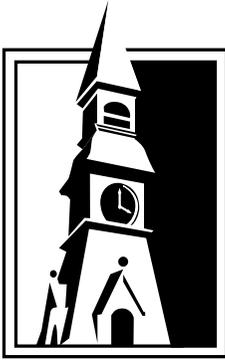


PARK UNIVERSITYSM
2011 – 2012
UNDERGRADUATE CATALOG



PARK
UNIVERSITY SM

2011 - 2012

UNDERGRADUATE CATALOG

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

PARK DISTANCE LEARNING

8700 N.W. River Park Drive

Parkville, MO 64152-3795

(816) 741-2000

(800) 745-PARK

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.

Certified true and correct as to content and policy.

A handwritten signature in black ink that reads "Michael H. Droge". The signature is written in a cursive, flowing style.

Michael H. Droge, Ph.D.
President, Park University

LETTER FROM THE PRESIDENT



PARK
UNIVERSITYSM



Dear Student,

Welcome to Park University and to the 2011-12 academic year. This year, Park is celebrating its 136th year in higher education. Our proud heritage began in 1875 in Parkville, Mo., with only a handful of students. Park now enrolls more than 24,000 students worldwide at one of our 40 campus centers and online.

Park is a highly recognized and respected leader in higher education that embraces innovative academic programs which are steeped in the liberal arts tradition. Students at Park are offered a range of widely diverse undergraduate and graduate degrees and certificate programs taught by outstanding faculty who are dedicated to the success of their students.

In addition to the exceptional classroom experiences, I encourage you to also take advantage of the many other scholastic and social opportunities available to you throughout this 2011-12 academic year.

Thank you for selecting Park University for your higher learning education. Your accomplishment as a student is a priority to Park's faculty and staff, and to me. Our goal is to encourage and support you as you prepare to respond to and influence our future with knowledge, leadership and a global perspective.

I look forward to an exciting 2011-12 academic year and what we will accomplish together.

Kindest regards,

A handwritten signature in black ink that reads "Michael H. Droge". The signature is written in a cursive, flowing style.

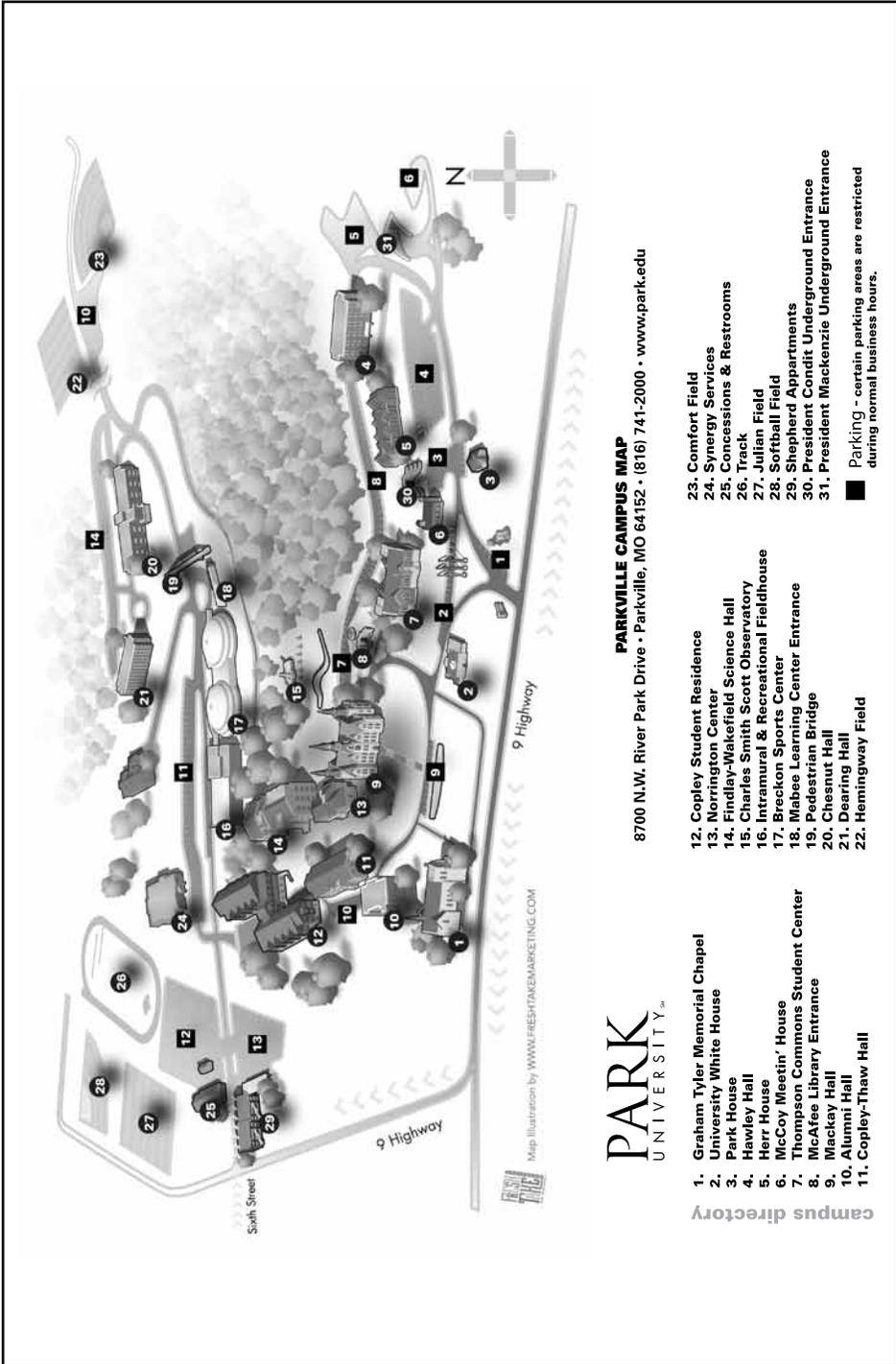
Michael H. Droge, Ph.D.
President

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Maps - Parkville Campus Map



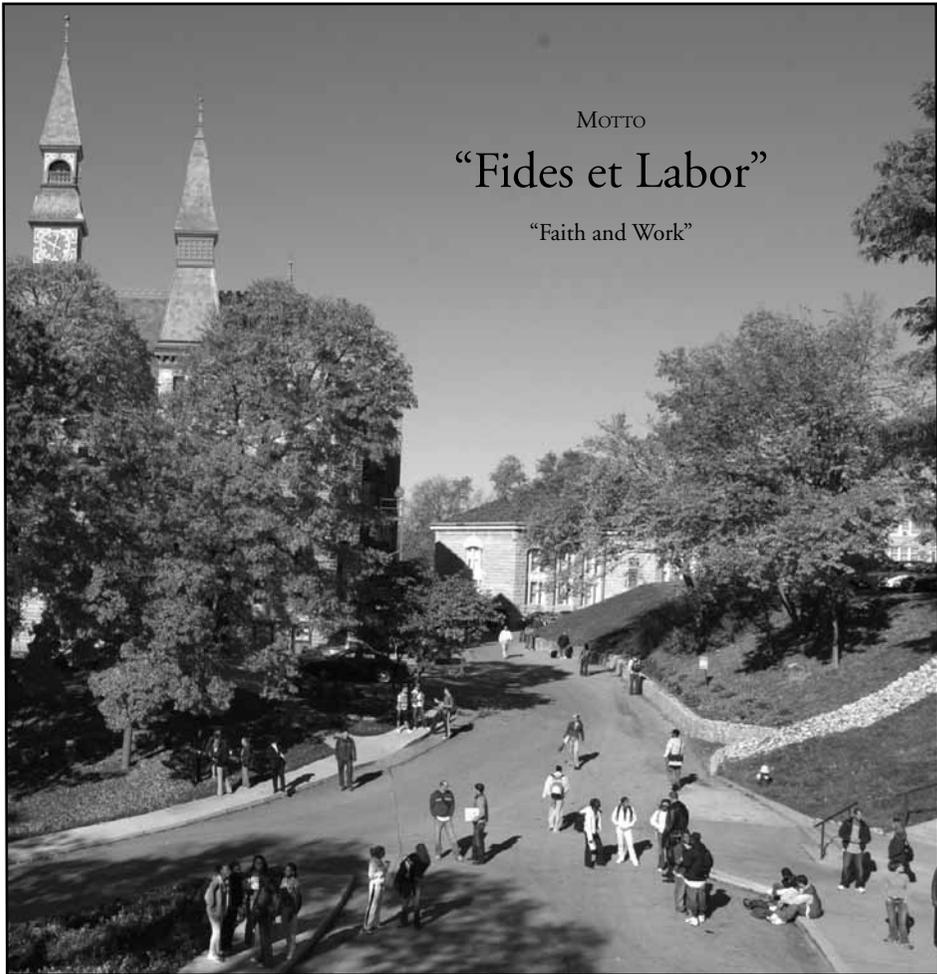
PARKVILLE CAMPUS MAP
 8700 N.W. River Park Drive • Parkville, MO 64152 • (816) 741-2000 • www.park.edu

- campus directory**
1. Graham Tyler Memorial Chapel
 2. University White House
 3. Park House
 4. Hawley Hall
 5. Herr House
 6. McCoy Meatin' House
 7. Thompson Commons Student Center
 8. McAfee Library Entrance
 9. Mackay Hall
 10. Alumni Hall
 11. Copley-Thaw Hall

12. Copley Student Residence
 13. Norrington Center
 14. Findlay-Waterfield Science Hall
 15. Charles Smith Scott Observatory
 16. Intramural & Recreational Fieldhouse
 17. Breckon Sports Center
 18. Mabee Learning Center Entrance
 19. Pedestrian Bridge
 20. Chesnut Hall
 21. Dearing Hall
 22. Hemingway Field
 23. Comfort Field
 24. Synergy Services
 25. Concessions & Restrooms
 26. Track
 27. Julian Field
 28. Softball Field
 29. Shepherd Apartments
 30. President Condit Underground Entrance
 31. President Mackenzie Underground Entrance
- Parking - certain parking areas are restricted during normal business hours.

Map Illustration by WWW.FRESHFACEMARKETING.COM

Mission, Vision, History and Affiliations



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. School of Business is in candidacy status with ACBSP (the Accreditation Council for Business Schools and Programs). 11520 West 119th Street, Overland Park, KS 66213 (913-339-9356).

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

STATE AUTHORIZATIONS

Tennessee

Park University Campus Center at Millington NSA is authorized by the Tennessee Higher Education Commission. 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. Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, (615) 741-5293.

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.

Virginia

Park University is certified to operate by the State Council of Higher Education of Virginia (SCHEV). If a student complaint cannot be resolved after exhausting the institution's grievance procedure (and by doing so the student under no circumstances will suffer any adverse actions by Park University) the student may contact SCHEV as a last resort.

State Council of Higher Education of Virginia
101 North 14th Street 9th Floor
Richmond, VA 23219

Washington

Park University at Fairchild AFB is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Park University to offer the following degree programs:

- Associate of Science in Information and Computer Science
- Bachelor of Science in Information and Computer Science
- Associate of Science in Criminal Justice Administration
- Bachelor of Science in Criminal Justice Administration
- Associate of Science in Management
- Bachelor of Science in Management
- Associate of Science in Management/Accounting
- Bachelor of Science in Management/Accounting
- Bachelor of Science in Management/Computer Information Systems
- Bachelor of Science in Management/Health Care
- Bachelor of Science in Management/Human Resources
- Associate of Science in Management/Logistics
- Bachelor of Science in Management/Logistics
- Bachelor of Science in Management/Marketing
- Associate of Science in Social Psychology
- Bachelor of Science in Social Psychology

Authorization by the HECB does not carry with it an endorsement by the board of the institutions or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

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 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
- 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
- Association for Continuing Higher Education

- 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
- Association of Collegiate Business Schools and Programs
- American Association for Adult and Continuing Education

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



Colleges and Schools

ORGANIZATION OF ACADEMIC PROGRAMS

The curriculum of Park University is organized and administered through one college and five schools.

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

PARK DISTANCE LEARNING

- Park Extended Learning
- Park Online

JANE WOOD, PH.D.

Interim Dean, College of Liberal Arts and Sciences

KEN CHRISTOPHER, D.P.A.

Assistant 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

SUZANNE BARRETT, M.S.

Assistant Professor of Library Science

KAY BOEHR, M.ARCH.

Associate Professor of Interior Design

VIRGINIA BRACKETT, PH.D.

Associate 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

EMILY DONNELLI-SALLEE, PH.D.

Assistant Professor of English

GAVIN HARPER, M.A.

Instructor of English

STANISLAV IOUDENITCH

Associate Professor of Music

JOHN LOFFLIN, M.A.

Professor of Journalism

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

MARI JANE PEAK, M.F.A.

Instructor of Theatre

JUDITH RICHARDS, PH.D.

Associate Professor of Modern Languages

BEN SAYEVICH

Professor of Music

ANN G. SCHULTIS, M.A.

Assistant Professor of Library Science

BRIAN SHAWVER, M.F.A.

Assistant Professor of English

MARY SHRINER, M.L.S.

Assistant Professor of Library Science

ANDREA SOUTHARD, PH.D.

Instructor of Theatre

WALTON DEES STALLINGS, PH.D.

Assistant Professor of English

DANIEL VEIS

Visiting Assistant Professor of Music

JANE WOOD, PH.D.

Associate Professor of English

STEVEN YOUNGBLOOD, M.S.

Associate Professor of Communication Arts

THIMIOS ZAHAROPOULOS, PH.D.

Professor of Communication Arts

Degrees Offered - School of Arts and Humanities

BACHELOR OF ARTS (B.A.)

COMMUNICATION ARTS

Parkville Daytime Campus Center

ENGLISH

Parkville Daytime Campus Center

FINE ART

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

BACHELOR OF FINE ART (B.F.A.)

INTERIOR DESIGN

Parkville Daytime Campus Center

BACHELOR OF MUSIC (B.M.)

MUSIC

Parkville Daytime Campus Center

BACHELOR OF SCIENCE (B.S.)

GRAPHIC DESIGN

Parkville Daytime Campus Center

INTERDISCIPLINARY STUDIES

Parkville Daytime Campus Center

Park Accelerated Programs - KC Area

Park Extended Learning

Park Online



JANE WOOD, PH.D.

Interim Dean, College of Liberal Arts and Sciences

KEN CHRISTOPHER, D.P.A.

Assistant 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

BONNIE ALSBURY, M.S.N.

Assistant Professor of Nursing

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

GREGORY D. CLAYCOMB, PH.D.

Assistant Professor of Chemistry

JOHN DEAN, M.S.

Assistant Professor of Computer Science

DANIEL DONALDSON, PH.D.

Associate Professor of Geography

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

DINCER GULER, PH.D.

Assistant Professor of Mathematics

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

WENDY RICHARDSON, M.S.N.

Assistant Professor of Nursing

BRENDA ROYALS, M.S.

Instructor of Biology

CAROL M. SANDERS, PH.D.

Associate Professor of Biology

CHARLES L. SMITH, PH.D.

Associate Professor of Mathematics

LISA SNEED, M.S.N.

Assistant Professor of Nursing

JAMES TAULMAN, PH.D.

Assistant Professor of Biology

GUILLERMO TONSMANN, PH.D.

Associate Professor of Computer Science

GERRY WALKER, D.H.ED.

Assistant Professor of Nursing

DON WILLIAMS, ED.D.

Associate Professor of Biology

DAVID YATES, M.S.

Assistant Professor of Chemistry/Physics

Degrees Offered - School for Natural and Applied Sciences

ASSOCIATE OF SCIENCE (A.S.)

INFORMATION AND COMPUTER SCIENCE

Park Accelerated Programs - KC Area

Park Extended Learning

NURSING

Parkville Daytime Campus Center



BACHELOR OF ARTS (B.A.)

MATHEMATICS

Parkville Daytime Campus Center



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

Park Extended Learning

NURSING

Parkville Daytime Campus Center



JANE WOOD, PH.D.

Interim Dean, College of Liberal Arts and Sciences

KEN CHRISTOPHER, D.P.A.

Assistant Dean, College of Liberal Arts and Sciences

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

PATRICIA CARDNER, PH.D.

Assistant Professor of Psychology

KENNETH CHRISTOPHER, D.P.A.

Assistant Professor of Criminal Justice

BRIAN J. COWLEY, PH.D.

Professor of Psychology

MIKE ESKEY, PH.D.

Associate Professor of Criminal Justice

JOHN R. HAMILTON, PH.D.

Assistant Professor of Criminal Justice

ANDREW JOHNSON, PH.D.

Professor of Psychology

DENNIS D. KERKMAN, PH.D.

Professor of Psychology

WALTER KISTHARDT, PH.D.

Associate Professor of Social Work

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.

Associate Professor of Sociology

JUTTA C. PEGUES, PH.D.

Assistant Professor of History

ADAM POTTHAST, PH.D.

Assistant Professor of Philosophy

W. GREGORY PLUMB, J.D.

Professor of Criminal Justice

DEBRA SHEFFER, PH.D.

Associate Professor of History

TIMOTHY C. WESTCOTT, PH.D.

Associate Professor of History

Degrees Offered - School for Social Sciences

ASSOCIATE OF SCIENCE (A.S.)

CRIMINAL JUSTICE ADMINISTRATION

Park Accelerated Programs – KC Area
Park Online
Park Extended Learning
Portfolio

SOCIAL PSYCHOLOGY

Park Accelerated Programs-KC Area
Park Online
Park Extended Learning

BACHELOR OF ARTS (B.A.)

CRIMINAL JUSTICE ADMINISTRATION

Parkville Daytime Campus Center

HISTORY

Parkville Daytime Campus Center
Portfolio

POLITICAL SCIENCE

Parkville Daytime Campus Center

LEGAL STUDIES

Parkville Daytime Campus Center

PSYCHOLOGY

Parkville Daytime Campus Center
Park Online

SOCIOLOGY

Parkville Daytime Campus Center
Park Online

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

PUBLIC ADMINISTRATION

Park Accelerated Programs-KC Area
Park Extended Learning
Portfolio

BACHELOR OF SCIENCE (B.S.)

