Air Force Way I**

A survey course designed to facilitate the transition from ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, development of air-power doctrine from the invention of the airplane through the present, and written communications. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with their first opportunity to apply leadership experiences discussed in class. 1:0:1

**MI 202 AF****The Air Force Way II**

A survey course designed to facilitate the transition from ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Introduction to leadership, quality Air Force management tools, ethics and values, oral-communication group, leadership projects. A mandatory Leadership Laboratory (MI 499) complements this course by providing cadets with their first opportunity to apply leadership experiences discussed in class. 1:0:1

**MI 301 AF****Air Force Leadership and Management I**

A study of leadership principles and perspectives, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of concepts being studied. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 302 AF****Air Force Leadership and Management II**

A study of quality management fundamentals, professional knowledge, Air Force Doctrine, and communication skills required of an Air Force junior officer. Case studies are used to examine management situations as a means of demonstrating and exercising practical applications of concepts being studied. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 401 AF****National Security Affairs**

An examination of the national security process, regional studies, advanced leadership ethics, Air Force doctrine, and current issues affecting military professionalism. Within this structure, emphasis is placed on refining communication skills. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 402 AF****Preparation for Active Duty**

This course is the final step in preparing an officer candidate for active duty. It includes examination of the military as a profession, officership, military justice, and civilian control of the military. It also familiarizes the student with the roles of various Air Force base agencies. Within this structure, emphasis is placed on refining communication skills. A mandatory Leadership Laboratory (MI 499) complements this course by providing advanced leadership experiences in officer-type activities, giving the student an opportunity to apply leadership and management principles. 3:0:3

**MI 499 AF****Leadership Laboratory**

The MI 100 and MI 200 Leadership Laboratory (LLAB) courses include a study of Air Force customs and courtesies, drill ceremonies, military commands and Air Force opportunities. MI 300 and MI 400 courses provide advanced leadership experiences that involve planning, organizing, and executing cadet training activities, as well as, preparing and presenting briefing and other oral/written communications. 0 credit.

**MK 200**

**Selected Topics in Marketing**

PREREQUISITE: Instructor permission required.  
An in-depth examination of a specific area(s) of Marketing. May be repeated once for credit with a change in topic. Variable credit: 1-3 credit hours.

**MK 351**

**Principles of Marketing**

Examines factors relevant to the marketing mix (product, promotion, distribution, and price) and to marketing management. 3:0:3

**MK 380 (CA 380)**

**Advertising**

PREREQUISITE: MK 351 or equivalent.  
Designed to give the student an understanding of the creation, design, and production of material for advertising campaigns in all media. Suggested 3:0:3

**MK 385 (CA 385)**

**Consumer Behavior**

An integrated approach to the study of various behavioral concepts and theories useful for understanding consumer behavior and its relevance to the development of effective marketing strategies. 3:0:3

**MK 386**

**Retailing Administration**

PREREQUISITE: MK 351 or equivalent.  
The basic concepts and analytical tools of retailing; types of organizational structure; store location; personnel; merchandising; promotion; services; and control techniques. 3:0:3

**MK 389**

**Professional Selling**

PREREQUISITE: MK 351.  
A study of the personal selling process with emphasis on the contributions of behavioral theories and on the legal, ethical, and social responsibilities of selling professionals. 3:0:3

**MK 395**

**International Marketing**

PREREQUISITE: MK 351.  
An in-depth study of the methods of establishing and servicing foreign markets with emphasis on pricing, promotion, and distribution channels given the complex effects

of international, cultural, legal and business practice environments. Exporting, importing and tariff barriers are also covered. 3:0:3

**MK 400**

**Special Topics in Marketing**

PREREQUISITE: Instructor Permission required.  
This course consists of the study and analysis of some major aspect(s) of Marketing concepts at the senior level. Variable credit: 1-3 credit hours

**MK 401**

**Sales Management**

PREREQUISITE: MK 351.  
Review and analysis of approaches to planning, organizing, training, developing, compensating, directing, and controlling the sales force in support of marketing objectives. Use of case materials. 3:0:3

**MK 411**

**Marketing Management**

PREREQUISITE: MK 351.  
Study of the theoretical foundations, the methods and the environment of marketing, management. Topics include: consumer behavior, product policy, channel management, pricing and promotion. 3:0:3

**MK 453**

**Marketing Research and Information Systems**

PREREQUISITES: EC 315 and MK 351.  
Examines the application of research methods to the problems of marketing. Consideration is given to research procedures, sources of data and management's use of information for decision making. 3:0:3

**MK 455**

**Promotional Policies and Strategies**

PREREQUISITE: MK 351.  
A study of the specific role of the various promotional mix elements in relation to the overall marketing strategy. 3:0:3

**MK 491**

**Seminar in Marketing**

PREREQUISITE: Twelve hours of marketing or instructor approval.  
Intensive studies of selected current issues in marketing through seminars, workshops, and forums. 3:0:3

**ML 100-300**

**Exploring Modern Languages**

Course designed to allow the teaching of modern languages not found in the normal course offerings. Each 3:0:3

**ML 215**

**Selected Topics in Languages**

An intermediate level language course that treats topics of contemporary interest. 3:0:3

**ML 315**

**Selected Topics in Literature and Culture**

An advanced level course that examines issues pertaining to issues of culture, society, literature, and history. 3:0:3

**CHINESE**

**CN 101**

**Elementary Chinese I**

An introductory course with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. 3:0:3

**CN 102**

**Elementary Chinese II**

PREREQUISITE: CN 101 or equivalent.  
The introduction of more complex elements of grammar; additional practice in understanding, speaking, reading, and writing. 3:0:3

**CN 103**

**Elementary Chinese I**

An introductory course with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. Some lab required. 3:1:4

**CN 104**

**Elementary Chinese II**

PREREQUISITE: CN 103 or equivalent.  
The introduction of more complex elements of grammar; additional practice in understanding, speaking, reading, and writing. Some lab required. 3:1:4

**CN 201**

**Intermediate Chinese I**

PREREQUISITES: CN 101 and CN 102 or two years of high school Chinese.

Students will work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events will be discussed in class. A grammar review of CN 101 and CN 102 will also be included. 3:0:3

**CN 202**

**Intermediate Chinese II**

PREREQUISITE: CN 201 or two and one half years of high school Chinese.  
A continuation of CN 201. Vocabulary is put to added work in composition. 3:0:3

**CN 310**

**Independent Readings in Chinese**

PREREQUISITE: CN 202 or three years of high school Chinese.  
Materials and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor.  
Variable credit: 1-3 hours.

**FRENCH**

**FR 101**

**Elementary French I**

Areas covered in this course include vocabulary building, grammar, conversation, and introduction to French culture and civilization. Emphasis is on conversation. 3:0:3

**FR 102**

**Elementary French II**

PREREQUISITE: FR 101 or one year of high school French.  
This course continues the presentation of vocabulary and basic structural patterns begun in Elementary French I with emphasis on comprehension, speaking, reading, and writing skills. 3:0:3

**FR 103**

**Elementary French I**

This course will introduce students to the four language skills (speaking, listening, reading and writing) that will enable them, on a limited basis, to understand and communicate about topics of everyday importance. Through various media, students will also learn about cultural differences in the French-speaking world. Some lab required. 3:1:4

**FR 104**

**Elementary French II**

PREREQUISITE: FR 103 or equivalent.

This course continues to develop competency in producing the French language, both spoken and written. Emphasis is placed upon student's ability to communicate effectively in short conversations and basic writings, as well as to grasp the meaning of what they hear and read. Some lab required. 3:1:4

**FR 105**

**Elementary Oral Fluency in French I**

PREREQUISITES: for students who have had at least one but no more than two semesters of college-level instruction in the language, or permission of the Department Chair.

This course offers two laboratory experiences each week to reinforce and develop oral fluency skills in French on an advanced beginning level. It comprises 1 hour a week in French-only conversation groups and 1 hour a week in the computerized language laboratory for research and group assignments. 0:2:1

**FR 106**

**Elementary Oral Fluency in French II**

PREREQUISITES: for students who have had at least two but no more than three semesters of college-level instruction in the language, or permission of the Department Chair.

This course offers two laboratory experiences each week to reinforce and develop oral fluency skills in French. It comprises 1 hour a week in French-only conversation groups and 1 hour a week in the computerized language laboratory for research and group assignments. 0:2:1

**FR 201**

**Intermediate French I**

PREREQUISITE: FR 102 or two years of high school French.

Students work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events are discussed in class. A grammar review of FR 101 and FR 102 will be included. 3:0:3

**FR 202**

**Intermediate French II**

PREREQUISITE: FR 201 or two and one half years of high school French.

A continuation of FR 201. Vocabulary is put to added work in composition. 3:0:3

**FR 310**

**Independent Readings in French**

PREREQUISITE: FR 202 or three years of high school French.

Materials and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor. Variable credit: 1-3 hours.

**GERMAN**

**GE 101**

**Elementary German I**

Areas covered in this course include vocabulary building, grammar, conversation, and introduction to German culture and civilization. Emphasis is on conversation. 3:0:3

**GE 102**

**Elementary German II**

PREREQUISITE: GE 101 or one year of high school German.

This course continues the presentation of vocabulary and basic structural patterns began in Elementary German I with emphasis on comprehension, speaking, reading, and writing skills. 3:0:3

**GE 103**

**Elementary German I**

Areas covered in this course include: grammar, vocabulary building, conversation, comprehension and writing, with an introduction to German culture and civilization. Some lab required. 3:1:4

**GE 104**

**Elementary German II**

PREREQUISITE: GE 103 or equivalent.

This course continues the development of speaking, comprehension, reading and writing skills and study of German culture and civilization begun in GE 103. Some lab required. 3:1:4

**GE 201**

**Intermediate German I**

PREREQUISITE: GE 102 or two years of high school German.

Students work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events are discussed in class. A grammar review of GE 101 and GE 102 is also included. 3:0:3

**GE 202**

**Intermediate German II**

PREREQUISITE: GE 201 or two and one half years of high school German.  
A continuation of GE 201. Vocabulary is put to added work in composition. 3:0:3

**GE 310**

**Independent Readings in German**

PREREQUISITE: GE 202 or three years of high school German.  
Material and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor.  
Variable credit: 1-3 hours.

**JAPANESE**

**JP 101**

**Elementary Japanese I**

An introductory course with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. 3:0:3

**JP 102**

**Elementary Japanese II**

PREREQUISITE: JP 101 or equivalent.  
The introduction of more complex elements of grammar; additional practice in understanding, speaking, reading, and writing. 3:0:3

**JP 103**

**Elementary Japanese I**

An introductory course with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. Some lab required. 3:1:4

**JP 104**

**Elementary Japanese II**

PREREQUISITE: JP 103 or equivalent.  
The introduction of more complex elements of grammar; additional practice in understanding, speaking, reading, and writing. Some lab required. 3:1:4

**JP 201**

**Intermediate Japanese I**

PREREQUISITES: JP 101 and JP 102 or two years of high school Japanese.  
Students work on building vocabulary and comprehension and increasing speaking ability. Everyday life situations and current events are

discussed in class. A grammar review of JP 101 and JP 102 is also included. 3:0:3

**JP 202**

**Intermediate Japanese II**

PREREQUISITE: JP 101 or two and one half years of high school Japanese.  
A continuation of JP 201. Vocabulary is put to added work in composition. 3:0:3

**JP 310**

**Independent Readings in Japanese**

PREREQUISITE: JP 202 or three years of high school Japanese.  
Materials and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor.  
Variable credit: 1-3 hours.

**SPANISH**

**SP 101**

**Elementary Spanish I**

This course offers a basic introduction to the study of the language with a focus on grammatical structures in addition to oral and written skills. 3:0:3

**SP 102**

**Elementary Spanish II**

PREREQUISITE: SP 101 or two years of high school Spanish.  
This course continues the presentation of basic structural patterns and speaking skills began in SP 101, with increased emphasis on comprehension of the spoken language. 3:0:3

**SP 103**

**Elementary Spanish I**

This course offers a broad introduction to the study of the language in its diverse contexts with a focus on grammar, and oral and written comprehension. Some lab required. 3:1:4

**SP 104**

**Elementary Spanish II**

PREREQUISITE: SP 103 or equivalent.  
This course introduces more complex elements of grammar and includes student-generated dialogues, short interviews and brief essays as a basis for the practices of speaking, comprehension, reading and writing skills. Some lab required. 3:1:4

**SP 105**

**Elementary Oral Fluency in Spanish I**

PREREQUISITES: for students who have had at least one but no more than two semesters of college-level instruction in the language, or permission of the Department Chair.

This course offers two laboratory experiences each week to reinforce and develop oral fluency skills in Spanish on an advanced beginning level. It comprises 1 hour a week in Spanish-only conversation groups and 1 hour a week in the computerized language laboratory for research and group assignments. 0:2:1

**SP 106**

**Elementary Oral Fluency in Spanish II**

PREREQUISITES: for students who have had at least two but no more than two semesters of college-level instruction in the language, or permission of the Department Chair.

This course offers two laboratory experiences each week to reinforce and develop oral fluency skills in Spanish. It comprises 1 hour a week in Spanish-only conversation groups and 1 hour a week in the computerized language laboratory for research and group assignments. 0:2:1

**SP 201**

**Intermediate Spanish I**

PREREQUISITE: SP 102 or three years of high school Spanish.

In this course students review basic concepts of the language while expanding reading comprehension and writing skills. Readings focus on the study of Hispanic cultures. 3:0:3

**SP 202**

**Intermediate Spanish II**

PREREQUISITES: SP 201 or four years of high school Spanish.

A continuation of the grammatical and cultural studies undertaken in SP 201. This course includes content-based projects in the target language. 3:0:3

**SP 203**

**Business Spanish I**

An intermediate level review of grammar through the study of business terminology and transactions. 3:0:3

**SP 204**

**Business Spanish II**

An advanced intermediate review of grammar through the study of business terminology and cultural interaction. 3:0:3

**SP 205**

**Issues in International Business**

A study of global markets accompanied by interactive role-playing, case studies and problem-solving. 3:0:3

**SP 213**

**Spanish for Health Care I**

An intermediate level review of grammar through the study of cultural skills and medical terminology when interacting with patients. 3:0:3

**SP 214**

**Spanish for Health Care II**

An advanced intermediate level review of grammar through the study of cultural skills and medical terminology when interacting with patients. 3:0:3

**SP 215**

**Cultural Issues in Medicine**

A study of issues in Health Care and on-site interactions with an emphasis on specific areas of interest to individual students. 3:0:3

**SP 223**

**Spanish for Global Communication I**

An intermediate level review of grammar through a focus on Spanish-speaking communities in the U.S., Spain and Latin America. 3:0:3

**SP 224**

**Spanish for Global Communication II**

An advanced intermediate review of grammar through a focus on Spanish-speaking communities in the United States, and in Spain and Spanish America. 3:0:3

**SP 225**

**Topics in Global Communication**

A diverse series of readings about international topics with a focus on cultural knowledge and linguistic dynamics. 3:0:3

**SP 230**

**Spanish for Educators**

A study of contemporary issues in Education that emphasizes skills important to classroom needs and communication with students, families, and colleagues. 3:0:3

**SP 294**

**Intermediate Spanish Conversation**

PREREQUISITE: SP 202 or equivalent, four years of high school Spanish or instructor's permission.

The course consists of a variety of sources and topics for the improvement of oral language skills. Forums for conversation include individual presentations, pair presentations and groups discussion in Spanish based on readings, individual research, movies, plays and excursions. This course includes a review of advanced grammar concepts. 3:0:3

**SP 295**

**Intermediate Spanish Composition**

PREREQUISITE: SP 202 or equivalent.

Writing in Spanish at the intermediate level, including a review of grammar. Short essays and other practical exercises in composition. 3:0:3

**SP 299**

**The Minor Capstone Project**

An individual or joint research project that involves hands-on learning and a final oral presentation in English of the work undertaken. 3:0:3

**SP 301**

**Advanced Spanish Conversation**

PREREQUISITES: SP294 or equivalent.

Based on the viewing of U.S. Latino, Spanish and Spanish American films, this course emphasizes the practice of oral communication skills and analytical approaches to film reviews. Taught in Spanish. 3:0:3

**SP 302**

**Advanced Grammar and Composition**

PREREQUISITES: SP295 or equivalent.

In this course the student develops advanced-level reading and writing skills through the analytical interpretation of short texts by Hispanic writers. Taught in Spanish. 3:0:3

**SP 310**

**Independent Readings in Spanish**

PREREQUISITE: SP 202 or four years of high school Spanish or instructor's permission. Material and credit to be arranged with the instructor. May be repeated for up to six hours of credit with permission of the instructor. Variable credit: 1-3 hours.

**SP 311**

**Culture and Civilization of Spain**

PREREQUISITES: SP 294 and SP 295 or equivalent.

Further development of written and spoken Spanish through the study of the culture and civilization of Spain. This course is taught in Spanish. 3:0:3

**SP 312 LA (MLL)**

**Cultures and Civilization of Spanish America and the Hispanic Caribbean**

Taught in English, this course examines aspects of the history and cultures of Spanish America and the Hispanic Caribbean from pre-Columbian to contemporary times. Topics covered include: indigenous civilizations, the Spanish Conquest and occupation, the legacies of empire, dilemmas of national development, the changing roles of women, military dictatorships, and the "disappeared," contemporary Indian cultures and social realities, the narcotic industry, "third-world" debt and issues of national sovereignty. 3:0:3

**SP 394**

**Introduction to the Literature of Spain**

PREREQUISITES: SP 301, SP 302 or equivalent, or permission of instructor.

Presents key works of Spanish literature, from the Middle Ages to contemporary times. The selection of texts is designed not only to introduce major writers, but also to seek further insights into the Spanish culture. This course is taught in Spanish. 3:0:3

**SP 395**

**Introduction to the Literatures of Spanish America and the Hispanic Caribbean**

PREREQUISITES: SP294 and SP295 or equivalent, or permission of the Department Chair.

Taught in Spanish, this course explores the literature of Mexico, Central and Spanish America. 3:0:3

**SP 399**

**The Major Capstone Project**

An individual or joint research project that involves hands-on learning with a written report in Spanish and a final oral presentation in English of the work undertaken. 3:0:3

## MR – Medical Records

### MR 205

#### Medical Terminology I

Basic vocabulary of medical terms, stressing prefixes, suffixes, and roots with application to each system of the body. 3:0:3

### MR 206

#### Medical Terminology II

PREREQUISITE: MR 205 or equivalent.

Review of prefixes, suffixes and anatomical roots for each system of the body. Basic vocabulary of terms for diseases, operations, tumors, signs, symptoms, laboratory tests, and diagnostic procedures for each system of the body. 3:0:3

### MR 220

#### Coding

A study of the international medical nomenclature and classification systems for the comparison of disease data. Major topics include: characteristics of the nomenclature and classification systems and methods of quality control of coded information. 3:0:3

### MR 242

#### Medical Records I

Principles of medical record technology including the preparation, analysis, preservation, and retrieval of health information. The value of this information to the patient, the doctor, and the community will be stressed. 3:0:3

### MR 243

#### Medical Records II

PREREQUISITE: MR 242 or equivalent.

Medical records in a variety of health care facilities, release of information, medical staff organization, and requirements and survey procedures of licensing and accrediting agencies. Medicare law and other federal regulations will be presented. Students will be introduced to the basic principles of supervising and managing a medical records department. 3:0:3

## MU – Music

### MU 105

#### Ensemble

The study and performance of music for instrumental or vocal groupings. May be repeated for credit. 1:0:1

### MU 131, 132, 231, 232, 331, 332, 431, 432

#### Performance (Majors only)

Opportunity to perform in a simulated concert environment with critical feedback. May be repeated for credit. 1:0:1

### MU 151, 152, 251, 252, 351, 352, 451, 452

#### Orchestra

Study and performance of music for orchestra. 1:0:1

### MU 171, 271, 371, 471

#### Chamber Music (Majors only)

Study and performance of music for chamber orchestra. 1:0:1

### MU 175, 176, 275, 276

#### Collaboration (Majors only)

Developing skills of playing music for chamber orchestra. 1:0:1

### MU 181, 182, 281, 282, 381, 382, 481, 482

#### Applied Music A

Individual lessons offered in voice, piano and classical guitar. 1/2:5:1

### MU 191, 192, 291, 292, 391, 392, 491, 492

#### Applied Music B

Individual lessons offered in piano, violin, viola and cello. 1:10:2

### MU 160

#### Music Theory I

A study of the fundamentals of harmony and basic elements of sight-singing, melodic dictation, rhythmic dictation, keyboard, timbre, texture, and form used both in aural and visual analysis. 3:2:3

**MU 161**

**Music Theory II**

PREREQUISITE: MU 160.

A continuation of the fundamentals of harmony and basic elements of sight-singing, melodic dictation, rhythmic dictation, keyboard, timbre, texture, and form used both in aural and visual analysis. 3:2:3

**MU 195, 196, 295, 296**

**Applied Music C (Majors only)**

This course will involve an in-depth analysis and selection of new repertoire to be learned during the semester. Students will have one private lesson per week, and will be required to participate in chamber music ensembles and orchestra, and repertoire and master classes as appropriate. Selected new learned repertoire will be performed in recital each year. 5 cr. This is a P/F graded class.

**MU 205 LA (GE)**

**Music Appreciation**

A course designed to acquaint the student with the basic materials and history of music. Emphasis is on aural analysis and attendance at live performance. 3:0:3

**MU 210 LA (GE)**

**Music in a Global Society**

A study of the role that music and musicians have played voluntarily or otherwise in politics, religion and social issues. Specific works ranging from instrumental music through opera, liturgical music, musical theatre and popular music are discussed. 3:0:3

**MU 234, 235, 334, 335, 434, 435**

**Musicianship Development (Majors only)**

This course offers students a greater insight into enhancing listening and perceptive skills by attending concerts, preparing aural and written critiques, and observing applied lessons with faculty outside their primary instrument. 1:0:1

**MU 240**

**Music Theory III**

PREREQUISITES: MU 161.

A continuation of MU 160 and MU 161, with a further study and analysis of modulation, altered chords, modes, chromaticism, and devices used in contemporary music. Studies will be applied to written, aural, and keyboard skills. 3:2:3

**MU 241**

**Music Theory IV**

PREREQUISITE: MU 240.

A continuation of MU 240, with a further study and analysis of modulation, altered chords, modes, chromaticism, and devices used in contemporary music. Further studies will be applied to written, aural, and keyboard skills. Course has a required laboratory session. 3:2:3

**MU 260 LA (GE)**

**Introduction to Music**

A comprehensive survey of Western music from its known beginnings to the present. 3:0:3

**MU 345 LA (LL)**

**Music History: Medieval, Renaissance and Baroque**

An introduction to the music literature from ancient times to 1700. 3:0:3

**MU 346 LA (LL)**

**Music History: Classic, Romantic and Modern**

An introduction to the music literature from 1700 to the present. 3:0:3

**MU 355, 356**

**Orchestral Repertoire (Majors only)**

The study, rehearsal and performance of orchestral repertoire. 1:0:1

**MU 360**

**Special Topics**

Intensive study of an area of music selected by the instructor on the basis of student need or current issues. 1-3 hours.

**MU 365**

**Orchestration**

PREREQUISITE: MU 241 or instructor's approval.

A study of the orchestral instrument families with exercises in writing scores for instrumental ensembles. Emphasis is placed upon full orchestra with secondary attention given to small ensembles. 3:0:3

**MU 374**

**Directed Study**

(for all other pedagogy needs) 1-3 Hours

**MU 375, 376, 475, 476**

**Collaboration (Majors only)**

Developing skills of playing with other musicians. 1:0:2

**MU 415**

**Independent Study in Music**

PREREQUISITE: permission of artistic director.

This course offers the student minoring in music the opportunity to research a focused topic in music, to compose a significant musical work, or to perform a significant work or set of works. The final product will be a fully developed research paper, a finished original musical score, or a significant performance. 3:0:3

**MU 449**

**Music Management Workshop**

Students will be exposed to the processes in advising, representing and furthering their

respective careers as artists: focusing on the establishment of mutually beneficial working relationships with management. Topics include the mechanics of talent booking and contracting, union and government relations, fee/commission structures, and contractual considerations. 1:0:1

**MU 455, 456**

**Orchestral Repertoire**

The study, rehearsal and performance of orchestral repertoire. 1:0:2

**NS 120**

**Anatomy and Physiology for Nurses**

This course is designed for nurses who have had an introduction to the major structures of the human body and a discussion of their function. Emphasis is placed on identification of body parts, organization of systems and homeostatic mechanisms. 4:0:4

**NS 215**

**Selected Topics in Math/Natural Sciences**

An in-depth examination of specific areas of mathematics and natural sciences. May be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**NS 220**

**Applied Statistics and Experimental Design**

PREREQUISITE: MA 131 or higher.

The applied use of statistics in the natural sciences. This course will provide an overview of statistics important to biological investigation, hypothesis testing, sampling protocol, and experimental design. Emphasis will be placed on computer statistical packages, natural science data, and application and interpretation of these statistics. Students will be introduced to several common statistical tests, including one- and two-sample hypothesis testing, analysis of variance (ANOVA), correlation, regression, and chi-squared tests with nonparametric alternatives briefly discussed. 3:0:3

**NS 241 LA (MGE)**

**Cultural and Historical Aspects of the Scientific Endeavor**

A history of science is presented in terms of the multicultural aspects of our scientific heritage. Focus is upon the nature of scientific inquiry and the social factors affecting the participation of diverse groups of individuals in the advancement of science. 3:0:3

**NS 304 LA (MLL)**

**Science, Technology, and Society**

Relationship between science, technology, and society. Topics include: the two cultures, the relationship between basic science and technology, the effects of technology upon society, and possible future technologies. 3:0:3

**NS 306**

**Ethical Practices in Science**

The social and ethical implications of scientific advancement will be presented to encourage the free exchange of ideas, with an emphasis on the role scientists and health professionals should play. Topics are selected from current social and ethical issues in chemistry, biology, ecology, physics, and health care. 1:0:1

**NS 315**

**Special Topics in Math/Natural Sciences**

An in-depth examination of specific areas of mathematics or the natural sciences. May be repeated once for credit with a change in topic. Variable credit: 1-4 hours.

**NS 319 LA (MLL)**

**International Health Issues**

This course is designed to acquaint the student with health issues including the social, behavioral, and environmental influences on health and the delivery of health care in the United States and other countries. The concepts of health and illness will be explored from a multicultural viewpoint along with a variety of strategies for the promotion and protection of health, the prevention of disease, and the treatment modalities such as herbal medicine, therapeutic touch, acupuncture, etc. Current global issues will be discussed. 3:0:3

**NS 401**

**Natural Science Seminar**

A regularly scheduled seminar based on formal presentations of students, faculty, and guests. The presentations are based upon current periodical literature, and the presentation of an abstract and bibliography is required. Required of all senior students within the school as designated by the department. May be repeated for credit. 0:2:1.

**NU 200**

**Nursing Transitions**

Seminar/discussion course to introduce and orient the participant to the nursing program. Exploration of nursing history, nursing theory including nursing process, introduction to communication and teaching/learning theory are included in the course topics. Principles and application of pharmacology will be emphasized. 3:0:3

**NU 210**

**Adult Health Nursing I**

PREREQUISITE: NU200

Enhance basic medical surgical knowledge of health promotion and alterations in fluid and electrolyte balance, respiratory, cardiovascular, gastrointestinal, hepatic, and urinary systems and surgical client care with an emphasis on evidence based nursing practice. 3:0:3.

**NU 220**

**Adult Health Nursing II**

PREREQUISITE: NU 200. Concurrent with NU 210, NU 238, and NU 235.

Enhances basic medical surgical knowledge of health promotion and alterations in integumentary, musculoskeletal, neurological, endocrine, stress, immune, sensory or reproductive systems with an emphasis on evidence based nursing practice. 3:0:3

**NU 235**

**Clinical Adult Health Nursing**

PREREQUISITE: NU 200. Concurrent with NU 210 and NU 220 and NU 238.

Application of the nursing process in a variety of clinical settings with emphasis placed on safe patient care, teaching / learning, pharmacology, communication, critical thinking and health promotion. 0:9:3

**NU 238**

**Nursing Health Assessment**

PREREQUISITE: NU 200.

Application of the nursing process as it relates to the health assessment of normal and abnormal assessment findings across the life span. The use of nursing history, interview techniques and assessment techniques are emphasized in relationship to the adult (including geriatric population), pediatric population and pregnant population. 3:0:3

**NU 240**

**Maternal/Child Health Nursing**

PREREQUISITE: NU 210, NU 220, NU 235, NU 238, and NU 255.

An exploration of health care issues, health promotion, growth and development, and management of disease processes related to women, infants, children, and families based on evidence based nursing practice. 3:0:3

## NU – Nursing (continued)

### NU 255

#### **Mental Health Nursing**

PREREQUISITES: NU 200.

An exploration of health care issues, health promotion, growth and development across the life span, and management of disease processes related to the mental health client population. Emphasis is placed on evidence based nursing practice with a focus on communication processes, relationship of biochemistry and genetics to mental health diagnosis and treatment, pharmacologic and group approaches to treatment, and development of therapeutic relationships. 3:0:3

### NU 265

#### **Clinical Nursing Practice Applications**

PREREQUISITES: NU 200, NU 210, NU 220, NU 235, NU 238, and NU 255.

Application of the Nursing Process in a variety of clinical settings with emphasis placed on health promotion, growth and development, management of disease processes across the life span, and nursing leadership and management based on evidence based nursing practice. 0:12:4

### NU 270

#### **Selected Topics in Nursing**

PREREQUISITES: NU 210, NU 220 and NU 230 or permission of the instructor.

Specialized study in contemporary topics related to transition to the role of the ADN professional nurse in the changing health care system. Emphasis will be placed on personal and professional development. May be repeated once for credit with change in topic. Variable credit: 1-3 hours

### NU 275

#### **Management and Issues in Nursing**

PREREQUISITES: NU 200, NU 210, NU 220, NU 238, NU 235, and NU 255.