CRIMINAL JUSTICE ADMINISTRATION

Park Online
Park Extended Learning
Portfolio

SOCIAL PSYCHOLOGY

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

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

SOCIAL WORK

Parkville Daytime Campus Center



School of Business

BRAD A. KLEINDL, PH.D.
Dean, School of Business

WILLIAM VENABLE, M.B.A. AND M.P.A.
Assistant Dean, School of Business

PENELOPE DEJONG, PH.D.
Chair, Department of Management,
Marketing and International Business

F. KATHLEEN VINLOVE, PH.D.
Chair, Department of Accounting,
Economics and Finance

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

NASEEM AL RAHAHLEH, PH.D.
Assistant Professor of Finance

STEPHEN BELL, PH.D. AND J.D.
Associate Professor of Economics

JOHN COOKINHAM, M.B.A.
Assistant Professor of Accounting

KEITH DAILEY, M.B.A.
Instructor, Management/Healthcare

PENELOPE DEJONG, PH.D.
Associate Professor of Marketing

WILLIAM GOODWIN, M.B.A.
Instructor, Management/Healthcare

DENNIS GRESDO, M.A.
Assistant Professor of Management

ROBERT KAO, PH.D.
Assistant Professor of Finance

BRAD KLEINDL, PH.D.
Professor of Marketing

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

VINCENT O'ROURKE, PH.D.
Assistant Professor of Management

HENRY ROEHRICH, PH.D.
Assistant Professor of Marketing/
Management

SERGE RYNO, PH.D.
Assistant Professor of Management/
Accounting

ROBERT SCHNEIDER, M.A.
Instructor, Management/Healthcare

MARSHA SHAPIRO, M.S.
Assistant Professor of 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 SCIENCE (B.S.)

ACCOUNTING

Parkville Daytime Campus Center

BUSINESS ADMINISTRATION (Five Concentrations)

Parkville Daytime Campus Center

- FINANCE
- HUMAN RESOURCES
- MARKETING
- MANAGEMENT
- INTERNATIONAL BUSINESS

ECONOMICS

Parkville Daytime Campus Center

MANAGEMENT

Park Accelerated Programs-KC Area

Portfolio

Park Online

Park Extended Learning

MANAGEMENT/ACCOUNTING

Park Accelerated Programs-KC Area

Park Extended Learning

MANAGEMENT/COMPUTER INFORMATION SYSTEMS

Park Accelerated Programs-KC Area

Portfolio

Park Online

Park Extended Learning

MANAGEMENT/ENGINEERING ADMINISTRATION

Park Extended Learning

(Fort Leonard Wood Campus Center only)

MANAGEMENT/FINANCE

Park Accelerated Programs-KC Area

Park Extended Learning

MANAGEMENT/HEALTH CARE

Park Accelerated Programs-KC Area

Park Online

Park Extended Learning

MANAGEMENT/HUMAN RESOURCES

Park Accelerated Programs-KC Area

Park Online

Park Extended Learning

MANAGEMENT/LOGISTICS

Park Online

Park Extended Learning

MANAGEMENT/MARKETING

Park Accelerated Programs-KC Area

Park Online

Park Extended Learning

ASSOCIATE OF SCIENCE (A.S.)

CONSTRUCTION MANAGEMENT

Park Extended Learning

MANAGEMENT

Park Accelerated Programs-KC Area

Park Online

Park Extended Learning

MANAGEMENT/ACCOUNTING

Park Accelerated Programs-KC Area

Park Extended Learning

MANAGEMENT/LOGISTICS

Park Online

Park Extended Learning

OFFICE MANAGEMENT

Park Extended Learning

School for Education

MICHELLE MYERS, 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

DONG CHOI, PH.D.

Associate Professor of Education

SHANNON CUFF, 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

JUDITH ESTES, PH.D.

Assistant Professor of Education

GAIL HENNESSY, M.A.

Visiting 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

MICHELLE MYERS, ED.D.

Associate Professor of Education

CHRISTINE REYES, M.ED.

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.

Assistant Professor of Education

MICHEL SPORTSMAN, PH.D.

Assistant Professor of Education

AMY WOLF, PH.D.

Assistant Professor of Education



Degrees Offered - School for Education

BACHELOR OF SCIENCE (B.S.E.)

CERTIFICATION PROGRAMS

EARLY CHILDHOOD EDUCATION

Leads to Missouri teaching certification.
Parkville Daytime Campus Center

ELEMENTARY EDUCATION

Leads to Missouri teaching certification.

- Art
- Language Arts
- Fine Art
- Mathematics
- Social Studies
- Science
- Science and Mathematics

Parkville Daytime Campus Center

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

NON-CERTIFICATION PROGRAMS

EDUCATION STUDIES

Does not lead to Missouri teacher certification.

- Young Child Emphasis
- Youth Emphasis

Parkville Daytime Campus Center

- Early Childhood and Leadership Emphasis

Park Accelerated Programs - KC Area

Park Extended Learning

Park Online

- Early Childhood Teaching Young Children Emphasis

Park Online

- International Educator Emphasis



The School for Education offers a Bachelor of Science in Education with Missouri certification in early childhood, elementary, middle school education, and secondary education. Completion of the certification process enables a person to teach at the pre-school, elementary, middle school, junior or senior high school level, 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 these programs. 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. The School for Education also offers a Bachelor of Science in Education degree in Education Studies including non-certification emphasis areas in Young Child, Youth, Early Childhood Education and Leadership, Early Childhood Education Teaching Young Children, and International Educator. Extensive field-based experiences are also an integral and required part of these non-certification programs.

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

School for Education

fingerprinting. The Park University Education Program requires a 2.75 cumulative GPA and a 2.5 GPA in the major or content area.

All students, including both degree seeking Certification, and Certification Only, must apply for admission, and meet admission requirements of the SFE; all students are required to complete professional education sequence classes.

Certification Only

Students who hold a Bachelor's degree in Art, Spanish, English, Journalism, Social Studies, Mathematics, Unified Science-Biology, Unified Science-Chemistry, and are seeking certification to teach at the middle or secondary level in the State of Missouri may be eligible for Certification Only. These students must complete the professional curriculum listed in this catalog--B.S.E. in Middle School Education or B.S.E. in Secondary Education. They must also consult with a School for Education advisor and the Admissions certification advisor.

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.

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 350**. 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, an education student 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

School for Education

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.

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. The appeal must be submitted in writing to the Committee for Selection, Admission, Retention, and Appeals (CSARA) using the appropriate form which is located in the School for Education Student Handbook. If the student disagrees with the Committee decision, he/she may appeal in writing to the Dean of School for Education. If the student disputes the decision of both CSARA and SFE Dean, he/she may request, in writing, a hearing with the Council on Teacher Education (C.O.T.E.). Following the hearing, C.O.T.E. will make a recommendation to the Provost and Vice-President for Academic Affairs. Documentation supporting all appeals

must accompany the appeal form(s) where applicable.

Additional information related to the appeals process may be obtained from the School for Education office. Appeals and grievances on all matters, **except** Admission to SFE and Disposition Evaluations, will be subject to Park University policies and procedures as outlined in the catalog.

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** program, Education Studies, includes Early Childhood Education and Leadership emphasis area, Early Childhood Education Teaching Young Children emphasis area, and International Studies emphasis area, as well as Early Childhood "Young Child," and Elementary "Youth" emphasis areas. 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 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

School for Education

institution are exempt)

- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.
- Completion of EDU 107, MA 135, EN105, EN106, EDC220 and EDC222 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)

- 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
- Felony background Check and FBI Finger Print check
- Child abuse and Neglect Screening

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. 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

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, an education student representative, a graduate program representative, and a graduate education representative. The Council members 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, Retention, and Appeals.

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 the School for Education may appeal the decision. The appeal must be submitted in writing to the Committee for Selection, Admission, Retention, and Appeals (CSARA) using the appropriate form which is located in the School for

School for Education

Education Student Handbook. If the student disagrees with the Committee decision, he/she may appeal in writing to the Dean of School for Education. If the student disputes the decision of both CSARA and SFE Dean, he/she may request, in writing, a hearing with the Council on Teacher Education (C.O.T.E.). Following the hearing, C.O.T.E. will make a recommendation to the Provost and Vice-President for Academic Affairs. Documentation supporting all appeals must accompany the appeal form(s) 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

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 EDC 220, EDC 222, MA 135, EN 105, and EN 106
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.

The above information is verified by the Registrar’s office on the Application for Admission to the School for Education

- Two disposition evaluations 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
- 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.

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
- Initial portfolio approved by advisor
- Two disposition evaluations completed by SFE faculty with each disposition rated “at” or “above”

School for Education

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.

COURSES OVER TEN YEARS OLD

Education 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%.
2008-2009 PRAXIS PASS RATE 100%.
2009-2010 PRAXIS PASS RATE 100%.

Park Distance Learning

Park 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. Park 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, Park 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 Park Extended Learning, and in 2003, because of the advent of Internet courses, became the Park Distance Learning with two schools: Park Extended Learning and Park Online. In 2010 it took on the name of Park Distance Learning.

Park Distance Learning programs are now located on military installations, community colleges, commercial facilities convenient to students, and on the Internet. Park 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 Park University and the agency or authority being served. Notices are posted publicly at each extended campus center specifying the degrees and the majors being offered.

Park Online began under the auspices of the Park 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. Park Online 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 Park Online. 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 at Park Campus Centers 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 Park Online 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.

Park Extended Learning

(VACANT POSITION)

Associate Provost, Park Distance Learning

(VACANT POSITION)

Dean, Park Distance Learning

MISSION STATEMENT

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

(VACANT POSITION)

Associate Provost, Park Distance Learning

(VACANT POSITION)

Dean, Park Distance Learning

MISSION STATEMENT

The Park Online'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 Park Online.

VISION STATEMENT

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

PARK CAMPUS CENTERS

ASSOCIATE OF SCIENCE (A.S.)

(SELECTED CAMPUSES)

CONSTRUCTION MANAGEMENT
CRIMINAL JUSTICE ADMINISTRATION
INFORMATION AND COMPUTER SCIENCE
MANAGEMENT
MANAGEMENT/ACCOUNTING
MANAGEMENT/LOGISTICS
OFFICE MANAGEMENT
SOCIAL PSYCHOLOGY



PARK EXTENDED LEARNING
(SELECTED CAMPUSES)

ASSOCIATE OF ARTS (A.A.)

(SELECTED CAMPUSES)

LIBERAL ARTS

BACHELOR OF ARTS (B.A.)

PSYCHOLOGY
SOCIOLOGY

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

BACHELOR OF SCIENCE (B.S.)

(SELECTED CAMPUSES)

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

BACHELOR OF SCIENCE IN EDUCATION (BSE)

(SELECTED CAMPUSES)

EDUCATION STUDIES:
EARLY CHILDHOOD EDUCATION & LEADERSHIP

PARK ONLINE

ASSOCIATE OF SCIENCE (A.S.)

CRIMINAL JUSTICE ADMINISTRATION
INFORMATION AND COMPUTER SCIENCE
MANAGEMENT
MANAGEMENT/LOGISTICS
SOCIAL PSYCHOLOGY

BACHELOR OF ARTS (B.A.)

PSYCHOLOGY
SOCIOLOGY

BACHELOR OF SCIENCE (B.S.)

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

BACHELOR OF SCIENCE IN EDUCATION (BSE)

EDUCATION STUDIES:
EARLY CHILDHOOD EDUCATION & LEADERSHIP
EARLY CHILDHOOD EDUCATION – YOUNG CHILDREN



KC Area

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 Via Park Accelerated Programs - KC Area



KANSAS CITY ACCELERATED PROGRAMS

KANSAS CITY AREA 8-WEEK

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

ASSOCIATE OF SCIENCE (A.S.)
CRIMINAL JUSTICE ADMINISTRATION
INFORMATION AND COMPUTER SCIENCE
MANAGEMENT
MANAGEMENT/ACCOUNTING
SOCIAL PSYCHOLOGY

BACHELOR OF ARTS (B.A.)
LIBERAL STUDIES
ORGANIZATIONAL COMMUNICATION

BACHELOR OF SCIENCE EDUCATION (B.S.E.)
EDUCATION STUDIES:
EARLY CHILDHOOD EDUCATION
AND LEADERSHIP

BACHELOR OF SCIENCE (B.S.)
COMPUTER BASED INFORMATION SYSTEMS
INTERDISCIPLINARY STUDIES
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

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.)
PUBLIC ADMINISTRATION



PARK UNIVERSITY

Academic Calendar - Kansas City Area

Classes and Examination Periods

Fall (Sixteen-Week Session)	August 15-December 9, 2011 Exams: December 5 - 9, 2011	
Fall I (Eight-Week Session)	August 15-October 09, 2011 Exams: October 3 - 9, 2011	
Fall II (Eight-Week Session)	October 17-December 11, 2011 Exams: December 5 - 11, 2011	
Spring (Sixteen-Week Session)	January 16-May 11, 2012 Exams: May 7 - 11, 2012	
Spring I (Eight-Week Session)	January 16-March 11, 2012 Exams: March 5 - 11, 2012	
Spring II (Eight-Week Session)	March 19-May 13, 2012 Exams: May 7 - 13, 2012	
Summer Session:		
• Session I (Two-Week Session)	May 14-May 25, 2012	'Maymester'
• Session II (Eight-Week Session)	June 4-July 29, 2012	'Summer Session'
• Session III (Four-Week Session)	June 4-July 1, 2012	'Junemester'
• Session IV (Four-Week Session)	July 9-August 5, 2012	'Julumester'

Holidays and Recess

Labor Day	September 5, 2011 (PDCC only-Fall I classes will be held)
Fall Recess	October 10-October 16, 2011
Veteran's Day	November 11, 2011 (PDCC only-Fall II classes will be held)
Thanksgiving Recess	November 24-November 27, 2011 (Fall II classes will be held)
Martin Luther King Day	January 16, 2012 (PDCC only-Spring I classes will be held)
President's Day	February 20, 2012 (PDCC only-Spring I classes will be held)
Spring Recess	March 12-March 18, 2012
Good Friday	April 6, 2012 (PDCC only-Spring II classes will be held)
Independence Day	July 4, 2012 (PDCC only)

Commencement

Mid-Year	December 10, 2011
Year-End	May 12, 2012

Residence Halls

Fall	OPEN: August 11, 2011 CLOSE: December 10, 2011
Spring	OPEN: January 13, 2012 CLOSE: May 12, 2012

PDCC = Parkville Daytime Campus Center

Academic Calendar - Park Distance Learning

ARKANSAS

- **Little Rock AFB**, Jacksonville, AR

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	5/28/2012	7/22/2012

ARIZONA

- **Davis-Monthan AFB**, Tucson, AZ
- **Luke AFB**, Phoenix, AZ

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

CALIFORNIA

- **Fort Irwin**, Fort Irwin, CA
- **MB Camp Pendleton**, Oceanside, CA
- **MCLB Barstow**, Barstow, CA
- **Vandenberg AFB**, Vandenberg, CA

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

GEORGIA

- **Moody AFB**, Valdosta, GA

Fall I	8/15/2011	10/9/2011
Fall III	8/15/2011	9/11/2011
Fall IV	9/12/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Fall VII	10/17/2011	11/13/2011
Fall VIII	11/14/2011	12/11/2011
Spring I	1/9/2012	3/4/2012
Spring III	1/9/2012	2/5/2012
Spring IV	2/6/2012	3/4/2012
Spring II	3/19/2012	5/13/2012
Spring VII	3/19/2012	4/15/2012
Spring VIII	4/16/2012	5/13/2012
Summer I	6/4/2012	7/29/2012
Summer II	6/4/2012	7/1/2012
Summer III	7/2/2012	7/29/2012

IDAHO

- **Mountain Home AFB**, Mountain Home, ID

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

ILLINOIS

- **Scott AFB**, Belleville, IL

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

MASSACHUSETTS

- **Hanscom AFB**, Boston, MA

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

MISSOURI

- **Distance Learning**, Parkville, MO

Fall I	8/15/2011	10/9/2011
Fall VI	8/15/2011	12/11/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring VI	1/16/2012	5/13/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012
- **Fort Leonard Wood**, Waynesville, MO

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012
- **Kansas City Accelerated**, Independence, Downtown, Parkville (evening), MO

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012
- **Wentworth Campus Center**, Lexington, MO

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/9/2012	3/4/2012
Spring II	3/12/2012	5/6/2012
Summer	6/4/2012	7/29/2012
- **Whiteman AFB**, Knob Noster, MO

Academic Calendar - Park Distance Learning

MONTANA

- **Malmstrom AFB**, Great Falls, MT

Fall I	8/15/2011	10/9/2011
Fall III	8/15/2011	9/11/2011
Fall IV	9/12/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Fall VII	10/17/2011	11/13/2011
Fall VIII	11/14/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring III	1/16/2012	2/12/2012
Spring IV	2/13/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Spring VII	3/19/2012	4/15/2012
Spring VIII	4/16/2012	5/13/2012
Summer I	6/4/2012	7/29/2012
Summer II	6/4/2012	7/1/2012
Summer III	7/2/2012	7/29/2012

NEW MEXICO

- **Holloman AFB**, Alamogordo, NM

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

NORTH CAROLINA

- **MCAS Cherry Point**, Havelock, NC

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

NORTH DAKOTA

- **Grand Forks AFB**, Grand Forks, ND
- **Minot AFB**, Minot, ND

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

OHIO

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

Fall I	8/15/2011	10/9/2011
Fall III	8/15/2011	9/11/2011
Fall IV	9/12/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Fall VII	10/17/2011	11/13/2011
Fall VIII	11/14/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring III	1/16/2012	2/12/2012
Spring IV	2/13/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Spring VII	3/19/2012	4/15/2012
Spring VIII	4/16/2012	5/13/2012
Summer I	6/4/2012	7/29/2012
Summer II	6/4/2012	7/1/2012
Summer III	7/2/2012	7/29/2012

OKLAHOMA

- **Tinker AFB**, Oklahoma City, OK

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/18/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/26/2012	5/20/2012
Summer	6/4/2012	7/29/2012

SOUTH CAROLINA

- **Charleston AFB**, Charleston, SC

Fall I	8/15/2011	10/9/2011
Fall III	8/15/2011	9/11/2011
Fall IV	9/12/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Fall VII	10/17/2011	11/13/2011
Fall VIII	11/14/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring III	1/16/2012	2/12/2012
Spring IV	2/13/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Spring VII	3/19/2012	4/15/2012
Spring VIII	4/16/2012	5/13/2012
Summer I	6/4/2012	7/29/2012
Summer II	6/4/2012	7/1/2012
Summer III	7/2/2012	7/29/2012