Exploration into nursing management and issues. Emphasis will be placed on nursing leadership, health care systems, health care financing and legal and ethical issues prevalent to nursing practice and patient care. 3.0:3

## PC – Peace Studies

### PC 200 LA (GE)

#### **Introduction to Peace Studies**

A survey course designed to provide a general overview of the interdisciplinary issues presented in peace studies programs today and the history of academic peace studies. Examines the causes of war and the variety of approaches to peacemaking. Explores in depth pacifism and nonviolence, the just war theory, crusade mentality and peace through strength. The diversity of the peace movement from 1945 to the present is given major attention. 3:0:3

### PC 300 LA (MLL)

#### **Nations At War: People of Peace**

A contemporary and historical study of current international conflicts. Considers perspectives and strategies of contemporary peacemakers and peacemaking organizations. Analyzes the political, economic and cultural factors causing international conflict and students imagine concrete alternatives for peace building that maximizes justice. 3.0:3

### PC 308 LA (MLL) (RE 308)

#### **Religion, Conflict and Visions of Peace**

Religious communities frequently have bold visions of peace and justice and yet may be major contributors to violence and oppression. Students will engage in meeting first hand religious communities in metro Kansas City as well as exploring key beliefs and practices through readings and class discussion. Accurate and empathic understandings of different faiths will be combined with critical examination of their propensities for peace and justice-making historically and in contemporary conflicts worldwide. Contemporary conflicts will include the USA, Northern Ireland, Bosnia, the Middle East, Africa, and the Indian sub-continent. 3:0:3

## PC – Peace Studies (continued)

### PC 315 LA (MLL)

#### **Global Peace Issues**

An examination of current global peace issues in the context of globalization. Issues covered will include the nature of globalization, different ways of defining security, the phenomenon of new or postmodern wars, terrorism, human rights, poverty and development, climate change, gender, immigration, international organizations, AIDS etc. Uses a symposium approach focusing on ideological visions and analyses of the issue and possible solutions that promote peace, security and human well being. 3:0:3

### PC 320 LA (LL)

#### **The Practice of Peacemaking**

A course in the theory and practice of nonviolence. Brief attention is given to violent approaches to peacemaking, such as peace through imperialism and militarism. Practical skills and activities that promote peace and justice at the local and global levels are presented, analyzed, critiqued, and skill practiced. 3:0:3

### PC 321 LA (LL) (CA 321)

#### **Interpersonal Conflict Resolution**

Presents various strategies for dealing with conflict in a positive manner. Emphasizes the development and practice of skills of listening, assertiveness, problem solving, conflict management, and mediation. 3:0:3

### PC 385 LA (LL)

#### **The History of Peace**

A study of the quest for peace and the partnership way of human community from pre-history to the present. The approaches to peace from as many cultures and academic disciplines as possible are pursued, acknowledged, and evaluated. The lessons from the dominant paradigm of social organization and the history of war are used to clarify the proposition that an equally valid history of peace exists. 3:0:3

## PH – Philosophy

### PH 101 LA (GE)

#### **Introduction to Philosophical Thinking**

An entry into philosophy by one of two routes: an exploration of philosophical problems through reading and discussing selections from the great thinkers or a lecture-discussion survey of philosophy conceived in the broadest fashion. 3:0:3

### PH 201 LA (GE)

#### **Choosing and Using Values**

A look at different proposals people have made about what things have the most worth and how human beings ought to live, together with an attempt to see how these proposals might work out if put into practice today. An introduction to philosophical ethics. 3:0:3

### PH 205 LA (GE)

#### **The Meaning of Life**

Students in this course participate in the quest for meaning in life through reading and discussion of the contributions of philosophers, religious prophets, poets and writers, and through talking with persons who seem to have achieved meaning in their own lives. Students are expected by the end of the course to have formulated in writing or some other medium a statement of where they are in their personal quests. 3:0:3

### PH 211 LA (GE)

#### **Fundamentals of Logic**

Principles of sound reasoning. Topics include: analysis of propaganda and sources of prejudice, fallacies in reasoning and speech; the logic of the syllogism with techniques for testing validity; and the basic apparatus of symbolic logic. 3:0:3

**PH 217 LA (MGE)****Ancient and Medieval Philosophy**

A survey of the central figures of classical and medieval philosophy, including the early Greek thinkers, Socrates, Plato, Aristotle, Augustine, and Aquinas. Their contributions to the development of science, religious thought, and social and political theory are studied. 3:0:3

**PH 220 LA (GE) (PO 220)****History of Political Philosophy**

An analysis of political philosophy in its historical perspective, with a special examination of the influences of political philosophy on political institutions and on the development of political science. 3:0:3

**PH 221****Ethics and Society**

Applies the insights of philosophical ethics to value questions that require public decision. Content of the course description will vary according to the choice of the instructor utilizing topics such as abortion, capital punishment, euthanasia, use of natural resources, nuclear concern or censorship. 3:0:3

**PH 223 LA (MGE)****Modern Philosophy**

A survey of select figures in 16th-18th century European philosophy (e.g., Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant) and how they have shaped modern scientific, religious, ethical and political thought. 3:0:3

**PH 250****Selected Topics in Philosophy**

An in-depth examination of specific areas in philosophy not otherwise available in the department. May be repeated once for credit with change of topics. 3:0:3

**PH 301****Seminar: Exploration in Philosophy**

Selected topics as announced. May be repeated for credit with permission of the department. 3:0:3

**PH 302 LA (LL)****Ethical Issues in Public Policy**

Considers several controversial questions regarding values which require public decision, such as abortion, capital punishment, and discrimination based on sexual preference.

The insights of philosophical ethics are then applied to each—for example, how a utilitarian, formalist, or existentialist might handle each issue. 3:0:3

**PH 303****Philosophy of Science**

An examination of the philosophical assumptions of both the natural and the social sciences. Topics include: the distinction between science and non-science; the nature and types of scientific explanation; the structure and function of scientific laws and theories; the problems and paradoxes of confirmation and disconfirmation; the role of mathematics and models of science; the basis for probability and induction; and the relationship between science and values. 3:0:3

**PH 305 LA (LL)****Great Ideas**

An approach to Western philosophical thought which emphasizes the creative ideas which have made our culture what it is. Examines ideas at their point of origin, then investigates their modern application. 3:0:3

**PH 307****Analytical Thinking**

This logic course proceeds in two steps: First, the student is taught a basic pattern for constructing and analyzing arguments. This learning is facilitated by working a number of examples. Second, the discussion proceeds to variations upon this basic pattern which are found in specific areas of argumentation: art, business, law, politics, philosophy, etc. The overall goal is to increase the student's skill in detecting, analyzing, and constructing arguments. 3:0:3

**PH 308 LA (MLL)****Business Ethics**

An inquiry into the role of ethics in business situations. Topics considered include: the justice of various economic systems, corporate rate responsibility, conflict of interest, government regulation versus self-regulation, the ethics of investment, responsible advertising, discrimination, affirmative action, and sexual harassment. Emphasis is put upon the application of ethical theory to specific cases with attention to the sometimes conflicting demands of profit maximization and societal well-being. 3:0:3

## PH – Philosophy (continued)

### PH 310

#### **Independent Study in Philosophy**

An opportunity for students to pursue a special interest not covered by regular course offerings. Material and credit arranged in consultation with instructor. May be repeated for credit with permission of department. Variable credit: 1-3 hours.

### PH 311

#### **The History of Ideas**

An examination of the following topics seeks to provide a historical framework for thinking about the major questions of mankind: What is the origin and nature of the universe and humanity? Does God exist and if so, what does God require of us? What can we know and how? 3:0:3

### PH 316 LA (MLL)

#### **Philosophy and Skepticism**

An approach to Western philosophical thought by examining the use, meaning and tradition of skepticism within the philosophical tradition. Beginning with the Greeks and then focusing on the radical skepticism of the Hellenistic period, attention will be paid to how skepticism has shaped Western philosophical thought through figures such as Sextus Empiricus, Montaigne, Descartes, Hume, and selected contemporary thinkers. Particular attention will be paid to skepticism in ethics, politics, religion, literature, and scientific inquiry. 3:0:3

### PH 319

#### **Philosophy of Religion**

Fundamental questions about religion are considered. Does God exist? If so, what is God's nature? Of what significance is mysticism? What happens (if anything) at death? 3:0:3

### PH 321 LA (MLL)

#### **Eastern Philosophy**

An introduction to the philosophical traditions of India, China, and Japan. Topics include: (1) the development of the Upanishads and the orthodox Hindu schools and the emergence of Buddhist philosophy as a challenge to Hinduism; (2) the development and interaction of Confucianism and Daoism (and later, Buddhism) in Chinese history and culture; and (3) the transmission, development and transformation of Chinese philosophical schools in Japan. 3:0:3

### PH 350

#### **Special Topics in Philosophy**

This course deals with various topics in philosophy, especially those which involve interdisciplinary studies or studies concerning contemporary issues in culture and society. May be repeated for credit with change in topic. 3:0:3

## PK – Park Basic Skills

### PK 103

#### **College Reading Improvement**

A course for the student who needs individualized instruction to improve reading comprehension and vocabulary skills. The course will include instruction in basic study skills, note taking and test taking. VA benefits might not be available for this course. 3:0:3

### PK 107

#### **Mathematics in Review**

A developmental course for the student who needs review and further practice in the basic arithmetic operation needed in pre-algebra and algebra, including calculations involving whole

numbers, fractions, and decimals. Elementary geometry and problem-solving techniques will also be covered. VA benefits might not be available for this course. 3:0:3

### PK 110

#### **Introduction to College Study Skills**

Provides students with strengthening skills necessary for success in college classes. Emphasizes basic communication skills. Students will learn to read textbooks and library materials, listen to lectures, write examinations, speak in class discussions, and give oral reports. VA benefits might not be available for this course. 3:0:3

**PK – Park Basic Skills (continued)****PK 112****Effective Writing Skills**

(This course is not available to students who have successfully completed a college level writing course or who have otherwise satisfied the Prerequisite of EN 105). VA benefits might not be available for this course.

This course is intended to help students improve their skills in writing correct sentences, paragraphs, and short essays. Other concerns of the course are vocabulary building, correct usage and improvement of writing skills. 3:0:3

**PK 115****Basic Skills Writing I**

May only be taken in conjunction with EN 105. This course is designed to help students improve their writing skills. A writing sample of each student is assessed on entry according to the writing process. Individual portfolio assessment will be used to monitor progress. 3:0:3

**PK 116****Basic Skills Writing II**

This course may only be taken in conjunction with EN 106 and is designed to help students become proficient in using the library for research and then in writing research papers. Individual portfolio assessment will be used to monitor progress. 3:0:3

**PK 117****Principles of Composition in Review**

An individualized program designed for students who need additional practice in composition skills in preparation for writing competency examination. 3:0:3

**PK 118****Contemporary Mathematics and Pre-Algebra**

A developmental course for the student who needs instruction and practice performing calculations and solving equations. Topics include basis calculations using percentages, real numbers, geometry and other skills needed to succeed in MA 131 and MA 120. 3:0:3

**PK 119****Self and Career Exploration**

This seven-week course is especially for the student who is unsure of what career or major to choose. Students learn through self-discovery exercises and various printed and computerized career resources. This course is geared toward teaching students to make thoughtful and more satisfying career/major choices. 1:0:1

**PK 120****Computer Keyboarding**

Designed to offer techniques and basic skills of typing, with emphasis upon formation of correct typewritten techniques, mastery of the keyboard, and performance of basic typing operations. Credit may be given when the student passes a comprehensive test and demonstrates ability to type at 35-40 wpm. This is a pass/fail course requiring students to demonstrate the skills listed by the end of the term. 3:0:3

**PK 308****Assertive Career Building**

This seven-week course is designed for the junior or senior who is preparing to graduate and enter the world of work. Course topics include effective resume writing, interviewing and contact building. 1:0:1

**PO 100 LA (MGE)****American Politics and Citizenship**

An examination of the role of the citizen in the American political system on the local, state and national levels of government. The impact of urbanization, bureaucratization and technology will be emphasized with reference to their historical development and international dimensions. 3:0:3

**PO 200 LA (GE)****American National Government**

A survey of the functions and processes of the three branches of American national government. The changing roles of the branches and their relationship to the public will be emphasized. 3:0:3

**PO 201****State and Local Government**

A critical survey of the major trends in state and local government in the United States, with special emphasis on the governmental practices of state governments and the problems of municipal governments. 3:0:3

**PO 202 LA (MGE)****Introduction to Law**

Descriptions of American law, language and processes. Subjects include, but are not limited to: the purposes of law, civil law, criminal law, torts, contracts, family law, rights and liberties. 3:0:3

**PO 205****Constitutional Government and Citizenship**

This course covers the principles, provisions and history of the United States Constitution and the Missouri State Constitution. The concept of citizenship both legal and philosophical, will also be emphasized. 3:0:3

**PO 210 LA (MGE)****Comparative Political Systems**

Introduction to the concepts and approaches in the field of comparative politics and government. Included is the comparative analysis of political institutions, processes, and problems in selected countries. 3:0:3

**PO 216****International Relations**

An introduction to the study of international relations focusing on the interactions of post-World War II international systems, politics, and organizations. 3:0:3

**PO 220 LA (GE) (PH 220)****History of Political Philosophy**

An analysis of political philosophy in its historical perspective, with a special examination of the influences of political philosophy on political institutions and on the development of political science. 3:0:3

**PO 221****Political Ideologies**

A study of the major ideologies and philosophies shaping the political thinking of our days. Democracy is the center of attention, but other ideologies are also examined. 3:0:3

**PO 250****Special Topics in Fire Service Management**

This course is designed specifically for the Bachelor of Public Administration/Fire Services Management program and includes such topics as: fire investigation, fire administration, fire inspection, building and fire codes, environmental laws, regulations, and environmental management, marketing and public relations, applied environmental laws and regulations, and hazardous materials management and planning. May be repeated up to a total of 12 hours (permission of department chair required). 3:0:3

**PO 302****Legal Analysis**

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours.

An introduction to the theory, method and actual process of legal reasoning. Particular attention is paid to identifying legal principles which underlie statutes and judicial precedents; understanding their logical basis and assessing their substantive significance; and applying them analytically and creatively in various factual contexts. This course will satisfy the EN 306 requirement for Legal Studies majors. 3:0:3

**PO 303****Legal History**

A survey of the history of law, with emphasis on major historical periods and codifications. A major portion of the course deals with the development of the law in the United States. Special attention is paid to theories of law such as natural law, trends in today's law, and the relationship of law to government and society. 3:0:3

**PO 304**

**Constitutional Law**

A seminar-type study of the basic principles of American government and fundamental rights as interpreted by the Supreme Court. Briefs of selected cases are discussed. 3:0:3

**PO 310**

**Parties and Elections**

A study of the structure and uses of pressure groups, political parties and elections in the United States. The central concern of the course is the development of a realistic understanding of the political process. 3:0:3

**PO 320**

**American Foreign Policy**

Contemporary foreign relations policy of the United States. An analysis of the factors affecting American foreign policy is undertaken. The governmental institutions concerned with development and execution of foreign policy are examined. 3:0:3

**PO 323**

**Congress and the Presidency**

This course examines the interrelationships between two of the three branches of our federal government. It is designed to provide a basis for understanding how relations between Congress and the President impact the formulation, adoption and implementation of domestic and foreign policy. The tensions between the two branches have been long-standing and constant. This course focuses on the dynamics of those tensions. 3:0:3

**PO 329**

**Law School and LSAT Preparation**

This course is a requirement for Legal Studies majors and minors. It will provide students with a means to prepare themselves for the rigors of law school. It will present students with strategies for getting into the law school of their choice. A significant amount of time will be spent on developing a personal statement that will improve their chances in the competition for scarce positions in law schools. It will also spend a good deal of time helping students to prepare for taking the Law School Admissions Test. Readings on the law school experience, presentations from those who have been to law school, significant work

on a personal statement usually required for law school applications, and intense preparation for the LSAT will be the methodologies employed. 3:0:3

**PO 330 LA (LL)**

**Public Administration**

Principles and problems of public administration in America. Special attention is given to the problems of democratic control and the development of basic concepts of the field. 3:0:3

**PO 331**

**Public Organizations**

A study dealing with public organization design and the impact public organizations have upon those who work in them or deal with them. Topics include: public organization information and control systems, decision making in public organizations, the environment of public organizations, organizational behavior, and innovation in public organizations. 3:0:3

**PO 332**

**Public Budget and Finance**

An analysis of public budgeting at the national, state and local levels of government, including the relationship of the federal budget to fiscal policy. The politics of the budgetary process are examined as well as various types of budgets. The influence of intergovernmental transfer payments is also reviewed. 3:0:3

**PO 333**

**Public Management and Leadership**

The study of managerial functions, processes, ethics and practices in public organizations. Topics may include: goals, objectives, policies, organizational structures, and decision-making theory and practice in public organizations. 3:0:3

**PO 334**

**Public Personnel Administration**

Analysis of the various functions of public personnel administration including: recruitment, placement, training, salary, evaluation, retirement, personnel problems, labor relations, collective bargaining, ethics, merit systems, and EEO programs. 3:0:3

**PO 335****Administrative Politics**

Examines the skills involved in interacting with the public, private groups, legislative bodies, advisory committees, political appointees, other administrative agencies, and other levels of government. The ethical problems of such relationships are also considered. 3:0:3

**PO 336****The Media and Public Administration**

An analysis of the relationship between public administrators and the media from the standpoints of (a) the public relations efforts of administrators, and (b) the reporting of the media. 3:0:3

**PO 337****Administrative Law**

The study of administrative agencies, their rule making powers, adjudicatory functions and judicial control over such agencies. Areas covered include: the scope of administrative power, judicial review, regulatory law, due process, and personal liability of public servants. 3:0:3

**PO 338****Politics of the Developing World**

This course is intended to familiarize students with the political workings of developing countries. The course will present a broad view of historical and contemporary developments in a selection of countries from Africa, Asia, Latin America and the Middle East. 3:0:3

**PO 340****Public Policy**

Policies and functions of American government with the emphasis on the policy problems confronting the United States and the process of policy making. 3:0:3

**PO 344****War and Terrorism**

This course considers the causes of conflict and war in the international system including unconventional warfare and terrorism. Looking at contemporary theories of international relations, it will explore both the sources of international conflict and possible mechanisms for conflict management and resolution. 3:0:3

**PO 345****International Organizations**

This course will examine and analyze the structure and function of international organizations. International organizations will be defined broadly in the course to encompass formal intergovernmental and non-governmental organizations as well as less formal institutional arrangements. Topics to be covered include democracy and international organizations, culture and international organizations, bargaining in international organizations, political and economic integration, NGOs, and the future of global governance. 3:0:3

**PO 350****Special Topics in Politics**

In-depth examination of a selected issue in politics and government. 3:0:3

**PO 403****Senior Project in Public Administration**

A capstone course for Public Administration students to reacquaint them with the totality of Public Administration. Students should be able to demonstrate a thorough integration of the courses taken and skills learned. Case studies and practical problems will be examined. 3:0:3

**PO 405****Senior Thesis in Political Science**

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours.

This course critically reviews the major methodological and conceptual features of the discipline. Students develop research questions and arguments, choose an appropriate methodology for analysis, and write their thesis paper. Students will be required to defend their completed thesis orally. This course satisfies the EN 306 requirement for Political Science majors. 3:0:3

**PO 428****Senior Seminar in Fire Service Management**

A comprehensive integration of the degree-oriented study of fire services management. Emphasis will be upon the interrelationship of management and the various fields within fire services. 3:0:3

## PO – Political Science (continued)

### PO 430

#### Research in Public Administration

PREREQUISITES: EN 105, EN 106, passing the WCT and 60 accumulated hours. Prerequisite: permission of the instructor.

Students undertake an independent study which coordinates the various aspects of public administration with scholarly writing. It is intended for students who will be seeking an advanced degree in public administration. Topics of research will address issues of relevance to the field of public administration and will be determined in consultation with the instructor. This course will satisfy the EN 306 requirement for Public Administration majors. 3:0:3

### PO 440

#### Senior Project in Legal Studies

PREREQUISITES: PO 302, PO 303 and PO 304. An advanced course in legal studies focusing on the direct application of legal analysis and basic legal research. Students will utilize provided case materials, research the legal issues, prepare trial or appellate briefs, and present the case to either a jury through witnesses and evidence or to a judicial appellate panel through oral argument. 3:0:3

### PO 450

#### Internship

An internship in an actual work situation related to politics or public administration. Variable credit as recommended by faculty internship advisor. 3-12 hours.

## PS – Psychology

### PS 101 LA (MGE)

#### Introduction to Psychology

A survey of the assumptions, history, methods, and techniques of psychology. A presentation of representative theory and research in the areas of consciousness, learning, motivation, cognition, personality, and social behavior. 3:0:3

### PS 121

#### Human Growth and Development

A discussion of the physical, social and physiological changes occurring during the life of the individual from conception to death. Emphasis is placed on the similarities and differences of the various age groups and the specialized needs of each. 3:0:3

### PS 205 (EDE 205)

#### Child Psychology

PREREQUISITE: PS 101.

A study of biological, cognitive, and sociocultural development from the prenatal period through childhood. Attention will be given to theory and research, practical examples and policy implications. 3:0:3

### PS 206

#### Introduction to Guidance and Counseling

SUGGESTED PREREQUISITE: PS 101 or equivalent. A survey of the guidance process,

communication, functions of counseling, and various counseling theories. This course is designed to introduce students to the whole guidance process. Emphasis will be placed on an integrated approach to basic helping skills utilizing theory, practice, and case application. The course will provide students with the foundation to develop skills they need to establish effective helping relations. 3:0:3

### PS 220 (SO 220)

#### Ethical Issues in Social Sciences

PREREQUISITE: An introductory social science course (i.e., SO 141, PS 101). Considers the moral and ethical consequences of conducting social science research, disseminating the results, and implementing practices and policies based on those findings. Critically examines those questions and choices rising at each stage of the research process, and the results of those choices on relevant parties. 3:0:3

### PS 221

#### Adolescent Psychology

Developmental factors and problems common to the period from puberty to adulthood. Topics include: self-identity, sexuality, life-styles, parent-adolescent relationships, and conditions leading to optimal development. 3:0:3

**PS 222 LA (MGE)****Adult Development and Aging**

Focuses on the developmental tasks and psycho-social services during the adult years with special emphasis placed on the social psychology of aging. 3:0:3

**PS 301 LA (LL) (SO 301)****Social Psychology**

A study of the impact of the real or imagined social environment on individuals; particular emphasis is placed on the role of social and cultural influences on individual's thoughts, feelings, and behaviors. 3:0:3

**PS 302****Tests and Measurements**

PREREQUISITE: PS 101.

An introduction to the uses of psychological tests and to the techniques of test construction and evaluation. Topics include: a survey of common tests in the areas of general classification, differential testing of abilities and measurement of personality characteristics. 3:0:3

**PS 307 (SO 307)****Statistics for Social Sciences**

PREREQUISITES: MA 131 and an introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205)

Statistical methods are a primary tool for all of the social and behavioral sciences. This course introduces a wide variety of common statistical techniques and their conceptual bases, including: basic descriptive and inferential statistics, analyses of association and variance, effect sizes, and others in their parametric and nonparametric forms. It provides a background in the relevant theories of probability, sampling, and measurement. And the student will learn how to become a more discerning consumer of statistical information as well as gaining practical experience calculating these statistics by hand and computer. 3:0:3

**PS 308 (SO 308)****Principles of Social Research**

PREREQUISITE: An introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205) and SO 307 or equivalent.

Surveys the range of quantitative (experiments, surveys, etc.) and qualitative (observations, interviews, etc.) methodologies commonly used in social scientific research. Critically examines issues related to formulating research questions,

evaluating social scientific literature, sampling, measurement, design, analysis, interpretation, and communication of results. Involves completion of data analysis projects and a research proposal. 3:0:3

**PS 309 LA (LL)****Human Sexuality**

Survey of topics relating to human sexuality. The themes range from the biology of human reproduction to the sociology and psychology of human mating. Many controversial subjects are discussed, to encourage students to examine their own attitudes towards these subjects. 3:0:3

**PS 315****Theories of Personality**

PREREQUISITE: PS 101.

Examination of the major personality theories and contributing research evidence with particular emphasis upon motivation and dynamics of behavior. 3:0:3

**PS 317****Psychology of Language**

PREREQUISITE: PS 101.

Experimental study of language, including sentence comprehension and memory, language acquisition and development, speech perception, and effects of context, perception, reasoning, and linguistic structure on processing of language. 3:0:3

**PS 341****Positive Psychology**

PREREQUISITE: PS 101 or permission from the instructor.

An exploration of the scientific and applied approaches to identifying a person's strengths and promoting their positive functioning. The course will focus on human potential, emotional and cognitive processes that contribute to a person's well-being and that increase prosocial behavior and the ability to create positive environments. 3:0:3

**PS 358****Applied Behavior Analysis**

PREREQUISITE: PS 101 or permission of the instructor.

This course is an introduction to the defining characteristics, philosophical orientation, goals, and limitations of Behavior Analysis. Topics will include behavior observation, operant conditioning, functional assessment, single-

subject design, maintenance, and application of behavior analytic principles. 3:0:3

**PS 361 LA (MLL)**

**Cross-Cultural Psychology**

Emphasizing active learning, we will examine the sociocultural forces impacting human behavior. Specifically we will address the dynamics of culture as a psychological variable, the global perspective in psychology, theories of culture and behavior, cross-cultural research methods, cognition, language, culture and gender, socialization, cultural differences in social behavior, intergroup relations, organizational behavior across cultures, and culture and health. 3:0:3

**PS 388**

**Learning and Motivation**

PREREQUISITE: PS 101.

A survey of major theories and supporting research related to classical and operant conditioning, social learning, and motivational processes. Consideration of behavior modification and applications in solving clinical, motivational, educational, and societal problems. 3:0:3

**PS 390**

**Selected Topics in Psychology**

PREREQUISITE: PS 101 or permission of the instructor.

Intensive study of an area of psychology selected by the instructor on the basis of student need or current issues. Variable credit: 1-3 hours.

**PS 398**

**Junior Seminar**

PREREQUISITE: PS 101 and junior standing.

Designed to provide our majors with resources in career planning toward specific post-graduation goals. Facilitates preparation for the senior capstone, field placement, internships, and establishment of a successful work identity and goals. This class is not transferable from any other institution. 1:0:1

**PS 401**

**Abnormal Psychology**

PREREQUISITE: PS 101.

An introduction and investigation of the causes, development, symptomatology and treatment of abnormal behavior. Primary focus is an eclectic view of persons and their adaptation of their environment. 3:0:3

**PS 402**

**Systems of Psychotherapy**

PREREQUISITES: PS 101, PS 401 or PS 315 and junior or senior standing.

Explores the major schools of psychotherapy. The course includes an extensive use of actual case studies. 3:0:3

**PS 403**

**Special Problems in Psychology**

PREREQUISITE: permission of the instructor.

A seminar in which special problems related to psychological theory or practice are discussed on the basis of extensive readings. 3:0:3

**PS 404**

**History and Systems of Psychology**

PREREQUISITES: PS 101, and junior or senior standing or permission of the instructor.

Study of history of the philosophical and scientific bases of the evolution of modern psychology and a critical examination of the systems of structuralism, functionalism, behaviorism, Gestalt psychology, psycho-analytic, humanistic, and existential theories. 3:0:3

**PS 405**

**Independent Study in Psychology**

PREREQUISITES: major in psychology, permission of the instructor, and junior or senior standing. May be taken for up to six hours. 3:0:3

**PS 406**

**Experimental Psychology**

PREREQUISITES: EN105, EN106, PS101, SO 307, SO 308, passing the WCT, and 60 accumulated hours.

An introduction to the design and analysis of laboratory experiments and other research methods in psychology. Topics may include: cognitive, social, perceptual, clinical developmental, and biological processes. Students conduct and evaluate experiments, may serve as subjects, and gain experiences in writing scientific research reports. This course will satisfy the EN306 requirement for Psychology major. 3:0:3

**PS 407**

**Field Placement in Psychology**

Supervised field placement in an agency specifically concerned with application of psychology. Prerequisites: major in psychology, permission of the instructor, and junior or senior standing. Variable credit: 3-6 hours.

## PS – Psychology (continued)

### PS 408

#### **Cognitive Psychology**

PREREQUISITES: PS 101, and junior or senior standing or permission of the instructor. Students are introduced to modern concepts in cognitive psychology. Human information processing, representation and organization of knowledge, and the uniqueness of higher cognitive skills are emphasized. Classroom demonstrations and experiments are used in exploring human learning and memory. 3:0:3

### PS 410

#### **Social Influence and Persuasion**

PREREQUISITES: PS 101, and junior or senior standing or permission of the instructor. This course will examine empirical evidence regarding the impact of social influence on individual behavior. Specifically, addressing the role of compliance, conformity, and obedience in shaping ideas, attitudes, and behavior. 3:0:3

### PS 423

#### **Physiological Psychology**

PREREQUISITES: PS 101 or permission of the instructor.

An introduction to the general principles and relationships between brain, mind and behavior; includes brain mechanisms,

perception, motivation, emotion, learning, memory, higher cognition and disorders (neurological and psychological). 3:0:3

### PS 424

#### **Industrial and Organizational Psychology**

PREREQUISITES: PS 101

This course examines various psychological applications in the workplace including research, testing, making personnel decisions, training, appraising performance, organization structure, teamwork, satisfaction, occupational health, motivation and leadership. 3:0:3

### PS 498

#### **Senior Capstone in Psychology**

PREREQUISITES: PS 101 and Senior Standing.

This course serves as a senior capstone experience for students in their senior year. This course will include a comprehensive examination, a portfolio, and a major paper reflecting on the student's portfolio. There will be lectures reviewing all issues designated in the student's degree program. The comprehensive examination will be worth 25% of the student's grade. The student will be able to take the comprehensive examination up to 3 times in a semester and the highest score will be used for their grade. This class is not transferable from any other institution. 2:0:2

## PY – Physics

### PY 155 LA (MGE)

#### **Concepts of Physics I**

A non-calculus approach to physics designed to emphasize the concepts that are most important to students pursuing careers in the health sciences. Topics include: measurements, force and motion, statics, vectors, and wave theory as applied to heat, sound, and light. Laboratory includes appropriate experiments to illustrate concepts. 3:3:4

### PY 156 LA (MGE)

#### **Concepts of Physics II**

PREREQUISITE: PY 155.

A continuation of PY 155. Topics include: electricity, magnetism, wave mechanics, lasers, x-rays and nuclear radiation. Laboratory includes experiments and demonstrations to illustrate and emphasize concepts. 3:3:4

### PY 205

#### **Introduction to Physics I**

PREREQUISITES: MA 210. Co-requisite: MA 211. Lecture and laboratory introducing the calculus based physics. Topics include: introductory kinematics and Newtonian dynamics of both particles and solid bodies, work and energy, momentum, and thermodynamics. 4:3:5

### PY 206

#### **Introduction to Physics II**

PREREQUISITE: PY 205.

A continuation of the calculus physics sequence. Topics include: wave motion, electromagnetic and acoustic waves, properties of waves, and electromagnetic theory. 4:3:5.

**RE 103 LA (GE)****Introduction to Religion**

A look at the different ways in which contemporary humanity views, studies and evaluates religion, giving special emphasis to the global nature of the human experience in religion. Approaches religion from the perspective of academic inquiry, considering art, language, ethics, ritual, and myth. 3:0:3

**RE 109 LA (MGE)****World Religions**

An introduction to the religion of humankind from the earliest records of spiritual life to the great religions of today. The course recognizes the possibilities of dialogue among the living traditions around the world and the resources within the local community. 3:0:3

**RE 215****Selected Topics in Religious Studies**

An in-depth examination of specific areas in religion not otherwise available in the department. May be repeated once for credit with change of topics. 3:0:3.

**RE 223 LA (MGE)****Ancient Christianity**

A critical exploration of the origination and development of Christianity within the larger historical, cultural, and religious setting of the ancient Graeco-Roman world. Particular attention is paid to how early Christians understood Jesus of Nazareth, organized and regulated their churches, and dealt with important religious and social concerns. Significant parts of the New Testament are studied with regard to these matters. 3:0:3

**RE 224 LA (MGE)****Ancient Israel**

A critical exploration of the origination and development of the Israelite people within the larger historical, cultural, and religious setting of the ancient Near Eastern world. Particular attention is paid to how early Hebrews understood Yahweh, the God of Israel; organized and regulated their community; and dealt with important religious and social concerns. Significant parts of the Hebrew Bible are studied with regard to these matters. 3:0:3

**RE 300****Zen Meditation**

Perhaps the highest form of Buddhism, perhaps the highest form of meditation, Zen has evolved in Japan over the past 800 years. Zen meditation techniques and the Zen goal of enlightenment are applicable to the lives of Westerners and to people of different religious beliefs. Students meet with the instructor and meditate at least 20 minutes per day. Students wishing two hours credit will in addition read from the Zen masters. Variable credit: 1-2 hours.