TENNESSEE

- **Millington NSA**, Millington, TN

Fall I	- 8/16/2010 - 10/10/2010
Fall II	- 10/18/2010 - 12/12/2010
Spring I	- 1/10/2011 - 3/6/2011
Spring II	- 3/14/2011 - 5/8/2011
Summer	- 6/6/2011 - 7/31/2011

Academic Calendar - Park Distance Learning

TEXAS

- **Austin Highland Village**, Austin, TX

Fall I	8/15/2011	10/9/2011
Fall III	8/15/2011	9/11/2011
Fall IV	9/12/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Fall VII	10/17/2011	11/13/2011
Fall VIII	11/14/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring III	1/16/2012	2/12/2012
Spring IV	2/13/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Spring VII	3/19/2012	4/15/2012
Spring VIII	4/16/2012	5/13/2012
Summer I	6/4/2012	7/29/2012
Summer II	6/4/2012	7/1/2012
Summer III	7/2/2012	7/29/2012
- **Fort Bliss**, El Paso, TX
- **Goodfellow AFB**, AFB, San Angelo, TX
- **Lackland AFB**, San Antonio, TX
- **Laughlin AFB**, Del Rio, TX -
- **Randolph AFB**, Universal City, TX

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

UTAH

- **Hill AFB**, Ogden, UT

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

VIRGINIA

- **Fort Myer**, Arlington, VA
- **Henderson Hall**, Arlington, VA
- **Quantico MCB**, Quantico, VA

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

WASHINGTON

- **Fairchild AFB**, Spokane, WA

Fall I	8/15/2011	10/9/2011
Fall III	8/15/2011	9/11/2011
Fall IV	9/12/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Fall VII	10/17/2011	11/13/2011
Fall VIII	11/14/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring III	1/16/2012	2/12/2012
Spring IV	2/13/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Spring VII	3/19/2012	4/15/2012
Spring VIII	4/16/2012	5/13/2012
Summer I	6/4/2012	7/29/2012
Summer II	6/4/2012	7/1/2012
Summer III	7/2/2012	7/29/2012

WYOMING

- **F.E. Warren AFB**, Cheyenne, WY

Fall I	8/15/2011	10/9/2011
Fall II	10/17/2011	12/11/2011
Spring I	1/16/2012	3/11/2012
Spring II	3/19/2012	5/13/2012
Summer	6/4/2012	7/29/2012

Contact Directory

PARKVILLE DAYTIME CAMPUS CENTER

8700 NW River Park Drive
Parkville, MO 64152-3795
(816) 741-2000
(800) 745-PARK

School of Business
8700 NW River Park Drive – Box 7
Parkville, MO 64152
(816) 584-6308
business@park.edu
www.park.edu/sb/

School for Education
8700 NW River Park Drive – Box 22
Parkville, MO 64152
(816) 584-6335

College of Liberal Arts and Sciences
8700 NW River Park Drive – Box 58
Parkville, MO 64152
(816) 584-6480
www.park.edu/CLAS

PARK ACCELERATED PROGRAMS-KC AREA

911 Main, Suite 800
Kansas City, MO 64105-1630
(816) 842-6182
www.park.edu/KC

PARK 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 (MBA)
(816) 584-6320 - Communication & Leadership
(816) 559-5629 - Education
(816) 559-5637 - Health Care Leadership
(816) 584-6550 - Music

Contact Information

WEB SITE

www.park.edu

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

Park Distance Learning

Campus Center Director

Park Online

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

PARK DISTANCE LEARNING

Dean, Park 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

PARK EXTENDED LEARNING

Associate Dean of

Park Distance Learning

PARK ONLINE

Associate Dean of Park Distance Learning

STUDENT AFFAIRS

Dean of Student Life

TRANSCRIPTS AND RECORDS

Registrar

Information Technology

MyPARK

MyPark is a personalized web portal that 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. MyPark features include:

- Ability to easily enroll in classes, check grades, obtain degree audits and more.
- Integrated access to Google Apps for Education, online classes, and other online resources.
- 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”.

MyPark can be accessed directly at <https://my.park.edu> or from Park’s home page at <http://www.park.edu>. To log on to MyPark, faculty and students must use their University-provided ID number and their University-provided password which is provided by the Park Student Success Center or the ITS Help Desk (Photo ID required). For more information regarding these services, please see the Student and Faculty handbooks.

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 password from the Park Student Success Center or the ITS Help Desk in order to gain online access. A photo ID must be presented.

PARK EMAIL (Provided by Google Apps for Education)

All Park students are assigned a Park Email account when they are accepted into the University. Park Email is the official means of communication between faculty and staff to provide information to, or request information from, students. It is the responsibility of all students and faculty to check their Park Email account on a regular basis.

What is your student email address?

Your Park Email address is typically created according to the following format: **firstname.lastname@park.edu** (Example: John Doe’s email address would be: **john.doe@park.edu**). In the case that two individuals share the same first and last name exactly, the second person to have their email account created will get numerically incremented (Example: **john.doe02@park.edu**). Other than this method of duplicate address resolution, Park Email addresses are changed to match legal name changes only (we do not accept preferential requests). Please also note that email addresses are not case sensitive, so **John.Doe@park.edu** is the same address as **john.doe@park.edu**.

To log in to Park Email directly:

- Step 1: Go to <http://gmail.park.edu> in any standard web browser.
- Step 2: Use your University-provided ID number for your user-name.
- Step 3: Use your University-provided password to authenticate.
- Step 4: Click the “Login” button to access your email account.

Information Technology

To log in to Park Email through MyPark :

Step 1: Go to <https://my.park.edu> in any standard web browser.

Step 2: Use your University-provided ID number as your user-name, in the login fields at the top of the page.

Step 3: Use your University-provided password to authenticate.

Step 4: Click the “Login” button to access your portal account.

Step 5: In the “Online Services” section of the default page, click on “Google Apps at Park” to get automatic access to your Park Email account.

NOTE: If you do not know your University-provided password, please contact the Park Student Success Center or the ITS Help Desk to obtain it.

More information about Park Email

Park Email is provided through a partnership between Google and Park University, as a service of Google Apps for Education. More information about Apps for Education can be found at <http://www.google.com/a/help/intl/en/edu/index.html>. The student can also email helpdesk@park.edu or call 1-800-927-3024 for assistance between 8AM and 6PM CST/CDT Monday through Friday. Park Email accounts are only provided to admitted students, active faculty, and alumni of Park University.

Online Classroom Help:

Online classroom help is available by contacting the 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/facultymanual/documents/technologypolicy.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

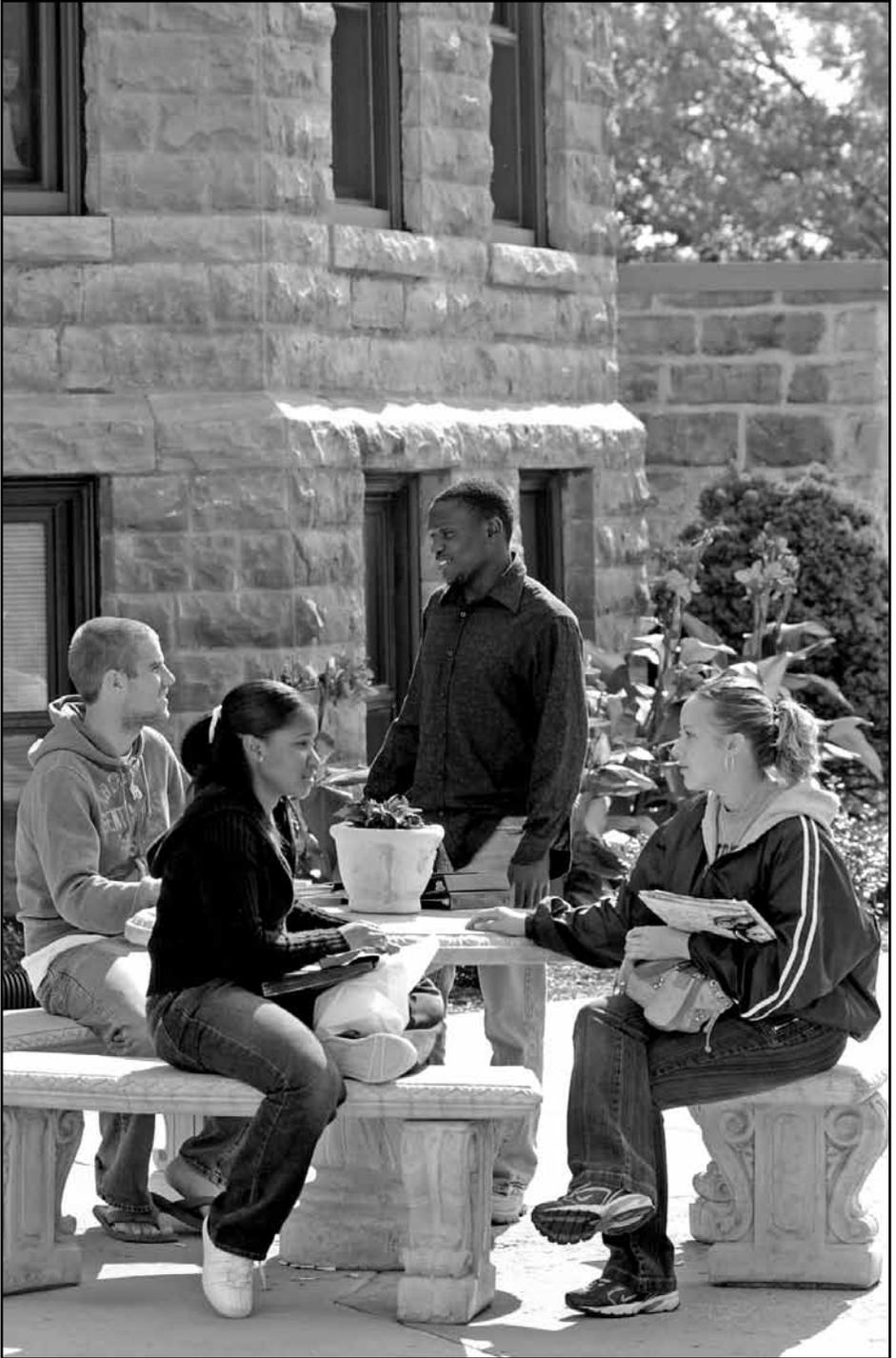
Campus Center	Session Code
Austin Center.....	A & **
Barstow MCLB	O
Beaufort MCAS	H
Camp Pendleton MCB.....	E
CD ROM	C & CC
Charleston AFB.....	UU
Cherry Point MCAS M	
Davis-Monthan AFB	D & **
Deployment	I & II
Park Distance Learning	T & **
DSCC	D & DD
Fairchild AFB.....	FF
F E Warren AFB.....	Q & **
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 FAP, 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. (Undocumented non-United States citizens, please see admission requirements on pages 63 and 66 of this catalog).

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 who 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 regarding students with disabilities and, to the extent of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.

Permanent Disability Guidelines

Notification of Disability: It is the student's responsibility to submit the Request for Disability Services form and to provide adequate and appropriate documentation of a disability in order to receive academic accommodations. [A link to the form and full information about documentation is shown below.] Documentation must be provided in a timely manner to ensure full resolution of accommodations prior to the term for which the student requests accommodations. This will allow time to make all necessary arrangements prior to the initial class meeting. Documentation should be submitted to

Debra McArthur, Director of Academic Support Services, Campus Box 46 (fax # 816-741-4911). A copy of the Request form and documentation will be securely retained in the student's electronic file.

Students who have received disability services in high school will find helpful information regarding their rights, responsibilities, and transition from high school to university from the Missouri Association for Higher Education and Disabilities (MO-AHEAD). Visit the MO-AHEAD webpage at <http://www.moahead.org>. Once there, click the link for "The Guidebook." There you can find a link to the Table of Contents to help you find more information.

Temporary Disability Guidelines

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

Documentation Requirements

Park University recognizes the best practices recommended by the national Association on Higher Education and Disability. We also realize that each individual and each disability is unique. Specific documentation requirements will vary according to the type of disability, but the following guidelines define acceptable documentation:

1. It is **prepared by a licensed professional** who is knowledgeable in the field of the student's particular disability, and provide a **description of the diagnostic methodology and/or a description of the diagnostic** criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Learning Disabilities (LD/ADHD): Students must provide supporting diagnostic test results from a licensed psychologist or certified specialist in learning disabilities. All testing should be based on **adult level norms**.

Physical Disabilities: Students must provide documentation from a physician that specifies the nature of the disability or disabilities.

Psychiatric Disabilities: Students should provide documentation from a licensed professional qualified to diagnose and treat psychological disorders.

2. It is **no older than three years**. (Certain long-term medical and health conditions may not be subject to this element. ex: blindness). Park University will evaluate, but may reject, documentation over three years old. We reserve the right to request updated verification of disability and necessary accommodations.
3. It **includes a statement of diagnosis**.
4. It includes a description of the student's **current functioning** and/or the **current status** of the disability.
5. It describes how the disability **affects the student's learning/functioning** in a post-secondary **educational** setting.
6. It includes recommendations for appropriate **post-secondary accommodations**.
7. It is **dated and signed by the licensed professional** and presented on letterhead of the professional.
8. It should **include information regarding medication** the student may be using **and treatment** he/she may be undergoing. This also should include the medication or treatment's impact on the student's ability to function in an academic setting.

Help Us Help You!

The Academic Support Center at Park University is pleased to serve our students with special needs. If you are seeking accommodations for a disability, here are the steps you should follow:

- 1) Fill in and submit the Request for Disability Services form.

This lets us know a little about you, your needs, and how we can serve you. You can find the form at www.park.edu/disability. Print the blank form, fill it out, then mail, fax, or scan and email to:

Debra McArthur
Director of Academic Support Services
Park University
8700 River Park Drive
Parkville, MO 64152
Fax: 816-505-5445
Email: debra.mcarthur@park.edu

(If you have questions: call 816-584-6332)

- 2) Carefully read our policies and documentation requirements shown above.

- 3) Submit your documentation.

You may need to contact your doctor, psychologist, school counselor, VA counselor, or other qualified medical/educational professional to send your information. Use the same contact information shown above. Your information will be handled appropriately to protect your confidentiality. **(Please note: your submission of the Request form begins the process, but no accommodations can be determined or provided until the documentation is received.)**

- 4) Become familiar with the information in this handbook, so you will know how and when your instructors are notified, how accommodations are arranged, and other important aspects of receiving your services.

Documentation Review Process

Once your documentation is received, the Director of Academic Support Services will review it and determine appropriate accommodations. If your documentation does not satisfy the requirements above, you may be asked to submit updated or more complete information. Be sure to submit your documents in a timely manner to allow adequate time for the review process before the term begins.

When your request has been reviewed, you will receive notification of the approved accommodations. If you are a student on the Parkville campus, your accommodations will be handled by Debra McArthur, Director of Academic Support Services. If you attend a different campus, your Campus Director will work with you on providing the accommodations. Online students will work with Debra McArthur, and may also work with a Park University campus center for proctoring.

If you are not satisfied with the accommodations you have been granted, please call Debra McArthur to discuss the situation. In some cases, we may be able to make adjustments. In others, additional documentation may be needed.

For more information on filing a grievance, please see the details in the Handbook for Students with Disabilities at www.park.edu/disability.

DO NOT ask your instructor, campus director, regional director, or proctor to provide accommodations if you have not first submitted a Request for Disability Services form and documentation to the Director of Academic Support Services.

Please keep in touch with us to let us know how you are doing, and inform us immediately if you need additional assistance.

Your disability information is CONFIDENTIAL. We will inform the appropriate faculty or campus personnel of the accommodations you require, but we do not disclose the nature of your disability. In some cases, you may find that sharing this information with your instructors may help them understand you better, but that choice is up to you.

NOTE: Disability files are updated each year at the beginning of the spring and fall terms. If you are not enrolled for the current term, your file will be marked “inactive,” and you will be notified by email. To reactivate your file and your accommodations, simply notify the Director of Academic Support Services by email when you enroll again.

Service animal policies at Park University

General Guidelines

Bona fide service animals may accompany students, employees, and visitors with disabilities to Park University events, activities, and locations with rare exceptions. Local, state, and federal laws regulate the use of service animals at Park.

Definitions

- **Service Animal:** According to the Americans with Disabilities Act, a service animal is “any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. A service animal is not a pet.”
- **Partner/Handler:** A person with a service animal.

Requirements For All Service Animals and Their Partners

- **Vaccination:** The animal must be immunized against diseases common to that type of animal.
- **Health:** The animal must be in good health.
- **Under control of partner/handler:** The partner/handler must be in full control of the animal at all times.

- **Cleanup Rule:** The partner should encourage the animal to use marked service animal toileting areas when such areas are provided.
- **Documentation:** Before a service animal becomes a part of the campus community, partners are required to submit a written request to the Director of Academic Support Services and documentation from a certified professional that includes the diagnosis of a specific disability which verifies the need for a service animal. If approved, we will issue the partner a letter of verification that may be presented to faculty and staff. Additional documentation that verifies current vaccinations and immunizations of the service animal must accompany the initial request and be re-submitted annually.

When an Animal Can Be Removed

Service animals may be removed or restricted on the campus for reasons of disruption, health, uncleanness, and safety. For example, a partner/handler will be asked to remove the animal from the facility or event if the animal is ill and/or when the animal’s behavior poses a direct threat to the health or safety of other persons and/or animals.

Areas Off-limits to Service Animals

For safety and other reasons, all animals are restricted from certain areas, including laboratories, maintenance rooms/custodial closets, and areas where protective clothing is required.

NOTE: Requests for exceptions to this restriction must be submitted to the ADA Compliance Officer.

Liability

The partner/handler of an animal at a Park University campus or event is personally responsible for any damage to property and/or harm to others caused by the animal while **on the campus or sponsored event.**

Debra McArthur
Director of Academic Support Services
Parkville Campus, Mabee 406
8700 NW River Park Drive
Box 46
Parkville, MO 64152
email: debra.mcarthur@park.edu
Office hours: M-F, 8:00 AM - 4:30 PM CST
Phone: 816-584-6332
Fax: 816-505-5445 or 816-741-4911

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. Unless authorized by a University Administrator, access to student records, including access to all course materials, by faculty members is limited only to the faculty member actually teaching that course. Faculty members may not access course materials or other student records for courses they are not currently teaching without express authorization from a University administrator.

Any unauthorized access to student records, including course materials, is a violation of this policy.