**RE 303 LA (LL)****Life, Death and Hereafter**

Consideration is given to philosophical, biblical, and literary perspectives on life, death, and what lies beyond death. The course also gives attention to such matters of contemporary concern as the denial of death, counseling, the dying and bereaved, the right to die, and funeral practices. 3:0:3

**RE 304****Seminar: Explorations in Religion**

Selected topics as announced. May be repeated for credit with permission of the department. 3:0:3

**RE 305 LA (MLL)****Traditional Religions of Africa**

A multi-disciplinary study of traditional, non-Christian religions in sub-Saharan Africa with special emphasis on the religious system(s) of one or more peoples such as the Nuer, Dogon, Yoruba, or Dinka. Topics include: concepts of divinity (God, major and minor deities, and other supernatural powers); stories of world creation and structure; relationships between religious belief and social organization; views of the human being; life, death, and the hereafter; ghosts and ancestors; spirit possession and exorcism; divination, sorcery, magic, and witchcraft; and religious institutions, leaders, and rituals. 3:0:3

**RE 306****Biblical Seminar**

PREREQUISITE: Permission of the instructor. An in-depth study of a selected book or section of the Scriptures. 3:0:3

**RE 307 LA (LL)**

**Religion in Today's World**

Contemporary aspects of religious thought and practice across a variety of disciplines and expressions, and considering current trends and movements. Attention will be given to religion as manifested on the world stage, with particular attention to the role it plays in the United States. The attempt is made to integrate religion with business, education, the sciences, politics consistent with current experience. 3:0:3

**RE 308 LA (MLL) (PC 308)**

**Religion, Conflict and Visions of Peace**

Religious communities frequently have bold visions of peace and justice and yet may be major contributors to violence and oppression. Students will engage in meeting first hand religious communities in metro Kansas City as well as exploring key beliefs and practices through readings and class discussion. Accurate and empathic understandings of different faiths will be combined with critical examination of their propensities for peace and justice-making historically and in contemporary conflicts worldwide. Contemporary conflicts will include the USA, Northern Ireland, Bosnia, the Middle East, Africa, and the Indian sub-continent. 3:0:3

**RE 310**

**Independent Study in Religion**

An opportunity for students to pursue special interests not covered by regular course offerings. Material and credit arranged in consultation with instructor. May be repeated for credit with permission of department. Variable credit: 1-3 hours.

**RE 315**

**Special Topics in Religious Studies**

This course deals with various topics in religious studies, especially those which involve interdisciplinary studies or studies concerning contemporary issues in culture and society. May be repeated for credit with change in topic. 3:0:3

**RE 320 LA (MLL)**

**Human Community: History, Ideology, Design**

This course will look at a variety of communities throughout history, how people came together, in what configuration and for what purpose. The nature and character of human community will be discussed, including such concepts as city, neighborhood, stewardship, and relationship. Study may focus on early city planning, monastic communities, utopian/millennial ideals, and modern suburbia. 3:0:3

**RE 324 LA (MLL)**

**The Hebrew Bible [Old Testament]**

An introduction to the Hebrew Bible, known to Christians as the Old Testament. The course will examine the historical, prophetic, liturgical and wisdom writings that comprise the Hebrew Bible, exploring each for its contribution to the larger narrative's presentation of God and humanity. This course will include a particular focus on the development, content and historical and contemporary application of the texts in the Jewish, Christian, and Islamic traditions. 3:0:3

**RE 325 LA (MLL)**

**The New Testament**

An introduction to the New Testament, a collection of writings assembled by the early Christian church as the second volume of scripture. The course will explore how, in gospels, historical narratives, and letters to faith communities, the New Testament tells the story of Jesus' life and death, and will examine its impact on the expanding community of those who believed Jesus to be the Christ. This course will examine the content, development and narrative unity of the New Testament, with particular focus on contemporary interpretations and understandings of the text. 3:0:3

**SO 141 LA (GE)****Introduction to Sociology**

An examination of the social processes and structures of society, with particular attention to American society. Reviews such topics as inter-personal interaction, culture, major social institutions, inequality, deviance, and social change. Also introduces methods used in sociological research. 3:0:3

**SO 208****Social Inequality**

An analysis of patterns of social and economic inequality in American society as well as societies in other times and places. Examines theories of the causes of inequality, the consequences of inequality for individuals and society, and the patterns and causes of social mobility. 3:0:3

**SO 210****Social Institutions**

PREREQUISITE: SO 141

An overview of major social institutions, such as education, family, religion, culture and media, science and health care, politics, and the economy. Discusses their historical development, modern forms, social functions, and the ways in which they relate to one another and shape individual lives. 3:0:3

**SO 220 (PS 220)****Ethical Issues in Social Sciences**

PREREQUISITE: An introductory social science course (i.e., SO 141, PS 101).

Considers the moral and ethical consequences of conducting social science research, disseminating the results, and implementing practices and policies based on those findings. Critically examines those questions and choices rising at each stage of the research process, and the results of those choices on relevant parties. 3:0:3

**SO 301 LA (LL) (PS 301)****Social Psychology**

A study of the impact of the real or imagined social environment on individuals; particular emphasis is placed on the role of social and cultural influences on individual's thoughts, feelings, and behaviors. 3:0:3

**SO 302 LA (MLL)****The Study of the Family**

A study of the family as a social institution and a social group in terms of cross-cultural, historical, and contemporary perspectives. Current controversies concerning male-female roles, sexual morality, reproduction and other issues are considered. 3:0:3

**SO 303 LA (LL)****Urban Sociology**

A study of the development of the city and of the social characteristics of urbanization, ecology, social processes, group relations, and selected urban problems. 3:0:3

**SO 304****Social Problems**

PREREQUISITES: SO 141

Review of major controversial issues facing modern societies, such as poverty, crime, deviance, sexuality, addiction, mental illness, prejudice, changing values, demographic pressures, surveillance, technology, terrorism and war, the provision of social services, and the balance between individual freedom and social responsibility. Special attention is given to global and cross-cultural context, and the causes, consequences, and potential public policy solutions for each issue. 3:0:3

**SO 306****Writing for Social Sciences**

PREREQUISITES: SO 141, or PS 101, or other introductory social science course; (SO 220 recommended), EN 105, EN 106, passing the WCT and 60 accumulated hours.

Course emphasizes translating social science jargon and research findings into clear and appropriate language for a variety of common consumers of social science results, including professional, practitioner, and lay audiences. Topics also include APA style, conducting a literature review and evaluating sources, balanced and complete presentation, and professional authorial voice. Common forms of social science writing, such as research proposals, data summaries, and research reports are introduced. This course will satisfy the EN 306 requirement for Sociology and Social Psychology majors. 3:0:3.

**SO 307 (PS 307)****Statistics for Social Sciences**

PREREQUISITES: MA 131 and an introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205)

Statistical methods are a primary tool for all of the social and behavioral sciences. This course introduces a wide variety of common statistical techniques and their conceptual bases, including: basic descriptive and inferential statistics, analyses of association and variance, effect sizes, and others in their parametric and nonparametric forms. It provides a background in the relevant theories of probability, sampling, and measurement. And the student will learn how to become a more discerning consumer of statistical information as well as gaining practical experience calculating these statistics by hand and computer. 3:0:3

**SO 308 (PS 308)****Principles of Social Research**

PREREQUISITE: An introductory social science class (i.e., SO 141, PS 101, CJ 100, or SW 205) and SO 307 or equivalent.

Surveys the range of quantitative (experiments, surveys, etc.) and qualitative (observations, interviews, etc.) methodologies commonly used in social scientific research. Critically examines issues related to formulating research questions, evaluating social scientific literature, sampling, measurement, design, analysis, interpretation, and communication of results. Involves completion of data analysis projects and a research proposal. 3:0:3

**SO 315 LA (LL)****Minority Group Relations**

An examination of the patterns and causes of prejudice and discrimination. Surveys the history and current status of groups in American society which have been subjected to discrimination based on race, ethnicity, sex or religion. 3:0:3

**SO 318****Military Sociology**

The military as a social institution, focusing on both the internal structure and practices of the military and its relation to other institutions (such as the government or the family), military leadership, policy issues and the role

of the military in diplomacy and international relations, and the social psychological effects on service members (including the differences between enlisted personnel and the officer corps), veterans, and their families and friends. And it analyzes the dynamic role of the military in a digital age with changing operational mandates. 3:0:3

**SO 325****Social Deviance**

Survey of major theories of deviance and social control. Analyzes specific behaviors and identities commonly regarded as deviant: violence, property crimes, drug use, mental illness, unconventional sexual behaviors, suicide and self-destructive behaviors, among others. Explores both official and informal responses to deviantized behaviors, including criminalization and stigmatization, and their cross-cultural variation. 3:0:3

**SO 326****Sociology of Conflict, War and Terror**

PREREQUISITE: SO 141 or instructor consent. Surveys the conditions under which conflicts arise, escalate, and are resolved or erupt into open hostility. Examines the social functions and consequences of warfare, including its relation to political, cultural, and economic concerns, and its affects on combatants. Traces the reasons for terrorism and its rise from the 20th century onward, including its connections to globalization and the global community. 3:0:3

**SO 327****Sociology of Mental Health and Illness**

Cross-cultural social history and analysis of mental health professions and psychiatric diagnoses, and an analysis of the politics and social control related to the labeling of mental illnesses. Topics include institutional and informal care-giving, effects of mental illness on family and friends, homelessness and substance abuse, effects of current mental health policies and trends, medicalization of deviance, and a social epidemiology of mental illness. 3:0:3

**SO 328****Sociology of Religion**

Sociological analysis of religious organizations, movements, and experiences with an emphasis on historical and cross-cultural comparisons. The course surveys both large-scale religious trends and demographic patterns and the social and cultural dimensions of individual religious feelings and behaviors. Topics include formal religious organizations, religious socialization, religious conflict, relations with other institutions, the worldwide rise of fundamentalisms, and the future of religion. 3:0:3

**SO 329****Sociology of the Life Course**

Examines the social aspects of aging from birth to death and the differences in our experiences due to age, historical period, and the cohort or generation to which we belong. Substantive topics include social psychological outcomes (such as self-esteem and stress), adolescence and identity formation, dating and family dynamics, occupational trajectories and retirement. Also examines the large scale effects of population aging trends and the effects of maturation of social relationships. 3:0:3

**SO 330****Sociology of Youth and Youth Cultures**

Focus on the social and cultural aspects of development from the onset of adolescence through young adulthood. Examines historical and cultural differences in the concept of "youth." Topics include the effects of family, friends, and the media on identity and personal decisions; dating and mating; school and work; popular culture, values, and consumerism; violence, delinquency, sex, and risk taking. 3:0:3

**SO 332****Dying, Death and Bereavement**

Examines the demographic, cultural, and social psychological aspects of dying, death, and the grieving process. Topics include cultural and individual attitudes toward death, the medicalization of death, associated institutions, end of life care, the social role of funerals, and various forms of death, such as old age and dying young, euthanasia, suicide, and genocide. 3:0:3

**SO 390****Topics in Sociology**

PREREQUISITE: SO 141.

Based each semester on a different subject area not otherwise available in the department. Recommended for any students desiring to broaden their knowledge base in the social sciences. 3:0:3

**SO 398****Junior Seminar**

Prerequisites: SO 141 and Junior Standing  
Designed to provide our majors with resources in career planning toward specific graduation goals. Facilitates preparation for the senior capstone, field placements, internships, and establishment of a successful work identity and goals. This class is not transferable from any other institution. 1:0:1

**SO 402****Independent Study in Sociology**

PREREQUISITES: Major or minor in sociology or human services, permission of the instructor, and SO 141.

An opportunity for the student to pursue an individual area of interest by directed readings or research, or both. This is not a substitute for standard course offerings. 3:0:3

**SO 403****Social Theory**

PREREQUISITE: SO 141.

Surveys the historical development of sociological theory, examines the nature of social theory and theory construction, and reviews the principal contemporary perspectives and debates in the field of social theory. 3:0:3

**SO 421****Organizational Sociology**

PREREQUISITES: SO 308 or equivalent, or instructor permission.

Study of the origins and operations of formal bureaucratic organizations, such as businesses, governments, prisons, and voluntary and service associations; their place in modern society; and their relations to one another and to individuals. Topics include major organizational theories, leadership, authority, task performance, communication, decision-making, and effectiveness. Focuses on the structural and cultural aspects of these organizations. 3:0:3

**SO 425**

**Sociology of Work and Professions**

PREREQUISITE: SO 308 or equivalent, or instructor permission.

Analysis of work in the United States and a global economy. Examines the division of labor, central and peripheral labor markets, occupational prestige and professionalization, work and identity, occupational mobility, formal work hierarchies and informal collegueship, socialization and work processes, types of occupations and professions, and the influences of large corporations and globalization. 3:0:3

**SO 451**

**Advanced Social Psychology**

PREREQUISITE: PS 301.

An in-depth survey of the major theoretical approaches in social psychology, including: social cognition, exchange theory, group dynamics, role theory, psychodynamics, symbolic interactionism, and social constructionism. The emphasis is on critical evaluation and practical application of each theory and major studies and findings are used as illustration. 3:0:3

**SO 455**

**Program and Policy Evaluation**

PREREQUISITE: SO 308 or equivalent.

Advanced survey of quantitative and qualitative methodologies used to evaluate organizational programs and policies. Covers all steps of the process, from value formation and goal setting, through research design, data collection, analysis and interpretation, and implementing data based program changes. 3:0:3

**SO 459**

**Survey Methodology**

PREREQUISITE: SO 308 or equivalent.

Advanced course in the design, implementation, and analysis of survey research. Topics include operationalizing concepts, scaling and measurement, multistage sampling, wording and ordering effects, and a number of statistical analysis techniques. It also introduces practical considerations regarding the time, cost, and method of survey implementation. 3:0:3

**SO 490**

**Special Topics in Sociology**

PREREQUISITE: SO 141.

Based on a different subject area not otherwise available in the department. Recommended for those planning to go on to graduate school. 3:0:3

**SO 496**

**Senior Project in Sociology**

This course involves research on a selected sociological problem and preparation of a major paper in the style of a professional journal article in sociology. The paper will include a problem statement, review of relevant theory and research, and presentation of research findings and analysis. Variable credit: 1-4 hours

**SO 498**

**Senior Capstone**

PREREQUISITE: SO 141 and Senior Standing.

This course serves as a senior capstone experience for students in their senior year. This course will include a comprehensive examination, a portfolio, and a major paper reflecting on the student's portfolio. There will also be lectures reviewing all issues designated in the student's degree program. The comprehensive examination will be worth 25% of the student's grade. The student will be able to take the comprehensive examination up to 3 times in a semester and the highest score will be used for their grade. This class is not transferable from any other institution. 2:0:2

## SS – Social Science

### SS 215

#### **Selected Topics in Social Science**

An in-depth examination of specific areas of the social sciences. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

### SS 315

#### **Special Topics in Social Science**

An in-depth examination of specific areas of the social sciences. May be repeated once for credit with a change in topic. Variable credit: 1-3 hours.

### SS 401

#### **Social Sciences Colloquium**

A seminar for juniors and seniors promoting understanding of selected contemporary problems from an inter-departmental perspective. Strongly recommended for all majors and minors within the division. May be repeated for credit. 1:0:1

## SU – Surveying

### SU 201

#### **Introduction to Surveying**

PREREQUISITE: MA 141.

Course will cover principles and methods of surveying; handling of survey equipment during transit; field work to include foundation layouts, grade calculations, level circuits, and profiling; and compilation of field notes. 3:0:3.