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 University Registrar.

PARK UNIVERSITY STUDENT HARASSMENT POLICY

Park University strives to provide educational, working, cocurricular, social, and living environments for all students, staff, faculty, trustees, contract workers, and guests that are free from Harassment on the basis of age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. The University has deemed this to be unacceptable behavior which will not be tolerated. Pursuant to Title IX of the Education Amendments of 1972, no Student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program at Park. This policy is designed to ensure that no Student is subjected to behavior prohibited by Title IX.

The Harassment Policy defines Harassment, prohibits certain conduct and establishes procedures for addressing and resolving Harassment Complaints. The University will provide education about Harassment through orientation training and followup programs for Students, Staff, Faculty, and Administrators. All Employees in a supervisory capacity will be trained to implement the Harassment Policy by informing Employees, Students and other people under their direction of this Harassment Policy and will assume leadership in implementing the procedures.

“Harassment” means unwelcome, unsolicited, uninvited, offensive or undesirable conduct directed at or affecting another person, based on race, color, religion, national origin, age, disability, gender/sex, sexual orientation or preference, or veteran’s status. “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 opposite sex. Harassment encompasses a wide range of physical, verbal (oral and written) and visual/nonverbal behaviors and includes, without limitation, conduct which is offensive or shows signs of hostility toward another person because of his/her race, color, religion, national origin, age, disability, gender, sex, sexual orientation, sexual preference or veteran’s status or those of the person’s relatives, friends or associates.

Harassment Policy: Two Forms of Harassment

1. A hostile work, learning, cocurricular, social, or living environment based upon a person’s race, color, religion, national origin, age, disability, gender/sex, sexual orientation or preference or veteran’s status

2. Quid pro quo sexual harassment.

Hostile Environment

Hostile Work, Learning, Cocurricular, Social or Living Environment exists when an Employee, Student or other member of the Park University community or a guest is subjected to unwelcome statements, jokes, gestures, pictures, touching, or other conduct that offend, demean, harass, or intimidate based upon the person’s race, color, religion, national origin, age, disability, gender/sex, sexual orientation or preference or veteran’s status. Harassment includes, but is not limited to, offensive verbal or physical conduct that has the purpose or effect of interfering with an Employee’s work performance, or has the purpose or effect of creating an intimidating, hostile, or offensive environment. The Harassment may involve a very serious and offensive act (“Serious Act”), or may involve persistent harassing behavior (“Persistent Harassing Behavior”). A Hostile Environment can be created by supervisors, coworkers, other Employees, Faculty, coaches, Students, alumni, or visitors to the University campus centers such as vendors and contractors.

Examples of a Serious Act: As a general rule, an isolated comment or incident usually will not constitute a Hostile Environment or a hostile educational environment. If, however, the behavior is a Serious Act, such as 1) an intentional, nonconsensual touching of an intimate body area of another person 2) an

instructor humiliating a Student in class by making a joke about the Student’s disability or inquiring about the Student’s sexual activities or 3) a Student marking Nazi swastikas on a fellow Student’s car.

Examples of Persistent Hostile Behavior:

Persistent Hostile Behavior is a behavior that a reasonable person would find hostile or abusive. Examples: 1) Students ask a Faculty Member to quit telling offensive jokes, but the Faculty Member continues to do so 2) a Student asks a Resident Advisor not to touch him or her, but the Resident Advisor continues to do so 3) a Student asks a fellow Student to refrain from forwarding explicit emails, but the Student continues to send them.

Examples of Stereotyping: Statements that demean a person on the basis of that person’s age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status, sometimes referred to as “Stereotyping” can also contribute to a Hostile Work Environment. For example, it would be gender Stereotyping to ask a fellow Student why he or she majored in a discipline such as English, Engineering, or Finance because people of the Student’s gender cannot succeed in the area. Other examples of Stereotyping would be to ask an older Student why she or he is taking classes or to ask a pregnant Student whether she will continue to go to school after she has her baby. While each of these isolated questions may not constitute Harassment by itself, in a university setting such questions collectively could constitute a Hostile Environment.

Quid Pro Quo Sexual Harassment

This occurs when an Employee or a fellow Student explicitly, or implicitly, promises or withholds educational benefits based upon a Student’s acquiescence to sexual advances or behavior. “Quid Pro Quo Sexual Harassment” includes unwelcome sexual advances and/or requests for sexual favors from, an Employee, Student or other person, where submission to the conduct is made a term or condition of educational opportunity or submission to or rejection of such conduct is used as a basis for decisions related to education. Such Harassment may involve behavior by a person of either sex against a person of the same or opposite sex.

Examples of Quid Pro Quo Sexual Harassment may include but are not limited to:

1. Seeking sexual favors or relationships in

return for the promise of favorable educational opportunities or

2. Basing an educational related action (e.g., assigning grades, admission to a major degree of study, assignment to a particular residence hall, admission on an athletic team) on a sexual favor or relationship.

Avoiding Harassment in Conflict of Interest Situations

Students are prohibited from developing a romantic or sexual relationship with an Employee, especially with an Employee who supervises them. Please review Park's Employee Student Relationship Policy. It is the responsibility of both the Student and the Employee to adhere to this Policy.

Procedures Regarding Harassment Complaints

Individual Actions to Resolve Harassment:

Students who believe that they have been subjected to Harassment, or any member of the University community who has knowledge of Harassment, may take one or more of the following actions to stop the Harassment or provide evidence to support a Complaint:

1. Confront the harasser honestly regarding the harassing behavior, stating clearly that the Harassment is to be stopped.
2. If orally confronting the harasser is not possible, a letter may be written to the harasser stating honestly and directly the disapproval of the actions, and that the Harassment is to be stopped. Such letters should always be dated and a copy retained by the sender.
3. Keep clear and detailed accounts of the Harassment and feelings surrounding the events, including efforts to stop the Harassment. The date, time, setting, and any witnesses should be noted.
4. Seek support from others. Confide in trusted people when Harassment occurs, as it is important for other people to know that the Harassment is occurring.
5. Seek counseling since Harassment may precipitate a crisis that can damage a person's health, career, and self-confidence.
6. If confronting the harasser is not an option or does not end the Harassment, the Harassment should be reported as described below.
7. Students have the right to file a formal Complaint.

Initiating Third Party Resolution or Formal Harassment Complaints

Who to Contact:

1. A Student who believes that he or she has been subjected to Harassment by an Employee or by a fellow Student, or any Employee,

Student or other individual who has knowledge of Harassment of a Student by an Employee or a fellow Student, is encouraged to confer promptly with the Dean of Student Life. The Dean of Student Life may then confer with one or more of the following people about the Harassment, as the situation warrants:

2. The University Director of Human Resource Services
3. Any Academic Department Chair
4. Any of the following administrators: Any Deans, Assistant and Associate Vice Presidents, Vice Presidents (excluding the Vice President & General Counsel) or the Provost (Senior Administrator)
5. The Director of Student Enrollment Services or a Campus Center Director
6. These individuals will work with the Dean of Student Life and the Complainant in investigating the matter, and potentially filing a written Complaint.

Protection from Retaliation

This Policy prohibits retaliation against any Employee, Student or other individual who reports or is believed to have reported Harassment, or who is a witness or otherwise involved in a Harassment resolution proceeding. Retaliation will be considered a serious violation of this Policy, regardless of whether an informal or formal Complaint results in a finding that Harassment has occurred. Encouraging others to retaliate is also prohibited.

Confidentiality

All Employees, Students or other individuals who are involved in informal and formal Harassment resolution procedures, as a result of being consulted by either the Complainant or the harasser, are required to maintain confidentiality of the Harassment and the resolution proceedings to the extent practicable. Notwithstanding this requirement, the University cannot and does not guarantee that confidentiality will be maintained by all parties involved since it will be necessary to investigate Complaints and if Harassment has occurred, it may be necessary to take disciplinary action against the Employee who engaged in the Harassment.

Filing Internally versus Externally

The Complainant may elect to have a Complaint handled internally (within the University) in accordance with these procedures, and/or may elect to file a formal charge with a federal or state agency authorized by law to investigate such claims. The University will promptly respond to all internal Complaints.

Prompt Reporting

Prompt reporting of a Complaint is essential in order to enable the University to promptly resolve Harassment Complaints and end impermissible behavior. Complaints should be filed as soon as possible after the Harassment occurred, to minimize the time between the Harassment and an investigation in order to assure that memory lapses, the departure of key witnesses, or other time sensitive factors do not impair the investigation.

Informal Resolution

In many instances, Harassment Complaints can be resolved informally. The goal of this informal resolution process is to promptly rectify the problem with minimum disruption to the lives of the parties involved. As part of the Informal resolution process one or more of the following University Employees would help to resolve the issues between the Complainant and the harasser: the Vice President for Student Services, the Dean of Student Life, Campus Center Director, Director of Human Resource Services, an Academic Department Chair, or an Administrator.

1. Informal resolution may result in solutions such as the harasser immediately ceasing the Harassment, separating the Complainant and harasser, or reaching a mutually acceptable agreement to resolve the Complaint. However, informal resolution will not result in formal disciplinary action against the harasser.
2. Any Student may file an informal Complaint directly with the Dean of Student Life, the Campus Center Director, or through the online form.
3. If the informal resolution is unsuccessful, if the Complainant is dissatisfied with the results of the informal resolution process, or if the Complainant elects not to attempt to resolve the Complaint informally, the Complainant may file a formal Complaint with the Dean of Student Life and/or the online form.

Formal Complaint and Resolution

To file a formal Complaint, ideally the Complainant will meet with the Dean of Student Life to describe the Harassment orally and in writing. If that is not possible, this meeting may occur by phone. If the Complaint is against an Employee, the Director of Human Resource Services will also be involved at this stage. Following this meeting, a detailed written Complaint, including the name of the harasser, will be prepared. The Dean of Student Life or the Director of Human Resource Services will give the harasser a copy of the Complaint, and will refer the Complaint for processing

as follows, depending upon who the Complaint is filed against.

Formal Complaints by Students Against Faculty Members, including all fulltime, Part-time, and adjunct faculty

1. Student Complaints against Faculty Members will be referred to the Director of Human Resource Services. Notice of the Complaint will also be given to the Provost.
2. The Director of Human Resource Services will promptly cause a full investigation of the Complaint to occur, including interviews with the Complainant, harasser, and witnesses or others who the Complainant or the harasser request be interviewed.
3. The Director of Human Resource Services will cause a written report to be sent to the Provost, including findings of fact and a determination concerning the evidence and a recommended resolution of the Complaint. The University will promptly determine the final actions to be taken and communicate these directly to the harasser and the Complainant, together with a copy of the detailed written report. The Dean of Student Life, the harasser's Department Chair, Dean, the Provost and the President will also be informed of the outcome.

Formal Complaints by Students Against Staff

Staff members include all Employees who are not Faculty Members (Employees who are enrolled as part-time Students or who work on research grants at the University are considered Staff for purposes of this Policy):

1. Complaints against Staff Members are to be referred to the Director of Human Resource Services. Notice of the complaint will also be given to the harasser's Area Vice President, The Director of Human Resource Services will cause an investigation to be promptly undertaken.
2. A full investigation of the Complaint will include interviews with the Complainant, the harasser, and witnesses or others that the Complainant or the harasser request be interviewed. The investigators will have the authority to determine whom to interview and will interview the Complainant, the harasser, the witnesses and others in separate, private sessions.
3. The University will promptly determine the appropriate actions to be taken and communicate these directly to the harasser and the Complainant, together with a copy of the written report. A copy of this report will also be provided to the harasser's Area Vice President, as well as the Dean of Student Life.

Formal Complaints Against Students

Student Complaints against fellow Students will be investigated by the Dean of Student Life.

1. The Dean of Student Life will interview the Complainant, the harasser and all witnesses.
2. The Dean of Student Life, after consultation with the Vice President for Student Services, will promptly determine the appropriate actions to be taken and communicate these directly to the harasser and the Complainant, together with a copy of the written report.

Formal Complaints by Students Against Administrators or Trustees

1. A Harassment Complaint against an academic Associate Dean, Dean, or Associate Vice Provost should be referred to the Provost. In consultation with the Director of Human Resource Services, the Provost will promptly cause a full investigation of the Complaint to occur.
2. A Harassment Complaint against the Provost or other Vice President should be referred to the President. The President will promptly cause a full investigation of the Complaint to occur.
3. A Harassment Complaint against the President or a Trustee should be referred to the Chair of the Board of Trustees (or vice chair if the Complaint is against the Board Chair). The members of the Board of Trustees who are not subjects of the Complaint will promptly cause a full investigation of the Complaint to occur.
4. The University will promptly determine the appropriate actions to be taken and communicate these directly to the harasser and the Complainant, together with a copy of the written report. A copy of this report will also be provided to the President, the harasser's Area Vice President or Board of Trustees members (as appropriate), as well as the Dean of Student Life.

Protection from Bad Faith Complaints

If the Dean of Student Life or Director of Human Resource Services determines that a Student Complaint is intentionally dishonest or was made in bad faith, the Complaint will be dismissed and appropriate Disciplinary Action may be taken against the Complainant.

Disciplinary Action

Harassment is a serious offense that will not be tolerated in an educational, working, social, or living environment. If a Student is found to have violated this policy, Disciplinary Action may include, but is not limited to:

1. Corrective action or restitution
 2. Removal from University residential housing
 3. Requirement to attend training, counseling, or other specified sanction
 4. Removal from certain courses
 5. Termination of athletic team participation
 6. Termination of co-curricular activity participation
 7. Suspension
 8. Expulsion
- Disciplinary Action taken by the University, in its sole discretion, will be final and binding.

Right To Appeal

Disciplinary decisions made by the University, pursuant to this Policy are not subject to appeal.

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.

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 the Catalog, Student Handbook, and on the Park University website.

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. Director of Student Financial Services
2. Financial Aid Appeals Committee

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: PARK DISTANCE LEARNING

1. Faculty
2. Campus Center Academic Director
3. (Associate) Dean of Park 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 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 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 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 Associate 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. In addition, smoking is prohibited within 50 feet of any campus building.

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 Campus Safety. The Department of Campus Safety is staffed 24 hours a day, 365 days a year, and can be reached at (816) 584-6444. Campus Safety dispatchers will take your call and dispatch an officer, and if necessary call the police, fire department or EMS agency to assist in your emergency.

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 Campus 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. For a printed copy of the report, please contact the Department of Campus 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 online at 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 Campus Safety at (816) 584-6444. Staff in the Counseling Center (816) 584-6237 will also assist in referrals to counseling and mental health agencies for victims. In all cases, the protection of any physical evidence is of utmost importance.

On the Parkville Campus, the Assistant Director of the Student Assistance Center will assist student victims of sex-related crimes with changes in academic schedules, as possible within available courses. Residence Life staff will coordinate requested changes to living arrangements on the Parkville Campus, as is reasonable and within Park University's control. Both of these requests can be initiated through the Dean of Student Life, if easier for the student. Students at other campuses should request changes to their academic schedules through the Campus Director.

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 Campus Safety and the appropriate law enforcement agency.

Within the guidelines of the discipline procedures, the accuser and the accused may have other individuals of their choosing present during the 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 Campus 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 940 (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 940 (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 Associate Vice President for 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 Vice President for Academic Affairs.

Undocumented Students

Undocumented non-United States citizens, who have completed and are able to provide proof of having a diploma from an accredited high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

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.

Parkville Daytime Campus Center Program

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.

HOW TO APPLY

1. Application must be made online at 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 Vice President for Academic Affairs, will be admitted on probation. Students admitted on probation should take no more than 12 credit hours per semester and must achieve a 2.0 grade point average. **Students admitted on probation should not take accelerated or Internet courses.** 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 is required to provide all official transcripts from previous schools. Students without a high school diploma or equivalent cannot enroll in Park classes unless they are part of a cooperative program between Park University and the student's current institution. A non-degree-seeking 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. Such students need permission to enroll in each course from the academic department offering the course.

English, Mathematics and Modern Language Placement Policy for New Park University Students

ENGLISH PLACEMENT: For proper placement into their first Park University English course, new students must (1) provide C or better college credit for freshman composition courses

Parkville Daytime Campus Center Program

equivalent to Park's EN 105 and EN 106, or (2) provide ACT or SAT English subscores, or (3) take the COMPASS English placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, then the student will automatically satisfy Park's lower-level general education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500, the student will be eligible to take EN105 First Year Writing Seminar I as their first Park English course. Students with lower ACT/SAT English scores or no scores are required to contact Park's Academic Support Center about taking the COMPASS English placement test. The COMPASS test will then be used to determine the student's first Park University English course. For additional placement policies regarding international students, refer to the catalog's International Students section.

MATHEMATICS PLACEMENT: For proper placement into their first Park University mathematics course, new students must (1) provide C or better college credit for a college algebra course equivalent to Park's MA 135, or (2) provide ACT or SAT math subscores, or (3) take the COMPASS mathematics placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for a college algebra course equivalent to Park's MA 135, then the student will automatically satisfy Park's general education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620, the student may petition the Office of Academic Affairs to have their general education mathematics requirement waived. If a student has an ACT mathematics subscore of at least 23 or an SAT mathematics subscore of at least 510, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 135 College Algebra as their first Park mathematics course. If a student has an ACT mathematics subscore of at least 21 or an SAT mathematics subscore of at least 500, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 125 Intermediate Algebra as their first Park mathematics course. Students with lower ACT/SAT mathematics scores or no scores will be required to contact Park's Academic Support Center about taking the COMPASS mathematics placement test. The COMPASS test will then be used to determine the student's first Park University mathematics course.

MODERN LANGUAGE PLACEMENT: The modern language requirement pertains to BA degrees only. However, students seeking BS degrees can take modern language courses for elective credit. Students who are interested in taking a modern language course must contact the Academic Support Center or the Department of English and Modern Languages for instructions on how to take the Modern Languages Placement Test at no cost to the student. The placement test will then be used to determine the student's first Park University modern language course.

*The Modern Language requirement pertains to BA degrees only. However, students seeking BS degrees can transfer Modern Language courses as elective credit.

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.

Park 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 46. 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.

Undocumented Students

Undocumented non-United States citizens, who have completed and are able to provide proof of having a diploma from an accredited high school in the United States, are eligible for admission to Park University, provided they meet the admission requirements stated above.

How to Apply

1. Apply online at 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 Park Distance Learning & Accelerated Programs and may only attend the Parkville Daytime Campus Center (see page 63). 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

Park Distance Learning & Accelerated Programs

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 MyPark. A copy of the degree audit may also be obtained through MyPark.

Registration

1. Registration for classes can be completed up to a year in advance through MyPark, 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 for more information).
3. Students who pre-enroll for online classes will be able to login to the Park Online Campus parkonline.org on the first day of class or when they receive MyPark 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 web site, 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 to determine the materials they need to be prepared for the first day of class.

Park Distance Learning & Accelerated Programs

- 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”
8. Term dates can be found at either the Course Schedule 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.

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 MyPark 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 MyPark account, please email helpdesk@park.edu or call (800) 927-3024.

Course Help (eCollege)

For technical assistance with the eCollege Online classroom, email 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.

Email Policy for Students Taking Online Courses

All Online students are required to use their Park email 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.

English, Mathematics and Modern Language Placement Policy for New Park University Students

ENGLISH PLACEMENT: For proper placement into their first Park University English course, new students must (1) provide C or better college credit for freshman composition courses equivalent to Park’s EN 105 and EN 106, or (2) provide ACT or SAT English subscores,

Park Distance Learning & Accelerated Programs

or (3) take the COMPASS English placement test administered by Park's Academic Support Center at no cost to the student. If a student provides C or better college credit for freshman composition courses equivalent to Park's EN 105 and EN 106, then the student will automatically satisfy Park's lower-level general education English requirement. If a student has an ACT English subscore of at least 21 or an SAT English subscore of at least 500, the student will be eligible to take EN105 First Year Writing Seminar I as their first Park English course. Students with lower ACT/SAT English scores or no scores are required to contact Park's Academic Support Center about taking the COMPASS English placement test. The COMPASS test will then be used to determine the student's first Park University English course. For additional placement policies regarding international students, refer to the catalog's International Students section.

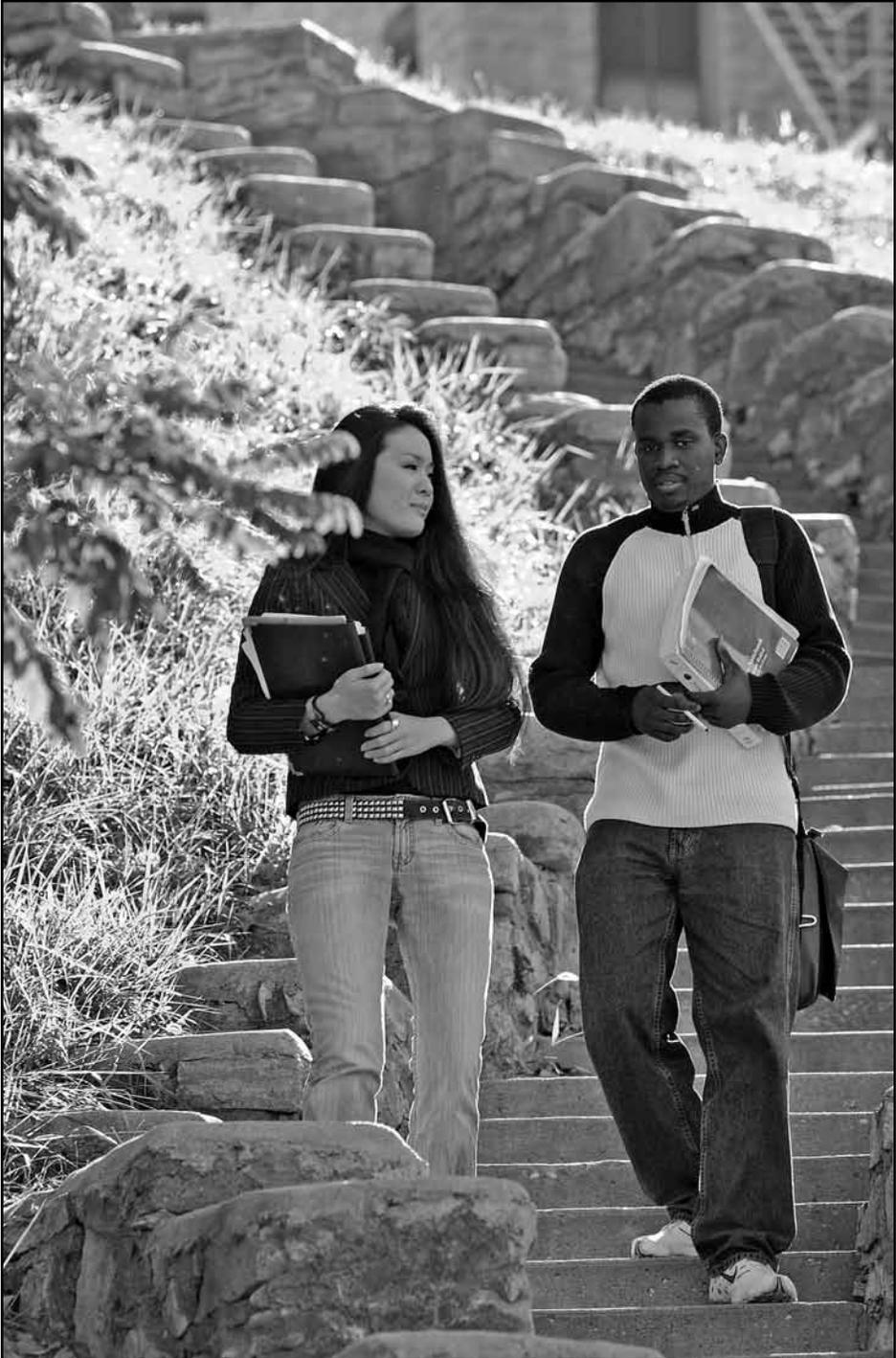
MATHEMATICS PLACEMENT: For proper placement into their first Park University mathematics course, new students must (1) provide C or better college credit for a college algebra course equivalent to Park's MA 135, or (2) provide ACT or SAT math subscores, or (3) take Park's Mathematics Placement Test at no cost to the student. If a student provides C or better college credit for a college algebra course equivalent to Park's MA 135, then the student will automatically satisfy Park's general education mathematics requirement. If a student has an ACT mathematics subscore of at least 27 or an SAT mathematics subscore of at least 620, the student may petition the Office of Academic Affairs to have their general education mathematics requirement waived. If a student has an ACT mathematics subscore of at least 23 or an SAT mathematics subscore of at least 510, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 135 College Algebra as their first Park mathematics course. If a student has an ACT mathematics subscore of at least 21 or an SAT mathematics subscore of at least 500, the student will be eligible to take MA120 Basic Concepts of Statistics or MA 125 Intermediate Algebra as their first Park mathematics course. Students with lower ACT/SAT mathematics scores or no scores will be required to contact Park's Academic Support Center about taking Park's Mathematics Placement Test. The placement test will then be used to determine the student's

first Park University mathematics course.

MODERN LANGUAGE PLACEMENT: The modern language requirement pertains to BA degrees only. However, students seeking BS degrees can take modern language courses for elective credit. Students who are interested in taking a modern language course must contact the Academic Support Center or the Department of English and Modern Languages for instructions on how to take the Modern Languages Placement Test at no cost to the student. The placement test will then be used to determine the student's first Park University modern language course.

*The Modern Language requirement pertains to BA degrees only. However, students seeking BS degrees can transfer Modern Language courses as elective credit.

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 103.)

1. **Transfer college credit from regionally accredited institutions**
2. **Credit from military training/education**
3. **American Council on Education**
4. **College Level Examination Program (CLEP)**
5. **Defense Activity Non-Traditional Education Support (DANTES)**
6. **Validated Learning Equivalency (VLE) – credit for validated learning**
7. **Advanced Placement (AP)**
8. **End-of-Course Examination**
9. **The International Baccalaureate Diploma (IB)**
10. **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 (As of July 1, 2010)	
COLLEGE COMPOSITION MODULAR	50		3 CREDITS
ENGLISH COMPOSITION (No longer available after July 1, 2010)	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 \$200, 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/FEES/CHARGES (Subject to change by Park University)

For the school year 2011-2012, (with the exception of the Nursing program) tuition will be charged on a per credit hour rate,

All Campuses	\$ 330 / credit hour
Military Campus Centers Covered by MOU.....	\$ 210 / credit hour
Effective October 1, 2011	\$ 224 / credit hour
Nursing.....	\$ 20,857 / year
(Associate of Science Degree in Nursing - see below)	
Portfolio.....	\$ 355 / credit hour
Enrollment fee.....	\$ 850

Residential Student Charges:

• Board.....	\$ 1,760 / semester
• Room	
Chesnut Hall – double	\$ 1,495 / semester
– single	\$ 2,470 / semester
Copley Quad – double.....	\$ 2,030 / semester
– single	\$ 3,350 / 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	\$ 200
Health Insurance (semester)**	\$ 275
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	\$ 25 / credit hour
Bookkeeping Charge	\$ 20
Teacher Placement File.....	\$ 15
Transcript Request Fee	\$ 10
Express Processing Fee (To be processed within 24 hours)	\$ 15
Writing Competency Test Administration	\$ 25
Dual Credit Course Tuition.....	\$ 90 / credit hour
Dual Credit Matriculation Fee	\$ 50
Validated Learning Equivalency (VLE)	
Petition Fee	\$ 50
Fee for each awarded hour.....	\$ 35 / 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.

All credit balances will be released to students in the form of an ACH direct deposit to an account designated by the student, or to a Park University debit/stored value card. Please use MyPark to locate the ACH direct deposit form and/or the enrollment process for the Park University debit card.

Students must sign into MyPark in order to locate the forms below.

1. Direct Deposit ACH Form

A Bank account is required for this option. This form takes 3 business days to process once received by the Accounting Services.

2. Park University Stored Value Card –Visa Branded Debit Card

The Park University Stored Valued Card is a fast and convenient way of receiving your financial aid refund. A Park student does not need a bank account for this option. The card is affiliated with US BANK and the ALLPOINT NETWORK.

Please follow the enrollment process below. Once submitted, a card pack will be issued to the address indicated on the form within 7-10 business days, by Skylight Financials. You do not need to send any account information to Park University. If you have an address change please send changes to mrodriguez@park.edu. Skylight Online Enrollment Process

- Access your Internet and type Skylight's address: https://www.skylight.net/secure/olelos_login.asp in your web browser window.
 - **Login ID: parkuniversity**
 - **Password:** You will set your password upon first login. Please select any four-digit number you would like.
 - Click on Login icon to continue.
 - Select the appropriate language icon, **English or Español.**
 - Enter the requested information in the fields provided (entry format is indicated). The optional fields are denoted with an asterisk (*). The entry format is indicated within the field.
- NOTE:** The name field should be completed with the full name (**first and last**). Enter the **Social Security Number** in the field with 9 digits and **NO** dashes or spaces. The **Date of Birth** field type the date as follows: MM/DD/YY (i.e. 04/26/1975). The **Phone Number** should be entered as ###-###-####.
- Then select Submit.
 - A new screen will appear the confirmation number.
 - Select **Done**.
 - Another confirmation screen will appear which will provide the confirmation number.
 - Choose **Logoff** to exit the online enrollment process.
 - Please call the **activation number** (located on the sticker that is attached to the front of the card) to activate your card by **choosing a PIN** (personal identification number).

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 Campus Safety. To register a vehicle, students must complete a vehicle registration form. Forms are available at the Office of Campus Safety (1st Floor Thompson Center),

the Student Assistance Center (1st Floor Norrington), or online at <http://www.park.edu/safetyapp/parkingpermitapplication.pdf>.

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 that aid availability is viewable at the MyPark portal <https://my.park.edu/ics/>.

1. The 2011-2012 Park University Request for Financial Aid form (RFA) available on line at www.park.edu/finaid
2. Federal needs analysis is generated from the Free Application for Federal Student Aid (FAFSA) 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 received by Park University from electronic data produced from the FAFSA available online. **All students who are eligible to complete the FAFSA are required to do so—even if they are only eligible to receive institutional financial aid funds.**

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 2010 federal income tax and W2 forms as filed with the U.S. Internal Revenue Service, even if the student was not married in 2010 (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). FAFSA applications must be submitted each year.

Summer financial assistance requires an additional application.

The 2011-2012 version of the FAFSA form is required to establish eligibility for need-based and institutional financial aid programs. There is no fee charged for the FAFSA application. Forms for 2011-2012 will not be processed after June 30, 2012. 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 1, with a limited amount of funds available for awarding.

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 a federally mandated process 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.

The complete policy is available at the following:

http://www.park.edu/sac/documents/satisfactoryacademicprogresspolicy_000.pdf

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. If applying for federal financial assistance, a valid FAFSA must be on file.
(The Park University code is 002498).
4. Student Loan Recipients - If the applicant received a Federal Direct, Direct Parent or Perkins Student Loan in the previous semester and are transferring to Park University, the applicant should contact the previous institution to cancel any subsequent loan disbursement at the previous school. The applicant must reapply for the loan at Park University.
5. 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.
6. The applicant will be informed by Park University of the Financial Aid Award in the form of an electronic award notification. Please comply with the instructions accompanying this letter.
7. 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 on the Park University Financial Services web site. The complete policy is available on the web site, 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

Information on the Federal Pell Grant can be found at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/PellGrants.jsp?tab=funding>

The student will be required to make academic progress completing 24 hours with a minimum GPA of 2.0 before the student will be eligible to receive funding through a second Pell grant award in the same award year.

Information on Federal SEOG can be found at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/FSEOG.jsp>

Information on the Federal Teach Grant program can be found at:

<http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

OTHER GRANTS may be viewed at www.park.edu/scholarship/scholar/grid

STATE GRANTS AND SCHOLARSHIPS may be viewed at www.dhe.mo.gov

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

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.

Other Missouri agencies that offer scholarship

DEPARTMENT OF ECONOMIC DEVELOPMENT

(800) 877-8698

<http://www.ded.mo.gov>

- Federal Job Training Partnership Act; Employment and Training Program

DESE DIVISION OF VOCATIONAL REHABILITATION

(877) 222-8963

<http://dese.mo.gov/vr>

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

DEPARTMENT OF HEALTH

(800) 891-7415

<http://www.dhss.mo.gov>

- 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 INSTITUTIONAL SCHOLARSHIPS can be viewed at www.park.edu/scholarship/scholar/grid

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, be enrolled full time for the fall and spring terms, 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) 584-6294 or 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 on the student portal.

NOTE ON FINANCIAL ASSISTANCE

Non-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 funds 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

The student 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 under special circumstances; and must be appealed for. 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 - Information on Federal Perkins Loan can be found at:
<http://studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp#03>

THIS AID MUST BE REPAID!

FEDERAL DIRECT STAFFORD LOANS - 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 the Student Financial Services office for additional information on the federal loan programs. (FED)

THIS AID MUST BE REPAID!

UNDERGRADUATE LOAN PROGRAMS FOR DEPENDENT STUDENTS

FEDERAL DIRECT 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. 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. 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 DIRECT 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 Direct Stafford Loan can be offered by itself or made in conjunction with the subsidized Federal Direct 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 Direct Stafford Loan before applying for the unsubsidized Federal Direct Stafford Loan. (FED)

FEDERAL DIRECT 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 Direct 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. Students must complete the FAFSA to determine parent eligibility for the PLUS loan.

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

Each type of Federal Direct Stafford Loan described here as well as the Federal Direct 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. The loan must be guaranteed by 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 08-09-11 to 05-07-12. 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. 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 to guarantee a new loan reflecting the new enrollment dates.

UNDERGRADUATE LOAN PROGRAMS FOR INDEPENDENT STUDENTS

FEDERAL DIRECT 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 Direct 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 DIRECT 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 Direct Stafford Loan. The **combination** of subsidized and unsubsidized Federal Direct 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.

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

PO Box 1469
Jefferson City, MO 65102-1469
(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

STUDENT FINANCIAL SERVICES

Park University
8700 NW River Park Drive
Parkville, MO 64152-3795
(816) 584-6290
(816) 741-9668 FAX

finaid@park.edu

STUDENT ASSISTANCE CENTER

Park University
8700 NW River Park Drive
Parkville, MO 64152-3795
(816) 584-6800

studentassistancecenter@park.edu

Also, information may be obtained at 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

Campus Life and Student Services



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 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

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 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. 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 available, in addition to distance counseling

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. 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.

PIRATE 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 piratefitness@park.edu. For a complete schedule of classes, wellness programs, and details on the facility go to 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.

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.

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, including plays, lectures, dances, concerts, athletic events, and other forms of entertainment and education. 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 Kansas City Area. Some events, such as International Talk Like a Pirate Day, are celebrated at all the Park University campuses. The online Activities Calendar is available through the Student Life homepage at 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 challenge course, educational workshops, social activities, and programs to acquaint students with Park University's traditions, programs, and campuses. Students also have the opportunity to join many different student clubs and organizations. Active groups include community and campus service organizations like Park Student Organization and Student Ambassadors, academic organizations such as the Association for Computing Machinery (ACM) and Communication Connection, honorary organizations such as Alpha Chi and Zeta Omicron, 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.

STUDENT HEALTH SERVICES

Parkville Students with various types of health insurance have different options for health care.

Students with Bollinger Student Insurance

Students with Bollinger Student Insurance can utilize the healthcare services available at Platte County Health Department – on Highway 9 just north of the Park University softball and soccer fields. The address is: 1201 East Street, Parkville, MO 64152. Please check the Platte County Health Department Website for updated services and hours: <http://www.plattecountyhealthdept.com/> and call (816) 587-5998 to schedule an appointment. Please take your Bollinger Student Insurance Card and Park ID card with you.

A Walk-in Clinic is also available at the Parkville office of Platte County Health Department, Monday - Friday 8:00 am to 6:00 pm. Please call (816) 587-5998 for more information. The Walk-in Clinics do not require an appointment. Services are provided by a highly qualified staff of Registered Nurses. The Walk-in Clinic offers the following services:

- Blood pressure, blood sugar and hemoglobin screenings,
- Tuberculosis skin tests,
- Confidential pregnancy tests,

- Confidential HIV – AIDS and STD testing,
- Adult and International Travel Vaccinations, including: Flu shots, Hepatitis A, Hepatitis B, Japanese Encephalitis*, MMR Meningococcal, Pneumococcal, Tetanus & Diphtheria, Typhoid*, Varicella, Yellow Fever*

*Please call ahead about travel vaccinations so they can order the appropriate vaccines before you visit the clinic.