## SW – Social Work

### SW 205 LA (MGE)

#### **Introduction to Social Work**

This course introduces students to the profession of social work and provides an overview of the professional knowledge, skills, and values necessary for generalist social work practice. The various settings for social work practice and the types of services provided by social workers are explored. 3:0:3

### SW 305

#### **Human Behavior in the Social Environment I**

PREREQUISITE: Admission to the Social Work program.

This course examines the interplay of biological, psychological, social and cultural factors which influence human behavior and human development through the life cycle. This course, which is the first in a sequence of two courses, focuses on the period of infancy to young adulthood. Attention is given to the impact of social and economic deprivation on human development. 3:0:3

### SW 310

#### **Social Work Practice I: Individuals and Families**

PREREQUISITE: Admission to the Social Work program.

This course provides the foundation for beginning social work practice with individuals and their families. It focuses on the theories, knowledge, practice skills needed to engage in a problem solving process, and the ethical framework within which this process occurs. 3:0:3.

### SW 320

#### **Social Work Practice II: Groups**

PREREQUISITE: Admission to the Social Work program.

This course introduces knowledge and skills needed for beginning practice with groups. This includes exploration of the dynamics of group processes and the use of group interventions to address a wide range of human needs. 3:0:3

**SW 325 LA (MLL)****Human Diversity and Social Justice**

This course provides a foundation of knowledge for more effective social work practice with a diversity of individuals and groups. It explores the background, world view and special needs of groups which vary in such respects as race and ethnicity, religion, gender, disability, sexual orientation, and age. 3:0:3

**SW 330 LA (MLL)****Social Welfare Policy and Programs**

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 methods by which social policies might be influenced to better meet human needs and promote social justice. 3:0:3

**SW 335****Social Work Research**

PREREQUISITE: Admission to the Social Work program.

This course introduces basic methods of social research, including various aspects of research design, data collection, analysis, and reporting of findings. It examines both qualitative and quantitative research methods, and explores the application of social research knowledge to critical assessment of published social work research and evaluation of social work interventions and programs. 3:0:3

**SW 405****Human Behavior and Social Environment II**

PREREQUISITE: Admission to the Social Work program.

This is the second sequential course which examines on the interplay of biological, psychological, social, and cultural factors which influence human behavior and human development through the life cycle. An understanding of these influences provides a foundation from which to better understand and work with a diversity of clients. This course focuses on the period of middle adulthood to old age. 3:0:3

**SW 410****Social Work Practice III: Organizations and Communities**

PREREQUISITE: Admission to the Social Work program.

This course introduces students to knowledge and skills for social work practice with organizations and communities. This 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 includes an introduction to community change strategies and methods of advocacy. 3:0:3

**SW 420****Field Instruction I**

CO-REQUISITES: SW 310, concurrent enrollment in SW 421, and permission of the instructor. This course provides an educationally-oriented practice experience in an agency setting under the supervision of an approved agency-based field instructor. It provides an opportunity for students to apply the knowledge, skills, and ethical principles presented in the classroom setting. Students must complete a minimum of 225 hours in the practicum setting. 5 credits.

**SW 421****Field Instruction II**

PREREQUISITES: SW 310, Social Work Major, and permission of the instructor.

CO-REQUISITE: SW 420.

The aim of the seminar is to provide students an opportunity to resolve issues encountered in the Field Instruction through sharing and interaction with peers under the direction of the field instructor. Through analysis of their field experiences, students understanding and integration of previous classroom learning is enhanced. 1:0:1

**SW 430****Field Instruction II**

PREREQUISITES: SW 310, SW 420, SW 421, Social Work Major, and permission of the instructor. Concurrent enrollment in SW 431 required.

CO-REQUISITES: SW 320 and SW 410.

As the second in a sequence of two supervised learning experiences in an agency setting, it

## SW – Social Work (continued)

is expected that the student will engage in more in-depth practice and learning, and will strengthen a sense of personal identity as a social work professional. Students must complete a minimum of 225 hours in the practicum setting. 5 credits.

### SW 431

#### Field Instruction Seminar II

PREREQUISITES: SW 420, SW 421, Social Work Major, and permission of the instructor.

CO-REQUISITE: SW 430.

Integrates agency-based learning in the second Field Instruction placement with classroom-based learning. 1:0:1

### SW 450

#### Special Topics in Social Work

Specialized study of a particular subject in social work, not otherwise available in the department. May be repeated for credit when topics are changed. Variable Credit: 1-3 hours.

## TH – Theatre

### TH 100 LA (GE)

#### Introduction to Theatre

A survey of all the elements (critical, historic, practical, artistic) contributing to the making of theatre presentations. 3:0:3

### TH 101 LA (GE)

#### Basic Principles of Acting

A practical exploration of the basic principles of acting and its application to all forms of expression. Open to all students. 1:2:3

### TH 105 LA (MGE)

#### Oral Communication

A study of the basic skills in breathing, vocal control, diction, and articulation as applied to the public presentation of the following literary forms: poetry, prose, drama, reader's theatre and choral reading. Selections used as performance options include authors from a wide variety of ethnic and national origins. Open to all students. 1:2:3

### TH 110

#### Freshman Theatre Practicum

PREREQUISITE: permission of department chair. A practical apprenticeship in the techniques of the theatre: participation in crew work and acting in theatre productions. Variable credit: 1-3 hours.

### TH 115

#### Technical Theatre Production

Theory and practice of the technical elements involved in theatrical presentation: stagecraft, lighting, sound, costume, and make-up. Special emphasis is given to the practical needs of teachers and religious and community theatre enthusiasts. Open to all students. 3:0:3

### TH 201

#### Voice and Speech

PREREQUISITE: Permission of department chair. This course will cover the mechanics of Standard American English with an eye to giving the student the tools to rid him/herself of regional dialects and to confidently master articulation skills as they apply to the crafts of acting and public speaking. The course will also concern itself with finding one's own "natural" speaking voice and how to maintain vocal freedom and power in performance. 3:0:3

### TH 210

#### Sophomore Theatre Practicum

PREREQUISITE: Permission of department chair. Practical experience in the techniques of theatre: participation in crew work and acting in theatre productions. Variable credit: 1-3 hours.

**TH 216****Directing I**

A study of the function of the director and basic theories of composition, picturization, and movement. Development of practical skills as directors through classroom discussion and the direction of scenes. Assembly of a complete director's script for a final project. Open to all students. 1:2:3

**TH 217****Design I**

Introduction to the theory and practice of scenic and lighting design. Open to all students. 1:2:3

**TH 301****Acting Workshop I**

Concentrated application of the craft and techniques of acting. Emphasis is on concentration, character study and motivation, and the strengthening of ensemble interaction between actors as characters through improvisation exercises and rehearsal and performance of partnered scenes. 1:2:3

**TH 302 LA (MLL)****Creative Drama**

Theory and practice of the use of creative drama as an alternative teaching/learning tool and as a support technique in working with diverse-needs populations and age groups—such as drama in education for curricular and language skill enhancement; drama as self-esteem, social interaction, and coordination building tools; and drama in therapy. Includes off-campus workshop opportunities in area schools. Especially recommended for Education, Communications, Psychology, and Social Work majors and recreation leaders. 1:2:3

**TH 305****Acting Workshop II: Dialects, Accents and Professional Auditioning**

A semester of intensive monologue training in which the first half is devoted to ear training in a variety of regional American dialects and foreign accents and class performances of monologues that utilize those dialects and accents. The second half focuses on professional audition expectations and the preparation and public performance of two contrasting monologues suitable for a professional theatrical audition. Open to all students. 1:2:3

**TH 306 LA (MLL)****Acting Beyond Prejudice**

An acting course designed to specifically address issues of prejudice and discrimination through dialogue, improvisation, and script-building, ultimately culminating in several on-campus performances that will be open to the public, with the additional possibility of off-campus touring performances to local schools. 1:5:3

**TH 307 LA (LL)****History and Literature of Theatre I**

A survey of world theatre and specific movements and representative dramatic literature from its beginnings in primitive times until the beginning of the modern period in the 1800s. 3:0:3

**TH 308 LA (LL)****History and Literature of Theatre II**

A survey of world theatre and specific movements and representative dramatic literature from the beginnings of the modern period in the 1800s to the present. 3:0:3

**TH 310****Junior Theatre Practicum**

PREREQUISITE: Permission of department chair. Practical experience in the techniques of theatre, designed as an extension of the lower division practicum's in theatre. Emphasis is on more advanced techniques acting in major roles, heading production crews and management supervisory work. Variable credit: 1-3 hours.

**TH 316****Directing II**

PREREQUISITE: TH 216.

Advanced study in directing techniques. Each student must direct a one-act play. 1:2:3

**TH 317****Design II**

PREREQUISITE: TH 217.

A course designed to assist the student in developing proficiency as a designer of scenery and lighting through research, classroom discussion, and design projects. 1:2:3

**TH 400**

**Special Topics in Theatre**

Study and research of topics of special interest to students as further exploration of finite areas projected in preceding courses. May be repeated for a maximum of 6 hours. Variable credit: 1-3 hours.

**TH 410**

**Senior Theatre Practicum**

PREREQUISITE: Permission of department chair. Practical experience in the techniques of theatre, designed as an extension of the lower division practicum in theatre. Emphasis is on the assumption of a major departmental responsibility such as play direction, stage management of an intricate production, set, costume or lighting design and execution of a major production, etc. Variable credit: 1-3 hours.

**TH 490**

**Theatre Internship**

PREREQUISITES: Junior or senior standing and permission of department chair. Provides the opportunity for theatre students to gain credit for professional work with various resident theatre companies in the Kansas City area. Variable credit: 1-6 hours.

**TH 495**

**Senior Project (Capstone Course)**

The preparation and presentation of a culminating creative experience in acting, directing, or design.



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A black and white photograph of the Park University clock tower, a multi-story building with a prominent clock face and a pointed roof. In the foreground, two flags are flying on tall poles: the United States flag on the left and the Park University flag on the right. The university flag features a circular emblem with the text 'PARK UNIVERSITY' and 'FOUNDED 1875'. The clock tower is partially obscured by the flags and a large tree in the lower right corner.

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SPECIAL ASSISTANT FOR ADMINISTRATION

## Full-Time Faculty

### A

#### **Josephine Agnew-Talley**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Education. B.A. Fort Hays State University, 1970; M.A. Northern Arizona University, 1985; Ed.D., Northern Arizona University, 1988. (2006)

#### **Joan Aitken**

##### **(Parkville Daytime Campus Center)**

Professor of Communications. B.A., Michigan State University, 1969; M.A., University of Arkansas, 1971; Ed.D., University of Arkansas, Higher Education Administration, 1985 ; M.A., University of Missouri-Kansas City, 2007. (2005)

#### **Carolyn Anderson**

##### **(Parkville Daytime Campus Center)**

Professor of Mathematics. B.S., Central Missouri State University, 1969; M.S. Central Missouri State University, 1971; M.Ed., Lesley University, 1989. (2000)

#### **Stephen Atkinson**

##### **(Parkville Daytime Campus Center)**

Associate Professor of English. B.A., Wesleyan University, 1972; Ph.D., Indiana University, 1979. (1994)

### B

#### **Gary Bachman**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Social Work. B.S., Kansas State University, 1975; M.S.W., University of Texas at Austin, 1982. (2003)

#### **Donna Bachmann**

##### **(Parkville Daytime Campus Center)**

Professor of Art. B.F.A., Kansas City Art Institute, 1970; M.A., University of Missouri-Kansas City, 1978; M.F.A., University of Missouri, 1995. (1986)

#### **Kay Barnes**

##### **(Hauptmann School for Public Affairs)**

Distinguished Professor of Public Leadership. B.S., University of Kansas, 1960; M.A., University of Missouri-Kansas City, 1971; M.P.A., University of Missouri-Kansas City, 1978. (2007)

#### **Stephen Bell**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Economics. B.A. University of Missouri-Rolla, 1976; M.A. University of Arkansas, 1977; Ph.D. University of Arkansas, 1981; J.D. University of Missouri-Kansas City, 1987. (2007)

#### **Betty Bennett**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Education. B.S., Central Missouri State University, 1970; M.Ed., University of Missouri-Kansas City, 1976; Ed. Specialist, University of Missouri-Kansas City, 1988. (2000)

#### **Thomas Bertoncino**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Athletic Training. B.S., Pittsburg State University, 1994; M.S., University of Kansas, 1999; E.S.E., University of Missouri-Kansas City, 2003. (1999)

#### **Kay Boehr**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Interior Design. A.A., Hesston College, 1973; B.A., Bethel College, 1975; M.A., Kansas State University, 1982. (2002)

#### **Beverly Bohn**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Computer Science. B.S.E., Northeast Missouri State University, 1966; M.A., Northeast Missouri State University, 1968. (1999)

#### **Virginia Brackett**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of English. B.S., University of Arkansas Medical Center, 1972; B.S. Missouri Southern State College, 1989; M.A., Pittsburg State University, 1991; Ph.D., University of Kansas, 1998. (2006)

#### **Ronald Brecke**

##### **(Parkville Daytime Campus Center)**

Professor of Political Science. B.S., University of Wisconsin-Stevens Point, 1977; M.A., Syracuse University, 1981; Ph.D., Syracuse University, 1983. (1982)

## Full-Time Faculty

### **Lisa Bunkowski** (Online Learning)

Assistant Professor of History. B.A., Emporia State University, 1986; M.A., Emporia State University, 1993; Ph.D., University of Kansas, 2003. (2005)

### **Erlan Burk** (Online Learning)

Assistant Professor of Computer Science. B.S., Brigham Young University, 1962; M.S., Arizona State University, 1969. (2004)

### **Douglas Burns** (Parkville Daytime Campus Center)

Associate Professor of Biology. B.A., University of Missouri, 1975; Ph.D., Vanderbilt University, 1981. (2006)

### **Silvia Giovanardi-Byer** (Parkville Daytime Campus Center)

Assistant Professor of Modern Languages. Laurea in Foreign Languages and Literatures, Università di Torino, Italy, 1990; M.A., University of North Carolina, 1997; Ph.D., University of North Carolina, 2008 (2004)

### **Beverley Byers-Pevitts** (Parkville Daytime Campus Center)

Professor of Communication Arts, English and Theatre. B.A., Kentucky Wesleyan College, 1961; M.A., Southern Illinois University, 1967; Ph.D., Southern Illinois University, 1980. (2001)

## C

### **Patricia Cardner** (Online Learning)

Assistant Professor of Psychology. B.A., Texas A&M 1991; M.Ed., Texas Tech University 1994; Ph.D., Sam Houston State University 2003. (2008)

### **Donna Hwa Choi** (Parkville Daytime Campus Center)

Assistant Professor of Early Childhood Education. B.S., Ewha Womans University (South Korea), 1986; M.A., Ewha Womans University (South Korea), 1989; Ph.D., University of Missouri—Kansas City, 2000. (2006)

### **Kenneth Christopher** (Parkville Daytime Campus Center)

Assistant Professor of Criminal Justice. B.S., University of Dayton, 1976; M.P.A., Florida International University, 1983; D.P.A., Nova Southeastern University, 1999. (2006)

### **John Cigas** (Parkville Daytime Campus Center)

Associate Professor of Computer Science. B.S., Rockhurst College, 1982; M.S., University of California, 1983; Ph.D., University of California, 1988. (2007)

### **Gregory D. Claycomb** (Parkville Daytime Campus Center)

Assistant Professor of Chemistry. B.S., University of New Mexico, 1997; Ph.D., Kansas State University, 2006. (2008)

### **Lora Cohn** (Parkville Daytime Campus Center)

Assistant Professor of Communication Arts, B.S. in Education, Northeast Missouri State University, 1986; M.A., University of Kansas, Lawrence, 1993; Ph.D., University of Kansas, Lawrence, 2005. (2005)