All students are encouraged to carry the Bollinger Student Health Insurance. Residential Students, Varsity Athletes, International Students with F-1 Status, and Nursing Students are required to purchase Student Insurance unless they provide proof of personal insurance. Details are available on the Student Assistance Center website at: www.park.edu/sac/studentinsurance.html.

Students with private insurance will need to find a provider through their network. Students may call the Nurse-Line at St. Luke's Northland Hospital at 816-932-6220 for free nurse advice and physician referral 24 hours a day

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. In addition, Park University offers a minor in Leadership, and that information is available in Student Life by calling the Coordinator for Student Leadership and Engagement at (816)584-6595.

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 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. In addition, several opportunities for involvement are also available at campuses outside the Kansas City area.

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 residential and commuter population. The Assistant Dean of Student Life and Coordinator for Student Leadership and Engagement 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 minor designed to augment other departmental offerings 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.

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 he/she has an academic grievance must first 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 must then take the matter to the appropriate Department Chair or Campus Center Academic Director. If no resolution is reached at that level, or if the Department Chair or Campus Center Academic Director is the faculty member named in the first instance, the concern should be taken to the appropriate academic Dean. The decision of the Dean will be considered final. Students may petition the Vice President for Academic Affairs only in instances where he/she feels due process or University policy was not followed.

GRADE APPEAL POLICY

1. All grade appeals must be initiated within 30 calendar days of the end of the term in which the grade to be challenged was recorded.
2. The student bringing the appeal must first discuss the issue with the faculty member who assigned the grade.
3. If a mutually satisfactory resolution is not reached in conversation with the faculty member, the student must discuss the issue with the appropriate Department Chair or Campus Center Academic Director.
4. If, after discussions with the faculty member and the Department Chair or Campus Center Academic Director, a resolution has not been reached, the student may file with the respective academic Dean a formal grade appeal.
5. All students intending to file a formal grade appeal must do so within 60 calendar days of the end of the term in which the grade to be challenged was recorded, and must use the Grade Appeal Form available at www.park.edu/current/.
6. Students must submit the completed Grade Appeal Form and any supporting documentation to the appropriate Campus Center Academic Director, or academic Dean. Campus Center Academic Directors forward

such appeals to the Associate Dean of PDL, who will then forward it to the appropriate academic Dean.

7. Once the documentation is received by the School/College Dean, the student will be notified by the academic Dean.

8. Within 7 calendar days of receipt of the complete student petition, the faculty member named in the appeal will be informed that the issue has been elevated to the level of a formal appeal. He/she will be given access to the files submitted by the student. The faculty member will be given 14 calendar days to submit a response to the academic Dean. The Dean may, in extreme circumstances, extend the deadline for faculty input (e.g., in cases where the faculty member is on vacation or is ill). In those instances, the Dean will notify the student of the extension, new dates, and general reason for the extension.

9. The student appeal information, together with the faculty response, will be considered the formal Grade Appeal Dossier, which will be secured in the College/School Dean's office during the appeal process.

10. The Dean will review the case and render a decision. That individual may also employ the assistance of a formal College/School Appeal Board. In cases where such a Board is assembled to hear a case involving a student from a Park Campus Center, the Dean will ensure that the appropriate Campus Center Academic Director is formally involved in the process. The decision of the Dean will be rendered within 14 calendar days of the completion of the Grade Appeal Dossier.

11. The Dean will immediately notify the student of the decision in writing.

12. The decision of the Dean will be considered final. Appeals to the Associate Vice President for Academic Affairs can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal.

Students may contact the Student Assistance Center for assistance with these 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. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty (www.park.edu/current/ or www.park.edu/faculty/).

Definitions

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

- Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.
- Falsifying academic records includes, but is not limited to, altering grades or other academic records.
- Other academically dishonest acts include, but are not limited to: 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 a Park student, the a faculty member bringing the charge will document the incident on an Academic Dishonesty Incident Report, and will submit a copy of the form to the Department Chair, Campus Center Academic Director, or academic 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 (www.park.edu/faculty/ and www.park.edu/current/). Once an Academic Dishonesty Incident Report Form has been submitted, the faculty member bringing the change 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 in a following 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 any supporting documentation) with the appropriate Department Chair, Campus Center Academic Director, or academic Dean.

IF THE STUDENT DISPUTES THE CHARGE, he/she may request a review of the issue by the appropriate Department Chair, Campus Center Academic Director, or academic Dean within 10 business days following the initial meeting with the faculty member. If the matter still cannot be resolved, the student may contact the appropriate academic Dean or Campus Center Academic Director to request a formal hearing. The Dean or Campus Center Academic Director will appoint a Hearing Committee to conduct a hearing within 20 business days of the request.

The faculty member making the allegation will present her/his case to the Hearing Committee. The Hearing Committee will be comprised of two faculty members (excluding any of the student's current faculty) and one student appointed by the Campus Center Academic Director or Dean. The Campus Center Academic Director or Dean will appoint, as Chair, one of the two faculty members. 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 to be present for consultation purposes during the hearing. The adviser may not address the committee members or witnesses.

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 appropriate academic Dean within five business days. Upon receipt, the appropriate documentation will be scanned to the student's e-file.

Immediately following the hearing, the committee will discuss the case and will make clear in a written document addressed to the appropriate academic Dean whether they find for the student or for the faculty member. 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 summary of the entire case must be submitted to the Associate Vice President for Academic Affairs. He/she may impose additional sanctions for repeat offenders.

The decision of the Dean will be considered final. Appeals to the Associate Vice President for Academic Affairs can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal. 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:

- Documented 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

In cases where a first-time Park undergraduate student taking only one course, receives a failing grade, he/she will be placed on academic probation rather than on 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 appropriate academic Dean. 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 appropriate academic Dean. A decision is rendered following consultation with the appropriate

Campus Center Academic Director or Department Chair. 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. **A request for withdrawal, if sent electronically, must be sent using the student's Park e-mail account.**

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 <https://www.park.edu/registrar/gradapp>. Students must return the completed form with the appropriate fee.

Deadline for Application:

December Commencement	April 1
May Commencement	November 1
August Completion	April 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 commencement 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 commencement processional 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 commencement) or March 15 (preceding the May commencement) 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.

Online Attendance Policy

Students must participate in an academically related activity on a weekly basis in order to be marked present in an online class. Examples of academically-related activities include but are not limited to: contributing to an online discussion, completing a quiz or exam, completing an assignment, initiating contact with a faculty member to ask a course-related question, or using any of the learning management system tools.

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 Park Distance Learning. Generally, a class is cancelled if the enrollment is less than ten students. When a class is cancelled, students are notified by 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 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 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 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.

The student must have his/her own access to the Internet. Additional information about online courses may be obtained from the Park Distance Learning section of the University web site - 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.

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 Park email account. **COURSES MAY NOT BE ADDED OR DROPPED BY TELEPHONE.**

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.

GRADUATION HONORS

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

1. At least 45 earned Park credit hours prior to the last term of enrollment at Park University.
2. The cumulative Park University grade point earned as follows:
CUM LAUDE3.5 to 3.699
MAGNA CUM LAUDE3.7 to 3.899
SUMMA CUM LAUDE3.9 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 Honor3.5 to 3.699
With High Honor3.7 to 3.899
With Highest Honor3.9 to 4.0

24-29 GRADED HOURS
EARNED FROM PARK UNIVERSITY:
With Distinction3.75 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 Park 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 Park 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 Vice President for Academic Affairs
 - Controller
 - Associate Dean of Park 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 Park 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 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 seven (7) 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 liberal 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 37-hour Liberal 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 [74](#).

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 a regionally accredited higher education institution. Recognition of Park University as an accredited higher education institution means that the accrediting association recommends that Park University transcripts be evaluated on the same basis as those of other accredited colleges and universities. Students should, however,

consult the Office of Admissions, Registrar or department chairperson at the institution to which they wish to transfer in order to determine which credits will transfer to fulfill requirements at that institution.

Academic Degree Programs



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 College 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 120 Basic Concepts of Statistics, MA 125 Intermediate Algebra, 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 Degree Liberal Education Program

REQUIRED of all Bachelor degree programs Liberal Education (LE) Program

The Liberal Education Program at Park University—Integrative Literacies for Global Citizenship—is education that develops an awareness of human potentials. It develops proper attitudes for realizing such potentials through critical and informed judgments that foster concern for individual and social well-being. It develops a love for learning by encouraging activities that promote knowledge of the basic concepts, methodologies, and rewards of learning. It builds skills and competencies that help students acquire the distinctive outcomes defined in the University vision, mission, core values, and literacies. These outcomes include:

1. Analytical and Critical Thinking
2. Community and Civic Responsibility
3. Scientific Inquiry
4. Ethics and Values
5. Literary and Artistic Expression
6. Integrative and Interdisciplinary Thinking

For more information on the Park University Literacies, and the specific sub-competencies of each, visit <http://www.park.edu/facultymanual/lec.html>.

In shifting our terminology from “general” to “liberal” education, Park University also aligns itself with the American Association of Colleges and Universities’ definition of liberal education as:

An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.”

Bachelor of Arts/Bachelor of Social Work/Bachelor of Fine Arts

Park University grants the Bachelor of Arts and the Bachelor of Social Work 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.
3. A minor is required (some may be discipline specific as noted in the major). **Not required for the BSW or BFA.**
4. Completion of at least 45 hours of upper division (300 or 400 level) college course work.
5. 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.
6. Completion of the 37 hour Liberal Education requirement as listed below:

Core Courses:

EN 105 First Year Writing Seminar I....3 cr.
 EN 106 First Year Writing Seminar II...3 cr.
 MA 120 Basic Concepts of Statistics
 OR.....3 cr.
 MA 135 College Algebra
 CA 103 Public Speaking
 OR
 TH 105 Oral Communication.....3 cr.
 OR
 CA 105 Intro to Human Communication
 CS 140 Introduction to Computers.....3 cr.
 (May be satisfied by higher level course or departmental equivalent)

Science course with a lab4 cr.

Liberal Education Electives

At least 6 hours LE designated Social Science courses6 cr.
 At least 6 hours LE designated Arts & Humanities courses6 cr.
 At least 3 hours LE designated Natural & Physical Science (except computer science) courses3 cr.
 LE 300 Seminar in Integrative & Interdisciplinary Thinking.....3 cr.
7. Completion of the second 4-hour elementary (104) level modern language course or a 3-hour intermediate course. (Placement will be determined by the Modern Language Placement test).
8. Completion of LE 100 First-Year Seminar (all first-time freshmen.)
9. Passing the Writing Competency Test (WCT).

NOTE: English 105 and 106 and the WCT must be completed not later than the semester in which the student acquires 60 credit hours. For transfer students with 60 hours or more, these requirements, including the WCT must be completed during their first two semesters or their first three terms at the University. An administration fee is collected at the time the student registers. Further information about the WCT is available at <http://www.park.edu/support/testprepare.asp>.

10. EN 306 Professional Writing in the Discipline.....3 cr.
11. 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.
12. 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/Bachelor of Music/
Bachelor of Science in Education/Bachelor of Science in Nursing**

Park University grants the Bachelor of Science, Bachelor of Public Administration, Bachelor of Science in Education, Bachelor of Science in Nursing and the Bachelor of Music 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).
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. Completion of the 37 hour Liberal Education requirement as listed below:

Core Courses:

- EN 105 First Year Writing Seminar I....3 cr.
 EN 106 First Year Writing Seminar II ..3 cr.
 MA 120 Basic Concepts of Statistics
 OR3 cr.
 MA 135 College Algebra
 CA 103 Public Speaking
 OR
 TH 105 Oral Communication3 cr.
 OR
 CA 105 Intro to Human Communication
 CS 140 Introduction to Computers.....3 cr.
 (May be satisfied by higher level
 course or departmental equivalent)
 Science course with a lab.....4 cr.

Liberal Education Electives

- At least 6 hours LE designated Social
 Science courses6 cr.
 At least 6 hours LE designated Arts &
 Humanities courses.....6 cr.
 At least 3 hours LE designated
 Natural & Physical Science
 (except computer science) courses3 cr.
 LE 300 Seminar in Integrative &
 Interdisciplinary Thinking3 cr.
6. Completion of LE 100 First-Year Seminar (all first-time freshmen.)
 7. Passing the Writing Competency Test (WCT).
NOTE: English 105 and 106 and the WCT must be completed not later than the semester in which the student acquires 60 credit hours. For transfer students with 60 hours or more, these requirements, including

the WCT must be completed during their first two semesters or their first three terms at the University. An administration fee is collected at the time the student registers. Further information about the WCT is available at <http://www.park.edu/support/testprepare.asp>.

8. EN 306 Professional Writing in
 the Discipline3 cr.
9. 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.
10. Presentation of an application for graduation by established deadlines during the semester/term prior to the student's graduation.

Academic Degrees Offered

A student enrolling at Park University in 2011-2012 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 Science				B.S.	
	Minor			Minor	Minor	
Athletic Training	Bachelor of Science				B.S.	
Biology	Bachelor of Science				B.S.	
	Minor				Minor	
Business Administration	Bachelor of Science				B.S.	B.S.
	Minor			Minor	Minor	
Chemistry	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.		
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.
	Bachelor of Arts				B.A.	
	Minor			Minor	Minor	
	• Terrorism and Homeland Security	Certificate	Cert.	Cert.	Cert.	
Early Childhood Education	Bachelor of Science in Ed.				B.S.E.	
Economics	Bachelor of Science				B.S.	
	Minor			Minor	Minor	
Education Studies	Bachelor of Science in Ed.		B.S.E.	B.S.E.	B.S.E.	B.S.E.
	• Early Child. Ed. & Leadership	✓	✓	✓		
	• Early Child. Ed. Teaching Young Children	✓	✓			
	• Early Child. Ed. Young Child Emphasis				✓	
	• Early Child. Ed. Youth Emphasis				✓	
Elementary Education	Bachelor of Science in Ed.				B.S.E.	
Middle School Education	Bachelor of Science in Ed.				B.S.E.	

Academic Degrees Offered

    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio
Secondary Education	Bachelor of Science in Ed.				B.S.E.	
K-12 Education (Spanish, Art)	Bachelor of Science in Ed.				B.S.E.	
English	Bachelor of Arts				B.A.	
	Minor		Minor		Minor	
Fine and Performing Arts	Minor				Minor	
Fine Arts	Bachelor of Arts				B.A.	
	Minor				Minor	
Fitness and Wellness	Minor				Minor	
Geography	Bachelor of Science		B.S.		B.S.	
	Minor		Minor		Minor	
Geographical Info. Systems	Minor				Minor	
Geoscience	Minor				Minor	
Global Studies	Minor				Minor	
Global Sustainability	Minor				Minor	
Graphic Design	Bachelor of Science				B.S.	
	Minor				Minor	
History	Bachelor of Arts				B.A.	B.A.
	Minor				Minor	
	• Military History Certificate	Cert.	Cert.	Cert.		
Info. & Computer Science	Bachelor of Science	B.S.	B.S.		B.S.	
	Associate of Science	A.S.	B.S.	A.S.		
	Minor			Minor	Minor	
Interdisciplinary Studies	Bachelor of Science				B.S.	
Interior Design	Bachelor of Fine Arts				B.F.A.	
Leadership	Minor				Minor	
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.		

Academic Degrees Offered

    		Extended Learning	Online Learning	Kansas City Accelerated	Parkville 16-week	Portfolio
Mgmt./Comp. Info. Systems	Bachelor of Science	B.S.	B.S.	B.S.		B.S.
Mgmt./Engineering Admin.	Bachelor of Science	B.S.				
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	
Music	Bachelor of Music				B.M	
	Minor				Minor	
	Certificate				Cert.	
Natural Science	Minor				Minor	
Nursing	Associate of Science				A.D.N.	
	Bachelor of Science				B.S.N.	
Office Management	Associate of Science	A.S.				
Organizational Communication	Bachelor of Arts			B.A.	B.A.	
	Minor			Minor	Minor	
Political Science	Bachelor of Arts				B.A.	
	Minor			Minor	Minor	
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 Work	Bachelor of S.W.				B.S.W.	
	Minor			Minor	Minor	
Sociology	Bachelor of Arts	B.A.	B.A.		B.A.	
	Minor			Minor	Minor	
Spanish	Bachelor of Arts				B.A.	
	Minor				Minor	
Theatre	Minor				Minor	



SPECIAL ACADEMIC PROGRAMS

Undergraduate Certificate Programs

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

Courses selected for an undergraduate certificate program are courses approved or offered for credit at the undergraduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. Undergraduate credit hours earned through these courses may not be less than 12 hours nor more than 18 hours.

General criteria for admission to any undergraduate certificate program include:

1. An earned associate or baccalaureate degree from a regionally accredited college or university, or its foreign equivalent, or current enrollment in a baccalaureate degree program from a regionally accredited college or university, or its foreign equivalent.
2. Each program may establish the minimum grade point average, English language examination score, standardized test scores, and other entry criteria. Such flexibility is permitted to meet the needs of the target student population.
3. Undergraduate students who are currently enrolled in an undergraduate program may simultaneously pursue an undergraduate certificate program, with the permission of the program or department chair offering the certificate program. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to the Library and University-wide facilities, subject to the rules governing those facilities.

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

A student graduates from a certificate program when all program requirements are completed and has maintained a 2.00 grade point average (GPA). Individual departments may establish a higher GPA in creating their certificate programs. A document suitable for framing may be issued by the Department(s) or School that offers the certificate program. Courses and certificates completed will be transcribed by the Registrar, and they will become a part of the student's permanent academic record.

GLOBAL PROFICIENCY PROGRAM

What is Global Proficiency?

Global proficiency is defined at Park University as demonstrating the knowledge, intercultural engagement skills, cross-cultural communication competency and attitudes necessary to participate effectively and responsibly in the global environment.

Why is global proficiency important?

1. It helps fulfill the mission of Park University to prepare learners to think critically, communicate effectively, and engage in lifelong learning while serving a global community.
2. It serves as a valuable credential to add to resume when seeking an internship or a job.
3. It embodies knowledge, skills, and attitudes that will serve students personally and professionally.
4. Completion of this program will be noted on a student's official transcript.

How does Global Proficiency Program differ from completion of a program minor?

A certificate program is comparable to a minor, but is not attached to a major in order to obtain the certification. It offers more co-curricular activity options and opportunities for community engagement.