### **John Cookinham III** (Parkville Daytime Campus Center)

Assistant Professor of Accounting. B.S., University of Rhode Island, 1963; M.B.A., Indiana University, 1974. (2005)

### **Brian Cowley** (Parkville Daytime Campus Center)

Associate Professor of Psychology. B.S., Utah State University, 1987; M.S., Southern Illinois University at Carbondale, 1989; Ph.D., University of Kansas, 1998. (2003)

### **Rebecca Cox** (Parkville Daytime Campus Center)

Assistant Professor of Library Science. B.A., University of Missouri-Kansas City, 1992; M.A.L.S., University of Missouri-Columbia, 1995. (1996)

### **Darren Joseph Cunningham** (Parkville Daytime Campus Center)

Instructor of English as an International Language. B.A., Loyola Marymount University, 2000; M.A., Monterey Institute of International Studies, 2004. (2007)

## Full-Time Faculty

### D

**Amber Dailey-Hebert**
**(Parkville Daytime Campus Center)**

Associate Professor of Education. B.S., Texas A&M University, 1998; M.S., Texas A&M University, 1999; Ph.D., Cornell University, 2002. (2000)

**John Dean**
**(Parkville Daytime Campus Center)**

Assistant Professor of Computer Science. B.S., University of Kansas, 1985; M.S., University of Kansas, 1988. (1993, 2001)

**Kay S. Dennis**
**(Online Learning)**

Assistant Professor of Adult Education. B.S.N., University of Kentucky; M.S.N., East Carolina University; Ed.D., North Carolina State University. (2005)

**Laurie N. DiPadova-Stocks**
**(Hauptmann School for Public Affairs)**

Professor of Public Affairs. B.A., Mary Washington College of the University of Virginia, 1967; M.S., University of Utah, 1970; Ph.D., University of Albany, State University of New York, 1995. (2004)

**Emily Donnelly-Sallee**
**(Parkville Daytime Campus Center)**

Assistant Professor of English. B.A., William Jewell College 1999; M.A., University of Kansas-Lawrence, 2001; Ph.D., University of Kansas, 2008. (2005);

**Michael Droge**
**(Parkville Daytime Campus Center)**

Professor of Biology. B.A., University of Kansas, 1973; M.S., Texas Tech University, 1976; Ph.D., University of Texas, Medical Branch-Galveston, 1982. (2002)

### E

**LaDonna Ebright**
**(Parkville Daytime Campus Center)**

Assistant Professor of Education. B.A. Park College, 1980; M.S. University of Kansas, 1984. (2004)

**Anthony Erisman**
**(Parkville Daytime Campus Center)**

Instructor of Athletic Training. B.S., University of Kansas, 2002; MSED., University of Kansas, 2004. (2006)

**Mike Eskey**
**(Online Learning)**

Associate Professor of Criminal Justice B.S., University of Nebraska, 1975; M.S., Joint Military Intelligence College, 1994; M.A., University of Nebraska-Omaha, 1977; Ph.D., Florida State University, 1982. (2005)

### F

**Barbara Fields**
**(Parkville Daytime Campus Center)**

Assistant Professor of Education. B.A., Ottawa University, 1971; M.A., University of Missouri-Kansas City, 1984; Ed.S., University of Missouri-Kansas City, 1986; Ph.D., University of Missouri-Kansas City, 1991. (2007)

**Bartlett Finney**
**(Parkville Daytime Campus Center)**

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

**Michael Fitzmorris**
**(Parkville Daytime Campus Center)**

Assistant Professor of Business Administration. B.A., Lewis and Clark College, 1979; M.B.A., Thunderbird, American Graduate School of International Management, 1988. (1994)

**Sherry Fontaine**
**(Hauptmann School for Public Affairs)**

Associate Professor of Management/Healthcare/Non-Profit. B.A., Lehigh University, 1976; M.R.P., Cornell University, 1980; Ph.D., Cornell University, 1985. (2005)

## Full-Time Faculty

### David Fox

#### (Parkville Daytime Campus)

Assistant Professor of Geography. B.A., University of Missouri-Columbia, 1993; M.A., University of Missouri-Columbia, 2001. (2005).

## G

### Olga Ganzen

#### (Parkville Daytime Campus Center)

Associate Professor and Executive Director of International Affairs and International Education. M.A., The Leningrad State Institute of Culture, 1980; M.P.A., Park University, 1999, Ph.D., Union Institute and University 2007. (2001)

### Carol P. Getty

#### (Parkville Daytime Campus Center)

Associate Professor of Criminal Justice. B.A., Wellesley College, 1960; M.S., Arizona State University, 1978; Ph.D., University of Missouri-Kansas City, 2000. (1997)

### Roxanne Gonzales-Walker

#### (Parkville Daytime Campus Center)

Associate Professor of Education. B.S., University of Maryland, 1982; M.S., Creighton University, 1988; Ed.D., University of Massachusetts-Boston, 2003. (2005)

### Judy Greene

#### (Parkville Daytime Campus Center)

Assistant Professor of Education Literacy. B.G.S., University of Kansas, 1979; B.S.Ed., University of Kansas, 1985; B.G.S., University of Kansas, 1986; M.A., University of Missouri-Kansas City, 2002. (2004)

### Dennis Gresdo

#### (Metropolitan District of Washington Campus Centers)

Assistant Professor of Management. B.S., University of Nebraska at Omaha, 1971; M.A., Central Michigan University, 1976; M.A., University of Southern California, 1977. (1987)

## H

### Scott Hageman

#### (Parkville Daytime Campus Center)

Associate Professor of Geology/Geoscience. B.S., University of Kansas, 1991; M.S., University of Kansas, 1994. (1998)

### John Hamilton

#### (Parkville Daytime Campus Center)

Associate Professor of Criminal Justice. B.A., University of Kansas, 1975; M.P.A., University of Missouri-Kansas City, 1988; Ph.D., University of Missouri-Kansas City, 2004. (2003)

### Jeffrey Hartle

#### (Hauptmann School for Public Affairs)

Associate Professor of Disaster Emergency Management. B.S., University of Cincinnati, 1996; M.S., Central Missouri State University, 1997. (2006)

### Munir Hassan

#### (Parkville Daytime Campus Center)

Associate Professor of Finance. B.S., Dhaka University, 1982; B.S., Dhaka University, 1987; M.B.A., University of Nebraska, 1989; Ph.D., University of Nebraska, 1999. (2008)

### Gail Hennessy

#### (Parkville Daytime Campus Center)

Visiting Assistant Professor of Education. B.S., Missouri State University, 1973; M.A., University of Kansas, 1988. (2006)

### Edward Hight, III

#### (Parkville Daytime Campus Center)

Associate Professor of Education. B.E., Washburn University, 1990; M.S., University of Kansas, 1994; Ph.D., University of Missouri-Kansas City, 1998. (2000)

### Brian Hoffman

#### (Parkville Daytime Campus Center)

Professor of Biology/Mathematics. B.A., Park College, 1986; Ph.D., St. Louis University, 1996. (1995)

## Full-Time Faculty

### **Donna Howell**

#### **(Parkville Daytime Campus Center)**

Assistant Professor of Chemistry. B.S., Southern Oklahoma State University, 1991; Ph.D., Louisiana State University, 1999. (2007)

### **Wen-Jung Hsin**

#### **(Parkville Daytime Campus Center)**

Associate Professor of Computer Science. B.A., National Taiwan University, 1983; M.S., University of California at San Diego, 1985; Ph.D., University of Missouri-Kansas City, 1995. (1995, 2004)

## I

### **Stanislav Ioudenitch**

#### **(Parkville Daytime Campus Center)**

Associate Professor of Music. Studied at the Escuela Superior de Musica Reina Sofia in Madrid; International Piano Foundation, Cadenabbia, Italy; Cleveland Institute of Music. (2003)

## J

### **Andrew Johnson**

#### **(Parkville Daytime Campus Center)**

Professor of Psychology. B.A., Missouri Western State College, 1991; M.S., Kansas State University, 1993; Ph.D., Kansas State University, 1995. (1997)

### **John Jumara**

#### **(Hauptmann School for Public Affairs)**

Associate Professor of Management. B.A., University of Missouri-Kansas City, 1966; M.A., University of Missouri-Kansas City, 1969; Ph.D., University of Missouri, 2005. (1969, 1975)

## K

### **Robert Kao**

#### **(Parkville Daytime Campus Center)**

Visiting Assistant Professor of Finance. M.S., University of Nebraska, 1980; Ph.D., Texas A&M University, 1985. (2008)

### **Dimitri Karakitsos**

#### **(Hauptmann School for Public Affairs)**

Associate Professor of Management. B.S., University of Oregon, 1961; M.B.A., University of Oregon, 1969. (1974)

### **Kimberly Kasperbauer**

#### **(Parkville Daytime Campus Center)**

Assistant Professor of Middle and Secondary Education. B.A., Iowa State University, 1992. (2007)

### **Dennis Kerkman**

#### **(Parkville Daytime Campus Center)**

Associate Professor of Psychology. B.A., University of Kansas, 1974; M.S., University of Georgia, 1977; Ph.D., University of Kansas, 1987. (2003)

### **Masoom Khawaja**

#### **(Parkville Daytime Campus Center)**

Assistant Professor of Graphic Design. B.A., Punjab University, Pakistan, 1982; B.F.A., Punjab University, Pakistan, 1985; M.F.A., Punjab University, Pakistan, 1987; M.F.A., Savannah College of Art and Design, 2000. (2003)

### **Walter Kisthardt**

#### **(Parkville Daytime Campus Center)**

Associate Professor of Social Work. B.A., Elizabethtown College, 1975; M.S.W., University of Hawaii, 1983; Ph.D., University of Kansas, 1997. (2005)

### **Evelyn Knowles**

#### **(Parkville Daytime Campus Center)**

Assistant Professor of Interior Design. B.S., Kansas State University, 1975; M.A., Kansas State University, 1979; Ph.D., University of Oklahoma, 1993. (2005)

### **Nicolas Koudou**

#### **(Parkville Daytime Campus Center)**

Professor of Business Administration. B.A., University of Indianapolis, 1987; M.B.A., Butler University, 1989; Ph.D., Louisiana State University, 1998. (1998)

## L

**Jolene Lampton**  
**(Austin Campus Center)**

Assistant Professor of Management/Accounting. B.S.E., Truman State University, 1974; M.B.A., University of Missouri-St. Louis, 1994; Ph.D., St. Louis University, 2002. (2003)

**John Lofflin**  
**(Parkville Daytime Campus Center)**

Professor of Journalism/Photography. B.S., Baker University, 1970; M.A., University of Kansas, 1981. (1985)

**Kathy (Ehrig) Lofflin**  
**(Parkville Daytime Campus Center)**

Associate Professor of Education. B.A., Ottawa University, 1977; M.A., University of Missouri-Kansas City, 1985; Ph.D., University of Missouri-Kansas City, 1992. (1988)

**Denise Lowe**  
**(Parkville Daytime Campus Center)**

Visiting Instructor of Education. B.A., Northern Arizona University, 1994; M.S., National University, 1997. (2007)

## M

**Aldo R. Maldonado**  
**(Austin Campus Center)**

Assistant Professor of Mathematics. B.S., Chihuahua Institute of Technology, 1985; M.S., University of Texas at Dallas, 1994; Ph.D., University of Texas at Austin, 1998. (2002)

**B. Jean Mandernach**  
**(Online Learning)**

Associate Professor of Psychology. B.S., University of Nebraska-Kearney, 1995; M.S., Western Illinois University, 1997; Ph.D., University of Nebraska-Lincoln, 2001. (2001)

**Michael Martin**  
**(Parkville Daytime Campus Center)**

Assistant Professor of Business Administration. B.S., University of Missouri, 1969; M.B.A., Rockhurst College, 1986. (2002)

**Teresa Mason****(Metropolitan District of Washington Campus Centers)**

Assistant Professor of Psychology. B.A., George Mason University, 1992; M.A., George Mason University, 2001; Ph.D., George Mason University, 2007. (2003)

**Claudia McVicker**  
**(Parkville Daytime Campus Center)**

Assistant Professor of Literacy Education. B.S., Kansas State University, 1973; M.S., Fort Hays State University, 1989; Ph.D., Kansas State University, 2002. (2008)

**Margaret Ann Monahan**  
**(Parkville Daytime Campus Center)**

Associate Professor of Nursing. B.S.N., Northwest Missouri State University, 1978; M.S., University of Minnesota, 1985. (1993)

**Keith Moore**  
**(Park Accelerated Programs - KCA)**

Associate Professor of Economics. B.A., Park College, 1971; M.A., University of Missouri-Kansas City, 1974. (1977)

**marsha morgan**  
**(Parkville Daytime Campus Center)**

Associate Professor of Theatre. B.A., Indiana University, 1974; M.A., Indiana University, 1977. (1984)

## N

**J. Mark Noe**  
**(Parkville Daytime Campus Center)**

Professor of Communication Arts. B.A., University of Missouri-Kansas City, 1978; M.A., University of Missouri-Kansas City, 1980; Ph.D., University of Kansas, 1996. (1985)

**John Noren**  
**(Parkville Daytime Campus Center)**

Associate Professor of Sociology. B.A., Graceland University, 1969; M.S.W., University of Michigan, 1975; Ph.D., Michigan State University, 1990. (1997)

## Full-Time Faculty

### O

#### **Lolly Ockerstrom**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of English. B.A., Park College, 1973; M.A., Northeastern University, 1979; Ph.D., Northeastern University, 1997 (2004)

#### **Alphonso O. Ogbuehi**

##### **(Parkville Daytime Campus Center)**

Professor of Marketing and International Business. Dean, School of Business. B.S., University of Kentucky, 1980; M.B.A., University of Kentucky, 1983; D.B.A., University of Memphis, 1988. (2007)

#### **Dennis Okerstrom**

##### **(Parkville Daytime Campus Center)**

Associate Professor of English. B.A., Park College, 1974; M.A., University of Missouri-Kansas City, 1979; Ph.D., University of Missouri-Kansas City, 2003. (1988)

#### **Vincent O'Rourke, Jr.**

##### **(Hill AFB Campus Center)**

Assistant Professor of Management. B.S., University of Tampa, 1971; M.B.A., University of Utah, 1974; Ph.D., University of Utah, 1982. (2005)

#### **Deborah Osborne**

##### **(Parkville Daytime Campus Center)**

Associate Professor of English and Linguistics. B.A., Simon Fraser University, 1979; Ph.D., Simon Fraser University, 1990. (2003)

### P

#### **James F. Pasley**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Political Science. B.A., Southwestern University, 1993; M.S., Missouri State University, 1994; Ph.D., Louisiana State University, 1999. (2006)

#### **Kevin Payne**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Sociology. B.A., William Jewell College, 1993; M.A., University of Missouri-Columbia, 1997; Ph.D., University of Missouri-Columbia, 2003. (2005)

#### **Jutta Pegues**

##### **(Online Learning)**

Assistant Professor of History. B.A., University of Maryland, 1966; M.A., The Ohio State University, 1972; Ph.D., The Ohio State University, 1976. (2001)

#### **Thomas Peterman**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Library Science. A.A., Flint Junior College, 1964; B.S., Eastern Michigan University, 1965; M.A., Eastern Michigan University, 1968; Ph.D., Michigan State University, 1982; M.L.S., University of Missouri, 1993. (1990)

#### **W. Gregory Plumb**

##### **(Parkville Daytime Campus Center)**

Professor of Criminal Justice. B.A., University of Missouri-Columbia, 1973; J.D., University of Missouri-Columbia, 1975. (1990)

#### **James Todd Pogue**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Mathematics. B.S., University of Iowa, 1992; M.S., Northern Illinois University, 1996; Ph.D., Southern Illinois University, 2001. (2006)