Goals:

1. Provide students with intercultural educational opportunities at home and abroad
2. Provide students with an opportunity to fulfill Park's international and multicultural learning objectives:

- a. Students will demonstrate an understanding of the interconnectedness of political, economic, and social systems. They will evaluate and analyze these systems.
 - b. Students will distinguish among the different perspectives of world history, intercultural issues, and world viewpoints. An understanding of geography will be critical to successfully undertaking this analysis.
 - c. Students will demonstrate an ability to communicate with people of different cultures, backgrounds, and countries.
3. Provide students with the tools and credentials needed to become leaders in a global workforce.

Requirements:

Students will meet requirements 1-8 below. Requirement #7 dictates the accrual of 30 points through participation of various intercultural experiences. The last requirement, and chief assessment tool for the GPP, is an electronic portfolio.

1. Application submitted on website, reviewed by the coordinator/the Office of International Education and Study Abroad and approved by the Internationalization and Multicultural Education Committee (IMEC).
2. Orientation session conducted by the Office of International Education and Study Abroad.
3. Language study— Students must complete 3 semester hours of an intermediate language course (Students who qualify for English as a Second Language status based on their admission code will fulfill the requirement by either establishing English proficiency at the intermediate level through testing or by completing English as an International Language classes at the intermediate level. Other students who believe they have advanced language skills may CLEP this requirement, and when applicable students may transfer in these courses).
4. CA330—Multicultural Communication or equivalent course that meets 50% of the core learning objectives of CA330, or equivalent graduate-level course.
5. One global humanities course or equivalent course approved by the IMEC. For example, ML 315, Selected Topics in Literature & Culture or graduate level equivalent course.
6. Participation in a university sponsored and/ or approved international academic experience — short-term or long-term study-abroad, and/or service learning project.
7. Global activities and experience—students must accrue 30 points total from a minimum of two activities in this category during the students' enrollment at Park. A short one page report must accompany a request for points in these areas and will be submitted to the academic advisor who will seek approval from the IMEC committee. These include:
 - a. Projects, activities or other experiences as approved by the IMEC—Up to 30 points;
 - b. Participation in Model United Nations or Model OAS —15 points for one year's active participation, 15 points maximum.
 - c. Participation in Global Future program — 15 points per one year's active participation; 15 points maximum;
 - d. Internship in an international organization or with an organization which works with other international organizations—15 points per semester long internship, 15 points maximum;
 - e. Participation in World Student Union—5 points per one year's active participation (minimum of attendance at 6 meetings in a year and participation in at least 3 events); 10 points maximum;
 - f. Participation in Coming to America series—5 points per speech; 10 points maximum;
 - g. Attending cross or multicultural events, lectures, etc, and writing a report on that experience—5 points per event; 20 points maximum;
 - h. Foreign language major or minor— 20 points;
 - i. Volunteering with an international organization—15 points per semester, 15 points maximum;
 - j. Participation in International Classroom Partnership or Cultural Sharing program—15 points per semester; 15 points maximum;
8. E-Portfolio consisting of archived materials from the above experiences, as well as a 3-5 page reflective essay on the students' experience seeking completion of the program as indicated by receipt of the certificate.

Completion of the Program

- Once a student has completed the requirements of the Program, he/she must submit his/her portfolio to the academic advisor.
- The portfolio will be reviewed by the IMEC.
- IMEC will make a recommendation to Academic Affairs.
- Academic Affairs will notify the registrar of the student's completion of the GPP.
- The registrar will then add the annotation to the audit/transcript.
- The GPP Certificate of Completion will be created by the Office of International Education and Study Abroad, and then signed by Academic Affairs, the appropriate Dean and Chair of the IMEC.
- The GPP Certificate of Completion will be awarded to the student at the Honor's Convocation and/or mailed to the student.

Eligibility requirements:

1. Undergraduate students at Park currently enrolled in a degree program. Students are encouraged to seek admission to the GPP by the second semester of the junior year.
2. Graduate Students at Park and/or anyone else who has completed a bachelor's degree and is interested in enrolling at Park to complete the Program.

Assessment:

The E-portfolio will serve as the chief program assessment tool. It will be assessed using international education assessment tools developed by the American Council on Education.

Link to this at: <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/index.htm>

The IMEC committee and GPP coordinator may jointly develop a rubric to assess the E-portfolio.

NOTES: How is the Global Proficiency Program different from the Global Culture and Leadership Certificate Program? The Global Proficiency Program is open to undergraduate and graduate students, both on campus and online.

- The Office of International Education and Study Abroad serves as the record keeper and coordinator with all decision-making and changes being made by the IMEC.

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

Minors are required for students seeking the Bachelor of Arts degree. Students pursuing other bachelor degrees (BSW, BS, BPA, BM or BSE) may select a minor if such minor is approved and readily available at the student's campus center. For a list of available minors, consult with the appropriate academic department, advisor, or campus center director.

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 Park 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 in which students enjoy enriched academic experiences, growth through service, leadership development and focus on their individual professional futures. This program allows students during semesters 1-3 to interact with a small cohort group in a specially designed program to explore academic majors; service learning; leadership; study abroad; internships; graduate school and employment. During semesters 4-7, it offers the opportunity for students to pursue supervised research or creative activity in a self-designed project that promotes independent study. While completing the project, students develop intellectual relationships with faculty mentors, while sharing project results with student and faculty audiences. The 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 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.

Students who enter as freshmen enroll in LE 100 and EN106 for Honors during their freshman year. In the third semester they enroll in an LE course that offers the option of an additional one-hour credit honors project. 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, and provide opportunities to interact with University administrators. During the fourth semester, students enroll in HN 300, a one-credit-hour course, during which the student will identify an Honors faculty mentor and their topic of study. Qualified transfer students will enter the Program through the HN300 course. Following completion of HN300, students enroll in HN303 and HN304 for two credit hours each and work with faculty mentors on their projects. During their final semester in the Program, students enroll in HN 400 for two credit hours and 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 regional honors conference. Present Park students should see the Program director to discuss enrollment.

HONORS SOCIETIES

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.

Alpha Kappa Delta

Alpha Kappa Delta (AKD), the International Sociology Honor Society, will have a new chapter at Park University in Fall, 2007. AKD was founded in 1920 to provide a forum for student and faculty interchange and is dedicated to promoting, facilitating, and recognizing academic scholarship. Since its inception, over 80,000 scholars have been initiated into the Society and over 490 chapters have been chartered internationally.

Alpha Sigma Lambda Honor Society (ASL)

A chapter of Alpha Sigma Lambda Honor Society was established at Park University in 2010. It is the oldest and largest chapter based honor society for full and part time students with over 300 chartered chapters throughout the United States. For the nontraditional student, the Society is an inspiration for continuing scholastic growth and builds pride through recognition. At Park, the Pi Upsilon Chapter of Alpha Sigma Lambda fosters university-wide appreciation for the academic achievements and contributions of students and faculty. As well, ASL helps recruit and retain nontraditional adult students. Invitations to join the Society is reserved for students within the top 10% of the senior class with a minimum of 24 earned Park hours, a grade point average of 3.75 on a 4.0 scale or its equivalent, and are actively involved in

community service. For additional information contact Park Distance Learning for further information.

Beta Beta Beta

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico.

Lambda Alpha Epsilon

The Lambda Alpha Epsilon-Criminal Justice Club promotes awareness of issues in law enforcement and corrections, by offering prison tours, police agency visits, and community service projects.

Phi Alpha Theta/Zeta Omicron

A professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among students and historians. We seek to bring students, teachers and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways.

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.

Pi Lambda Theta

Founded in 1920, Pi Lambda Theta is the most selective national honor society of educators; a forum for exchanging and developing ideas, fostering individual leadership, and promoting professionalism. PLT also works on an international and regional basis, as well as hosts both regional and international conferences. It promotes service teaching and learning offering networking opportunities among members across the world. It is a prestigious honor to be accepted into its membership. PLT extends membership to students and professionals who satisfy academic eligibility requirements.

Pi Sigma Alpha (Alpha Delta Upsilon Chapter)

Pi Sigma Alpha, the National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. Pi Sigma Alpha was founded in 1920 for the purpose of bringing together students and faculty interested in the study of government and politics. Membership in Pi Sigma Alpha is open to juniors, seniors, and graduate students currently enrolled in institutions where chapters are located.

Psi Chi

Psi Chi is a national honor society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology.

Sigma Alpha Pi (National Society of Leadership & Success)

The purpose of Sigma Alpha Pi, The National Society of Leadership and Success, is to help individuals create the lives they desire by helping them discover what they truly want to do, and giving them the support, motivation, and skills to achieve their goals.

Sigma Tau Delta (English Honor Society)

All students interested in writing and literature are invited to join an organization that sponsors charity events, host poetry and other creative writing contests, and engages in fundraising efforts to send students to the annual Sigma Tau Delta convention. While all members have associate membership in Sigma Tau Delta, the premier international English honor society, English majors and minors may apply for active membership in Sigma Tau Delta if they meet the honor society's qualifications.

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:

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

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

First eight days of each term
is Enrollment Adjustment

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.

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.

Degree Requirements



Accounting

AVAILABLE:

B.S.
MINOR

REQUIREMENTS:

B.S. MAJOR:
80 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.S. MAJOR - 80 HOURS, 2.0 GPA

BUSINESS CORE	39 cr.
AC 201 Principles of Accounting I.....	3 cr.
AC 202 Principles of Accounting II.....	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.
IB 315 International Business Perspectives.....	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.
PH 308 Business Ethics.....	3 cr.

ACCOUNTING CORE	41 cr.
AC 230 Computer-Based Accounting Systems.....	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 350 Accounting Information Systems	3 cr.
AC 420 Advanced Accounting I.....	3 cr.
AC 425 Advanced Accounting II.....	3 cr.
AC 430 Auditing.....	3 cr.
MA 135 College Algebra.....	3 cr.
Business Electives: Choice of any two courses in the School of Business.....	6 cr.
Free Elective: Choice of any course from any area of the University.....	2 cr.
TOTAL.....	80 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

Athletic Training

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. Major:

77 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 – 77 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	211	Human Anatomy & Physiology I.....	4 cr.
BI	212	Human Anatomy & Physiology II	4 cr.
BI	214	Personal & Community Health	3 cr.
FWR	122	Human Nutrition	3 cr.
FWR	150	Basic Principles of Exercise and Sports Nutrition.....	3 cr.
MA	120	Basic Concepts in Statistics	3 cr.
PS	101	Introduction to Psychology	3 cr.
		TOTAL.....	77 cr.

Biology

AVAILABLE:

**B.S.
MINOR**

REQUIREMENTS:

B.S. MAJOR:
61 HOURS
2.0 GPA**MINOR**
18 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. The department of Natural and Physical Sciences welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field. The Department of Natural and Physical Sciences actively encourages students to work in such internship positions and considers internships to be an integral part of the curriculum.

REQUIREMENTS FOR:

B.S. MAJOR – 61 HOURS, 2.0 GPA**CORE CURRICULUM:**

BI	225	Botany	4 cr.
BI	226	Zoology	4 cr.
BI	231	Introductory Molecular Cell Biology.....	3 cr.
BI	306	Biological Literature.....	3 cr.
BI	326	Ethics in Science	3 cr.
BI	415	Senior Research.....	3 cr.
NS	220	Applied Statistics & Experimental Design.....	3 cr.
NS	302	Current Literature in the Natural Sciences.....	1 cr.
NS	401	Natural Science Seminar	1 cr.
CH	107	Introduction to Chemistry I.....	3 cr.
CH	107L	Introduction to Chemistry I Lab.....	1 cr.
CH	108	Introduction to Chemistry II	3 cr.
CH	108L	Introduction to Chemistry II Lab	1 cr.
			33 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.
			49 cr.

Biology

BI ELECTIVES: (FROM APPROVED LIST).....		12 cr.
BI	211 Human Anatomy & Physiology I (4 cr.)	
BI	212 Human Anatomy & Physiology II (4 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 GIS 1 (3 cr.)	
TOTAL.....		61 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 48-50 Hours

2.75 Cum G.P.A.

2.50 Core G.P.A.

Business Administration

AVAILABLE:

B.S.
MINOR

REQUIREMENTS:

B.S. MAJOR:
77-78 HOURS
2.0 GPA

MINOR:
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.S. MAJOR – 77-78 HOURS, 2.0 GPA

BUSINESS CORE:	39 CR.
AC 201 Principles of Accounting I.....	3 cr.
AC 202 Principles of Accounting II.....	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.
IB 315 International Business Perspectives.....	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.
PH 308 Business Ethics.....	3 cr.

Concentrations: (Choose One)

FINANCE CORE:	39 cr.
FI 201 Personal Financial Management.....	3 cr.
FI 325 Risk and Insurance.....	3 cr.
FI 363 Financial Institutions and Markets	
-OR-	3 cr.
EC 303 Money, Credit and Banking	
FI 405 Public Finance.....	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.
FI 425 Principles of Real Estate	3 cr.
FI 430 Public Financial Management	3 cr.
IB 431 International Finance	3 cr.
MA 135 College Algebra.....	3 cr.
Business Elective: Choice of any two	
courses in the School of Business.....	6 cr.

Business Administration

HUMAN RESOURCES CORE		38 cr.
EC	302	Labor Economics 3 cr.
HR	353	Intro. to Human Resource Management 3 cr.
HR	357	Employment Law..... 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 Development 3 cr.
MG	365	Organizational Behavior..... 3 cr.
MG	420	Labor Relations..... 3 cr.
		Business Electives: Choice of any three courses in the School of Business..... 9 cr.
		Free Elective: Any course selected from any area of the University..... 2 cr.
INTERNATIONAL BUSINESS CORE		38 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	431	International Finance 3 cr.
IB	451	Seminar on International Business 3 cr.
MK	395	International Marketing..... 3 cr.
		Business Electives: Choice of any four courses in the School of Business..... 12 cr.
		Free Electives: Courses may be selected from any area of the University. Students are encouraged to gain a foreign language proficiency using these elective options. No more than three hours may be satisfied through Independent Study..... 5 cr.
MANAGEMENT CORE		38 cr.
MG	354	Small Business Management 3 cr.
MG	365	Organizational Behavior..... 3 cr.
MG	401	Senior Seminar in Management 3 cr.
MG	420	Labor Relations..... 3 cr.
MG	440	Complex Organizations 3 cr.
		Business Electives: Choice of any six courses in the School of Business..... 18 cr.
		Free Electives: Courses may be selected from any area of the University. No more than three hours may be satisfied through Independent Study 5 cr.

Business Administration

MARKETING CORE		39 cr.
MK 380	Advertising.....	3 cr.
MK 385	Consumer Behavior	3 cr.
MK 386	Retail Administration.....	3 cr.
MK 389	Professional Selling.....	3 cr.
MK 395	International Marketing.....	3 cr.
MK 411	Marketing Management.....	3 cr.
MK 453	Marketing Research and Information Systems	3 cr.
MK 455	Promotional Policies and Strategies	3 cr.
MK 491	Seminar in Marketing	3 cr.
	Business Electives: Choice of any four courses in the School of Business.....	12 cr.
	TOTAL	77-78 cr

REQUIREMENTS FOR:

MINOR – 21 HOURS, 2.0 GPA

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, MK 380,
MK 385, MK 411

Chemistry

AVAILABLE:

**B.S.
MINOR**

REQUIREMENTS:

B.S. MAJOR
71 HOURS
2.0 GPA

MINOR:
18-20 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.

The department of Natural and Physical Sciences welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field. The Department of Natural and Physical Sciences actively encourages students to work in such internship positions and considers internships to be an integral part of the curriculum.

REQUIREMENTS FOR:

B.S. MAJOR - 71 HOURS, 2.0 GPA

CH	107	Introduction to Chemistry I.....	3 cr.
CH	107L	Introduction to Chemistry I Lab.....	1 cr.
CH	108	Introduction to Chemistry II.....	3 cr.
CH	108L	Introduction to Chemistry II Lab.....	1 cr.
CH	317	Organic Chemistry I.....	3 cr.
CH	317L	Organic Chemistry Lab.....	1 cr.
CH	318	Organic Chemistry II.....	3 cr.
CH	318L	Organic Chemistry II Lab.....	1 cr.
CH	328	Analytical Chemistry.....	4 cr.
CH	329	Intro. to Instrumental Analysis.....	4 cr.
CH	342	Advanced Inorganic Chemistry.....	4 cr.
CH	407	Physical Chemistry I.....	4 cr.
CH	408	Physical Chemistry II.....	4 cr.
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.
NS	401	Natural Science Seminar (1 cr.).....	2 cr.
PY	205	Introduction to Physics I.....	5 cr.
PY	206	Introduction to Physics II.....	5 cr.

Chemistry

Electives selected from the following:		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 (4 cr.)	
CH 451	Internship in Chemistry (1-6 cr.)	
CH 490	Research in Chemistry (1-3 cr.)	
TOTAL.....		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 48-50 Hours

2.75 Cum G.P.A.

2.50 Core G.P.A.

Communication Arts

AVAILABLE:

B.A.
MINOR

REQUIREMENTS:

MAJOR:

39 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 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 – 39 HOURS, 2.0 GPA

CORE CURRICULUM:

CA	201	Media Writing & Reporting.....	3 cr.
CA	224	Digital Media Skills.....	3 cr.
CA	302	Communication Ethics and Law.....	3 cr.
CA	316	Reporting II	3 cr.
CA	322	Theory & History of Mass Media	3 cr.
CA	348	Theories of Communication	3 cr.
CA	382	Communication Research Methods	3 cr.
CA	490	Professional Learning Experience	<u>3 cr.</u>
			24 cr.

SPECIALTY AREA (CHOOSE ONE):**JOURNALISM:** 15 cr.

CA	241	Photography I (3 cr.)	
CA	311	Editing, Layout and Design (3 cr.)	
CA	315	Journalism Practicum (3 cr.)	
CA	317	Feature Writing (3 cr.)	
CA		Elective (3 cr.)	

PHOTOJOURNALISM 15 cr.

CA	241	Photography I (3 cr.)	
CA	311	Editing, Layout and Design (3 cr.)	
CA	341	Photography II (3 cr.)	
CA	441	Photojournalism (3 cr.)	
CA		Elective (3 cr.)	

Communication Arts

BROADCASTING:..... 15 cr.

- CA 214 Broadcast Performance (3 cr.)
- CA 221 Radio Production (3 cr.)
- CA 231 Television Production (3 cr.)
- CA 325 Radio Practicum (3 cr.)
- OR-
- CA 335 Television Practicum (3 cr.)
- CA Elective (3 cr.)