### R

#### **Judith Richards**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Modern Language. B.A., Pomona College, 1969; M.A., University of Wisconsin, 1971; Ph.D., University of Kansas, 1994. (2002)

#### **Wendy Richardson**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Nursing. B.S., University of Kansas, 1995; M.S., University of Kansas, 2003. (2007)

#### **Serge Ryno**

##### **(Austin Campus Center)**

Assistant Professor of Management/Accounting. B.B.A., University of Houston, 1981; Master of Accountancy, Houston Baptist University, 1988; Ph.D., Our Lady of the Lake University, 2003. (2004)

## S

**Carol Sanders****(Parkville Daytime Campus Center)**

Associate Professor of Biology. B.S.E., University of Central Arkansas, 1970; M.S., University of Central Arkansas, 1975; Ph.D., University of Mississippi, 1984. (1999)

**Ben Sayevich****(Parkville Daytime Campus Center)**

Professor of Music. Churlonis School of Performing Arts, 1971; Tel Ma-Yelin School of Arts, 1977; New England Conservatory of Music, 1985; Artist Diploma, New England Conservatory of Music, 1987. (2006)

**Marthann Schulte****(Parkville Daytime Campus Center)**

Assistant Professor of Education. B.A., Ft. Hays State University, 1995; M.A. Ft. Hays State University, 1997; Ph.D., Kansas State University, 2002. (2005)

**G. Ann Schultis****(Parkville Daytime Campus Center)**

Associate Professor of Library System. B.A., Cornell College, 1973; M.A.L.S., University of Missouri, 1976; M.A. University of Texas-San Antonio, 1989. (1989)

**Linda Seybert****(Parkville Daytime Campus Center)**

Associate Professor of Education. B.A., Rockhurst University, 1976; M.A., University of Missouri-Kansas City, 1979; M.A., Special Education, University of Missouri-Kansas City, 1992; Ph.D., University of Kansas, 1998. (2003)

**Debra Sheffer****(Hauptmann School for Public Affairs)**

Assistant Professor of English. B.S.E., Central Missouri State University, 1980; M.A., Central Missouri State University, 1986. (1990)

**Mary Shriner****(Parkville Daytime Campus Center)**

Assistant Professor of Library Science. B.S., Emporia State Teacher's College, 1960; M.L.S., Emporia State University, 1991. (1996)

**James Singer****(Graduate Education)**

Director, Graduate Programs in Education. B.Ed., Washburn University, 1969; M.Ed., Washburn University, 1971; Ph.D., Kansas State University, 1978. (2005)

**Marietta Singer****(Parkville Daytime Campus Center)**

Visiting Assistant Professor of Education. B.S., Missouri Western State College; M.Ed., University of Nebraska; Ph.D., University of Nebraska. (2008)

**Charles Smith****(Parkville Daytime Campus Center)**

Associate Professor of Mathematics. B.A., William Jewel College, 1981; M.A., University of Kansas, 1983; Ph.D., University of Missouri-Kansas City, 2002. (1986)

**Peter Soule****(Parkville Daytime Campus Center)**

Professor of Economics. B.A., Park College, 1972; M.A., University of Oklahoma, 1975; M.A.P.A., University of Oklahoma, 1975; Ph.D., University of Oklahoma, 1988. (1991)

**W. Dees Stallings****(Online Learning)**

Assistant Professor of English. B.A., Virginia Military Institute, 1965; M.A., University of South Carolina, 1969; Ph.D., University of South Carolina, 1971. (2002)

**Martin Storey****(Parkville Daytime Campus Center)**

Assistant Professor of Music-Youth Conservatory for Music. Royal Academy of Music, London, England; New England Conservatory, Boston-Fulbright Scholar. (2006)

**Rebekkah Stuteville****(Hauptmann School for Public Affairs)**

Assistant Professor of Public Administration. B.A., University of Missouri-Kansas City, 1991; M.A., University of Missouri-Kansas City, 1997; Ph.D., University of Missouri-Kansas City, 2004. (2008)

## Full-Time Faculty

### T

#### **James Taulman**

##### **(Parkville Daytime Campus)**

Assistant Professor of Biology. B.A., University of Texas, 1970; B.S., University of Texas, 1972; M.S., Central Washington University, 1975; Ph.D., University of Arkansas, 1997. (2008)

#### **Cathy Taylor**

##### **(Online Learning)**

Assistant Professor of Management. B.A., Wesleyan College, 1993; J.D., University of Georgia, 1996. (2007)

#### **Guillermo Tonsmann**

##### **(Austin Campus Center)**

Associate Professor of Computer Science. B.S., Universidad de Nacional de Ingenieria, 1984; M.A., Potchefstroom University, 1993; B.S. University of South Africa, 1995; Ph.D., Louisiana State University, 2001. (2007)

### V

#### **William Venable**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Business/Management. B.S., University of Kansas, 1981; M.B.A., Rockhurst College, 1984; M.P.A., University of Missouri—Kansas-City, 2006. (2006)

#### **F. Kathleen Vinlove**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Economics. B.A., University of Missouri-Kansas City, 1982; Ph.D., Kansas State University, 1991. (2003)

### W

#### **Gerry Walker**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Nursing. B.S.N., Missouri Western State College, 1991; M.S.N., Valparaiso University, 1996. (2002)

#### **Timothy Westcott**

##### **(Parkville Daytime Campus Center)**

Associate Professor of History. B.A., Avila College, 1988; M.A., University of Missouri-Kansas City, 1994; Ph.D., The Union Institute, 2002. (1999)

#### **Cynthia Williams**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of English. B.A., Southwest Missouri State University, 1982; M.A., University of Texas, 1989. (1998)

#### **Don Williams**

##### **(Parkville Daytime Campus Center)**

Associate Professor of Biology. B.A., Kansas Wesleyan University, 1970; M.A., Western State College, 1978; Ed.D., Ball State University, 1998. (2003)

#### **Amy Wolf**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Education. B.A., University of Missouri, 1991; M.A., University of Missouri, 1994; Ph.D., University of Missouri—Kansas City, 2006. (2006)

#### **Jane Wood**

##### **(Parkville Daytime Campus Center)**

Associate Professor of English. B.A., University of Missouri, 1989; M.A., University of Kansas, 1992; Ph.D., University of Kansas, 1999. (2006)

### Y

#### **David Yates**

##### **(Parkville Daytime Campus Center)**

Instructor of Chemistry/Physics. Science Lab Coordinator. B.S., Missouri Southern State College, 1970; M.S., Central Missouri State University, 1976; B.A., Park College, 1992. (2003)

#### **Jon Young**

##### **(Parkville Daytime Campus Center)**

Assistant Professor of Theatre. B.F.A., The University of Kansas-Lawrence, 1998; M.F.A., The University of Missouri-Kansas City, 2002. (2005)

**Steven Youngblood**

**(Parkville Daytime Campus Center)**

Associate Professor of Communication Arts.

B.S., University of Kansas, 1983; M.A., Kansas State University, 1996. (1997)

**Z**

**Thimios Zaharopoulos**

**(Parkville Daytime Campus Center)**

Professor of Communication Arts. B.S., Southern Illinois University, 1979; M.A., Southern Illinois University, 1981; Ph.D., Southern Illinois University, 1985. (2005)

**Heather Zeng**

**(Parkville Daytime Campus Center)**

Assistant Professor of Psychology. B.A., Loyola University, 1990; M.S., Troy State University, 1994; Ph.D., Colorado State University, 2000. (2007)

## Endowed Chairs and Professorships

**George S. Park**

Department of (Biblical History and Practical)  
Christian Training

**George S. Park**

Department of Natural and Applied Sciences

**Mrs. George S. Park**

Department of History

**William E. Guy**

Department of English Language and  
Literature

**Benjamin S. Brown**

Professorship of (Mental and Moral)  
Philosophy

**Russell Sage**

Professorship (Name and application to  
be made by the Board of Trustees of Park  
University)

**Katherine Adams Wells**

Teaching Foundation (not Specified)

**Findlay**

Chair of Science

**J. Malcolm Good**

Professorship and Endowed Chair of  
Mathematics

**Mary Barlow**

Professorship of English and Literature

## Applied Music Faculty

**Tatiana Ioudenitch - Piano**

(Parkville Daytime Campus Center)

Instructor of Music. M.A., Piano, Saratov State  
Conservatory, Russia.

**Curtis P. Oberle - Guitar**

(Parkville Daytime Campus Center)

Instructor of Music. B.M., Kansas State  
University, 1995; M.M., Kansas State  
University, 2002.

**Robert Pevitts**

(Parkville Daytime Campus Center)

Executive Director, The International Center  
for Music. B.A., St. Mary's University of  
Minnesota, 1963; M.A., Southern Illinois  
University, 1967; Ph.D., Southern Illinois  
University, Carbondale, 1980.

**Gregory Sandomirsky - Violin**

(Parkville Daytime Campus Center)

Instructor of Music. M.A., Violin, Odessa  
Conservatory, Russia.

**Robert Lamar Sims - Voice/Piano  
for Non-Majors**

(Parkville Daytime Campus Center)

Instructor of Music. B.M., University of  
Maryland, 1984; M.M., University of  
Maryland, 1989.

**Marina Sultanova - Piano**

(Parkville Daytime Campus Center)

Instructor of Music. M.A., Piano, Tashkent  
Conservatory, Uzbekistan; D.M.A., Moscow  
Conservatory, Russia.

**John Schaeffer - Organ**

(Parkville Daytime Campus Center)

Lecturer of Organ and College Organist. B.M.,  
Ohio State University, 1964; S.M.M., Union  
Theological Seminary, 1966.

## Emerati Faculty

**Albert Dusing, M.A.**

**Jeffrey Glauner, Ph.D.**

**Edythe Grant, Ph.D.**

**Dorothy May, Ph.D.**

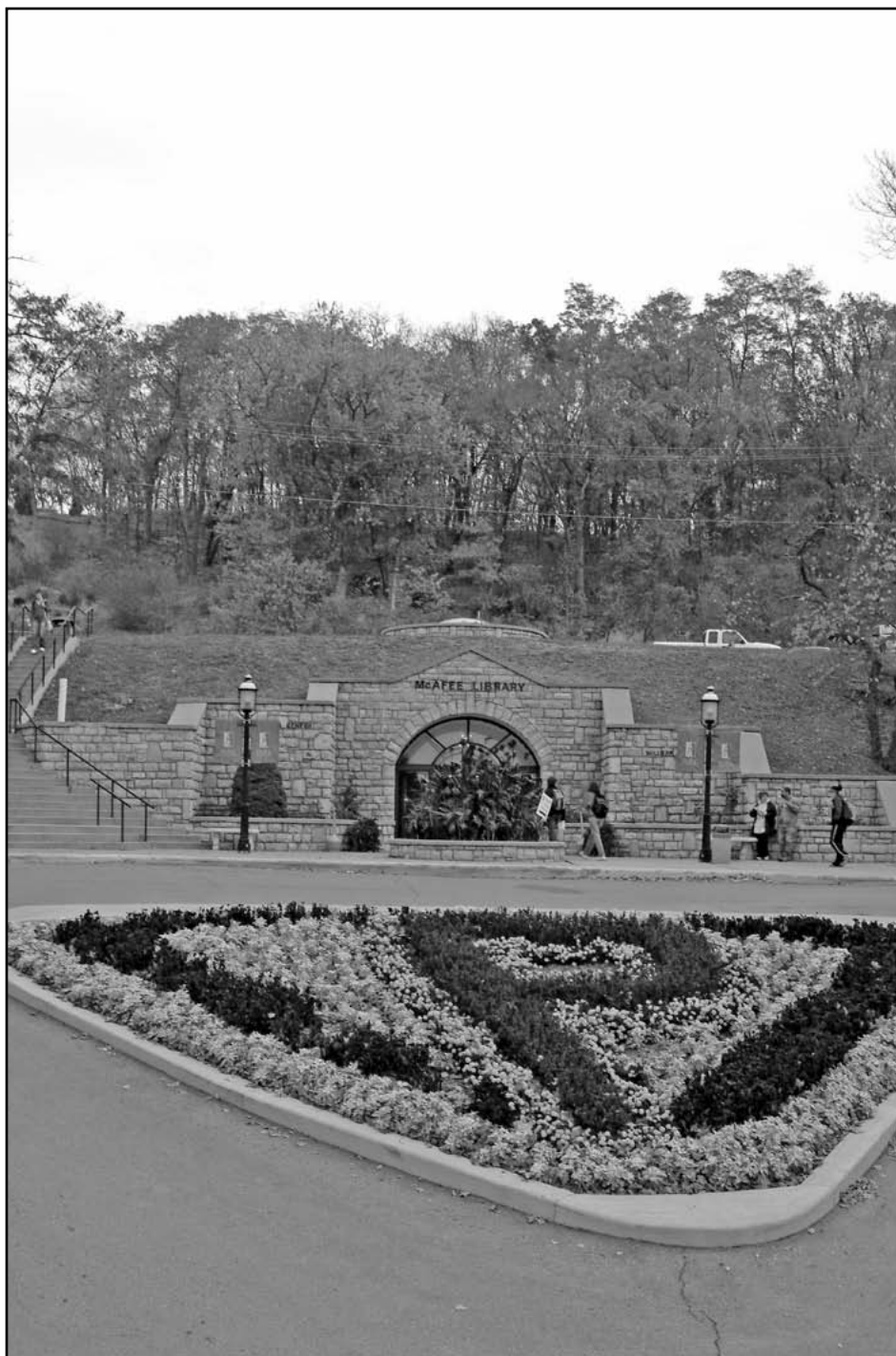
**William Pivonka, Ph.D.**

**David Quemada, M.A.**

**Harold Smith, Ph.D.**

**Blanche Sosland, Ph.D.**

**Daley Walker, M.A.**



State Specific Refund and Tuition Recovery Policies

California

Student Tuition Recovery Fund

The Student Tuition Recovery Fund (STRF) was established by the legislature to protect any California resident who attends a private postsecondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing; failing to live up to its enrollment agreement; or refusing to pay a court judgment.

To be eligible, you must be a “California resident” and reside in California at the time of the enrollment is signed or when you received lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a “California resident.”

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the council that the school is closed. If you do not receive notice from the council, you have four years from the date of closure to file a STRF application. If a judgment is obtained, you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary and Vocational Education, 1625 10th Street, Fourth Floor, Sacramento, CA 95814, (916) 445-3427.

Georgia

Georgia requires that the amount of monies kept by the University be itemized and that not over \$150.00 be retained for Administrative costs. The current Park University refund table will apply with the following distribution of funds for an 8-week term.

Student Refund

4 days	5%
8 days	10%
2 weeks	25%
3 weeks	50%
4 weeks	50%
5 weeks	0%

North Dakota

Park University Refund Calculation Schedule  
(On-site classes only)

	8 week term	9 week term
7 Days	90%	90%
14 Days	75%	
16 Days		75%
28 Days	50%	
29 Days	0%	
31 Days		50%
32 Days		0%

- PELL/GSL: 25% of tuition due at registration first term each year the student uses student aid with Park University. The student is accountable for any debit posted to his/her account upon disbursement of financial aid.
- DOD: Must have completed 1556 with obligating signature.
- Pay at registration (PAR): All tuition is due at registration for students not receiving above funding.

**A**

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## GOALS

- Enhance the Image and Identity of Park University
- Ensure Academic Excellence
- Ensure Excellence in Student Services
- Ensure that Park University Functions as One University

## OUR MISSION

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

## OUR VISION

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

## CORE VALUES

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

### OFFICE OF ADMISSIONS

(816) 584-6215 • (800) 745-PARK (7275)

fax (816) 741-4462

[admissions@park.edu](mailto:admissions@park.edu)



**PARK**  
UNIVERSITY SM

8700 N.W. River Park Drive • Parkville, MO 64152-3795

[www.park.edu](http://www.park.edu)