PUBLIC RELATIONS:..... 15 cr.

- CA 218 Public Relations (3 cr.)
- CA 221 Radio Production (3 cr.)
- OR-
- CA 231 Television Production (3 cr.)
- CA 241 Photography I (3 cr.)
- CA 318 Public Relations II (3 cr.)
- CA 475 Case Studies in Communication Leadership (3 cr.)
- TOTAL..... 39 cr.

Required Minor 18 cr.

Choose a minor from a different discipline.

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 48-50 Hours
2.75 Cum G.P.A.
2.50 Core G.P.A.**

Computer Based Information Systems

AVAILABLE:

B.S.

REQUIREMENTS:

MAJOR:

66 HOURS
2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



KANSAS CITY ACCELERATED PROGRAMS

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	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.
IS	361	Data Management Concepts.....	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.

Construction Management

AVAILABLE:

A.S.

REQUIREMENTS

A.S. MAJOR:

33 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



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
CERTIFICATE

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

CERTIFICATE:
12 HOURS
2.5 GPA

THIS PROGRAM IS OFFERED THROUGH:



ASSOCIATE OF SCIENCE

(Park 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.
	TOTAL.....	27 cr.

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 to 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.
	TOTAL.....	24 cr.

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

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.

Requirements for Minor in Criminal Justice:

MINOR – 18 HOURS, 2.0 GPA

18 hours which must include CJ100, CJ105, CJ200, and 9 hours of CJ electives **excluding** CJ440, CJ441, and CJ450

BACHELOR OF SCIENCE

(Park Extended Learning, Park Online, Kansas City 8-Week Program and Portfolio)

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 to 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	
		-OR-	3 cr.
CJ	441	Senior Writing Project	
CJ	450	Senior Seminar in Criminal Justice.....	3 cr.
		Sub-TOTAL	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.

CERTIFICATE

Terrorism and Homeland Security

(Park Extended Learning, Park Online, Kansas City 8-Week Program)

The mission of the Undergraduate Certificate Program in Terrorism and Homeland Security is to provide students with a foundation for effective problem identification and solution management related to evolving terrorist threats and the protection of national interests. Through both theoretical and practical approaches, the certificate provides students with knowledge essential to homeland security issues, strategies, and planning. Certificate courses are chosen and developed to integrate knowledge in diverse fields of security, terrorism, and emergency management. The Certificate provides students with capabilities to develop practical solutions in managing natural and unnatural threats and emergency events, and to equip students to assist organizations in preparedness, response, recovery, and mitigation activities associated with both natural and manmade threats.

REQUIREMENTS FOR:

Certificate – 12 hours, 2.5 GPA

Core Courses	6 cr.
CJ 233 Introduction to Security (3 cr.)	
CJ 251 Terrorism & Domestic Preparedness (3 cr.)	
Elective Courses	6 cr.
CJ 353 Homeland Security (3 cr.)	
CJ 355 Emergency Management (3 cr.)	
GGH 310 Geography of Terrorism (3 cr.)	
TOTAL	12 cr.

Economics

AVAILABLE:

B.S.
MINOR

REQUIREMENTS:

B.S. MAJOR:
77 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.S. MAJOR – 77 HOURS, 2.0 GPA

ECONOMICS CORE:

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.) Or.....	3 cr.
FI	363	Financial Institutions and Markets (3 cr.)	
EC	315	Quantitative Research Methods	3 cr
EC	401	History of Economic Thought	3 cr.
EC	404	Managerial Economics	3 cr.
EC	407	International Trade & Finance	3 cr.
EC	450	Senior Seminar in Economics.....	3 cr.
MA	135	College Algebra.....	3 cr.

Economics Electives: Choice of any two upper division courses in Economics..... 6 cr.

Business Electives: Choice of any three courses in the School of Business, two of which must be upper division..... 9 cr.

Minor: A minor from the School of Business or any University discipline..... 21 cr.

Free Electives: Courses may be selected from any area of the University. No more than three hours may be satisfied through Independent Study..... 5 cr.

TOTAL..... 77 cr.

SENIOR COMPREHENSIVE EXAMINATION:

All economics majors must pass both parts of a two-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

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

90 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.E. MAJOR – 90 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.
EDC 325	Education of Exceptional Children	3 cr.
EDE 335	Art, Music, & Movement for ECE & Elementary Teachers	3 cr.
EDC 340	Language and Literacy Development	3 cr.
EDC 347	Early Childhood Program Management	2 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.
EDU 361	Ethics and Professionalism in the Classroom	1 cr.
EDC 362	Infants and Toddlers	3 cr.
EDC 363	Integrating the Curriculum: PreK	3 cr.
EDC 364	Integrating the Curriculum: K-3	3 cr.
EDC 372	Infant and Toddler Practicum	2 cr.
EDC 373	PreK Practicum	2 cr.
EDC 374	K-3 Practicum for Early Childhood Education	2 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.
	TOTAL	90 cr.

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 education 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 2.5 GPA 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 MA 120 or MA 135, EN 105, EN 106, EDU 107, 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 from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office.)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of "at" or "above"
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint 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
- 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
- PRAXIS II exam passing score in major

Elementary Education

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

79 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 — 79 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 207	Technology in Education	3 cr.
EDU 210	School as a Social System	3 cr.
EDU 310	Issues in Diversity and World Cultures	3 cr.
EDE 311	Children’s Literature for ECE and Elementary Teachers.....	3 cr.
EDE 335	Art, Music and Movement for ECE and Elementary Teachers.....	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 361	Ethics and Professionalism in the Classroom.....	1 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	79 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 2.5 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 MA 120 or MA 135, EN 105, EN 106, EDU 107, EDU 203 (a grade of C or higher is required in EDU 107)

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 from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- 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 and FBI fingerprint 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
- PRAXIS II exam passing score in major

Middle School Education

AVAILABLE:

B.S.E

REQUIREMENTS:

B.S.E. MAJOR:

54 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 — 54 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.

Admission to the School—Certification Program required for enrollment in the following EDM/EDU courses

EDM 353	Teaching Strategies & Classroom Management	3 cr.
EDM 358	Reading & Writing in the Content Area	3 cr.
EDM 360A	Practicum	2 cr.
EDM 360B	Practicum	2 cr.
EDU 361	Ethics and Professionalism in the Classroom.....	1 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	54 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.

Areas of Certification (**Students must choose two areas of certification**)**English**

EN 105	Writing Seminar I.....	3 cr.
EN 106	Writing Seminar II	3 cr.
EN 318	Later American Lit.....	3 cr.
EDU 300	Writing in Education.....	3 cr.
EN 231	Introduction to Language	3 cr.
EN 351	Foundations of Lit	3 cr.
EN 387	Composition Theory	3 cr.

Middle School Education

Social Science

AN	100	Intro. To Anthropology.....	3 cr.
HIS	101	Western Civilization I -OR-	
HIS	102	Western Civilization II.....	3 cr.
PO	201	State and Local Government.....	3 cr.
EC	101	Survey of Economics	3 cr.
HIS	104	Am. His. Survey Through the Civil War -OR-	3 cr.
HIS	105	Am. His. Survey Since the Civil War	
PO	200	American National Government.....	3 cr.
GGP	115	Physical Geography	3 cr.

Mathematics

MA	110	Geometry for Teachers.....	3 cr.
MA	120	Basic Concepts of Statistics.....	3 cr.
MA	135	College Algebra -AND-	3 cr.
MA	141	College Trigonometry -OR-.....	3 cr.
MA	150*	Precalculus Mathematics.....	3 cr.
MA	208	Discrete Mathematics	3 cr.
MA	350	History of Mathematics	3 cr.
PH	211	Fundamentals of Logic	3 cr.

**Students who complete MA 150 must also complete one additional 3 credit course in mathematics.*

Science

BI	115	Human Biology	4 cr.
CH	107	Intro to Chemistry I w/CH 107L	4 cr.
GO	130	Astronomy.....	4 cr.
BI	101	Biological Concepts -OR-	4 cr.
BI	111	Environmental Biology	
NS	304	Science, Technology, and Society	3 cr.
BI	214	Personal and Community Health	3 cr.

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 2.5 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 required (on file in Admissions office) if less than five years since high school graduation.
- Completion of MA 120 or MA 135, EN 105, EN 106, EDU 107, EDC 220, EDC 222 (a grade of C or higher is required in EDU 107).

Middle School Education

The previous 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 from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two Dispositions completed by SFE faculty with each disposition rated “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint check
- Child abuse and Neglect Screening
- Letter of recommendation from professor outside of SFE submitted electronically or in a sealed/signed envelope

All students, including Certification and Certification Only, must apply for admission, and meet admission requirements of the School for Education; all students are required to complete professional education sequence classes.

Procedures to Request 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. 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 (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio form with a score of 2 or above
- Two Disposition evaluation forms completed by SFE faculty with a rating of “at” or “above”

Procedure to Request 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 requested materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education
- PRAXIS II exam passing score in major

Secondary Education

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

- 48 - 50 HOURS
- 2.75 CUMULATIVE GPA
- 2.5 CORE GPA

THIS PROGRAM IS OFFERED THROUGH:



SECONDARY EDUCATION (GRADES 9 THROUGH 12)

REQUIREMENTS FOR

B.S.E. MAJOR — 48-50 HOURS, 2.75 GPA AND 2.5 CORE GPA
NO GRADE LOWER THAN A “C” IN EDUCATION CORE.

Students seeking secondary certification must select one of the following areas of certification:

- Language Arts
- Mathematics
- Social Studies
- Journalism
- Unified Science-Chemistry
- Unified Science-Biology
- Fine Arts (K-12 certification)
- Spanish (K-12 certification)

PROFESSIONAL CURRICULUM

EDS 225	Psychology of Education & Adolescence.....	3 cr.
EDU 107	Career Inquiry in Education	2 cr.
EDU 207	Technology in Education	3 cr.
EDU 210	School as a Social System.....	3 cr.
EDU 310	Issues in Diversity & World Cultures.....	3 cr.
EN 320	Literature for Young Adults.....	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 361	Ethics and Professionalism in the Classroom.....	1 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.
	TOTAL.....	48-50 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 education advisor regarding these course requirements prior to enrollment.

Secondary Education

AREAS OF CERTIFICATION

English

EN	201	Introduction to Literature	3 cr.
EN	231	Introduction to Language.....	3 cr.
EN	307	Professional Writing in English Studies	3 cr.
		(This course fulfills the EDU 300 requirement.)	
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	318	Later American Literature	3 cr.
EN	323	Literary Modernism	3 cr.
EN	440	Shakespeare.....	3 cr.

Social Studies

HIS	104	American History Survey through the Civil War.....	3 cr.
HIS	105	American History Survey Since the Civil War.....	3 cr.
HIS	101	Western Civilization I	3 cr.
HIS	102	Western Civilization II.....	3 cr.
PS	101	Introduction to Psychology	3 cr.
HIS	325	The Cold War.....	3 cr.
PO	201	State & Local Government.....	3 cr.
HIS	337	Modern Europe.....	3 cr.
SO	141	Introduction to Sociology	3 cr.
PO	210	Comparative Political Systems.....	3 cr.
PO	200	American National Government	3 cr.
EC	141	Principles of Macroeconomics.....	3 cr.
EC	142	Principles of Microeconomics	3 cr.
GGP	115	Physical Geography.....	3 cr.

Mathematics

MA	120	Basic Concepts of Statistics	3 cr.
MA	135	College Algebra – AND –	3 cr.
MA	141	College Trigonometry – OR –.....	3 cr.
MA	150	Precalculus Mathematics	3 cr.
MA	221	Calculus & Analytical Geometry for Majors I.....	5 cr.
MA	222	Calculus & Analytical Geometry for Majors II.....	5 cr.
MA	301	Mathematical Thought	3 cr.
MA	311	Linear Algebra.....	3 cr.
MA	312	Abstract Algebraic Structures.....	3 cr.
MA	350	History of Mathematics	3 cr.
MA	360	Modern Geometries	3 cr.
PH	211	Fundamentals of Logic.....	3 cr.

Secondary Education

Unified Science – Biology Certificate

BI	111	Environmental Biology	4 cr.
BI	211	Anatomy and Physiology I	4 cr.
BI	225	Botany	4 cr.
BI	226	Zoology	4 cr.
BI	231	Introduction to Molecular Cell Biology	3 cr.
BI	300	Evolution	3 cr.
BI	320	Genetics	4 cr.
BI	350	Microbiology	4 cr.
BI	378	Ecology	4 cr.
CH	107	Introduction to Chemistry I w/CH 107L ..	4 cr.
CH	108	Introduction to Chemistry II w/CH 108L ..	4 cr.
GGP	205	Introduction to Meteorology.....	4 cr.
GO	141	Introduction to Physical Geology.....	4 cr.
NS	304	Science, Technology, and Society.....	3 cr.
PY	155	Concepts of Physics I.....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.

Unified Science – Chemistry Certificate

BI	111	Environmental Biology	4 cr.
BI	225	Botany	4 cr.
BI	226	Zoology	4 cr.
CH	107	Introduction to Chemistry I w/CH 107L ..	4 cr.
CH	108	Introduction to Chemistry II w/CH 108L ..	4 cr.
CH	317	Organic Chemistry I w/CH 317L.....	4 cr.
CH	318	Organic Chemistry II w/CH 318L.....	4 cr.
CH	328	Analytical Chemistry.....	3 cr.
CH	337	Biochemistry w/CH 337L.....	4 cr.
GGP	205	Introduction to Meteorology.....	4 cr.
GO	141	Introduction to Physical Geology.....	4 cr.
NS	304	Science, Technology, and Society.....	3 cr.
PY	155	Concepts of Physics I.....	4 cr.
PY	156	Concepts of Physics II.....	4 cr.

In addition, Students must choose a minimum of 5 hours among the following:

CH	306	Chemical Bibliography.....	3 cr.
CH	321	Intro to Medicinal Chemistry.....	3 cr.
CH	329	Intro to Instrumental Analysis.....	4 cr.
CH	440	Organic Synthesis	5 cr.
CH	490	Research in Chemistry.....	1-3 cr.

Secondary Education

Journalism

CA 103	Public Speaking.....	3 cr.
CA 104	Interpersonal Comm I.....	3 cr.
CA 302	Communication Ethics & Law	3 cr.
CA 322	Theory & History of Mass Media.....	3 cr.
CA 201	Reporting I	3 cr.
CA 241	Photography I	3 cr.
CA 311	Editing, Layout & Design.....	3 cr.
CA 315	A, B Journalism Practicum – Section A: News 7 Feature Writing Section B: Newspaper & Magazine Editing -OR-	3 cr.
CA 125	Journalism Workshop	
CA 315-G	Journalism Practicum-Magazine Journalism.....	3 cr.
CA 316	Reporting II.....	3 cr.
CA 317	Feature Writing.....	3 cr.
CA 341	Photography II.....	3 cr.
CA 450	Seminar: Special Topics in Journalism	3 cr.

In addition, students seeking journalism certification must take 6 credits of English above 200

K-12 Spanish

SP 201	Intermediate Spanish I	
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 310	Independent Readings in Spanish.....	3 cr.
SP 311	Culture & Civilization of Spain	3 cr.
SP 312	Culture & Civilization of Spanish America & the Hispanic Caribbean	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 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.....	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 2.5 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 MA 120 or MA 135, EN 105, EN 106, EDU 203 (a grade of C or higher is required in EDU 107).

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 from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two disposition evaluations 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 and FBI fingerprint check
- Child abuse and Neglect Screening

All students, including Certification Program and Certification Only Program, must apply for admission and meet admission requirements of the School for Education; all students are required to complete professional education sequence classes.

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* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio approved by advisor
- Two 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 requested materials to school districts
- Updated FBI Finger Print check
- Cumulative GPA of 2.75 including transfer courses
- Good standing in School for Education
- PRAXIS II exam passing score in major

Education Studies

AVAILABLE:

B.S.E.

REQUIREMENTS:

B.S.E. MAJOR:

59 - 76 HOURS

2.75 CUMULATIVE GPA

2.5 CORE GPA

THIS PROGRAM IS OFFERED THROUGH:



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.

EDUCATION STUDIES — YOUNG CHILD EMPHASIS: - 76 cr.
(BIRTH THROUGH GRADE 3)

THIS EMPHASIS AREA DOES NOT LEAD TO CERTIFICATION

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.
EDC 325	Education of Exceptional Children	3 cr.
EDE 335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC 340	Language and Literacy Development	3 cr.
EDC 347	Early Childhood Program Management.....	2 cr.
BI 214	Personal and Community Health.....	3 cr.
SO 302	Study of the Family	3 cr.

Admission to the School for Education 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.
EDU 361	Ethics and Professionalism in the Classroom	1 cr.
EDC 362	Infants and Toddlers.....	3 cr.
EDC 363	Integrating the Curriculum: PreK	3 cr.
EDC 364	Integrating the Curriculum: K-3	3 cr.
EDC 372	Infant and Toddler Practicum for Early Childhood Education.....	2 cr.
EDC 373	PreK Practicum for Early Childhood Education.....	2 cr.
EDC 374	K-3 Practicum for Early Childhood Education.....	2 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.
	TOTAL.....	76 cr.

Education Studies

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 MA 135, EN 105, EN 106, EDU 107, 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 from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint 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* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio form approved by advisor

Education Studies

EDUCATION STUDIES — YOUTH EMPHASIS: - 67 cr. (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.
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.
EDE	335	Art, Music and Movement for ECE and Elementary Teachers.....	3 cr.
EDU	310	Issues in Diversity and World Cultures.....	3 cr.
GGH	140	Economic Geography.....	3 cr.
BI	214	Personal and Community Health.....	3 cr.
SO	302	The Study of the Family.....	3 cr.

Admission to the School for Education 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	361	Ethics and Professionalism in the Classroom	1 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.....	67 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

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 2.5 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 MA 135, EN 105, EN 106, EDU 107, and EDU 203.

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 from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)

- Two Disposition evaluations (long form) completed by SFE faculty with ratings of “at” or “above”
- Initial electronic portfolio approved by advisor
- Missouri Highway Patrol and FBI fingerprint 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* (form to be picked up by the student from Advisor, Director of Field Experiences or the School for Education office and turned in to the School for Education office)
- Initial portfolio approved by advisor

Education Studies

EARLY CHILDHOOD EDUCATION AND LEADERSHIP EMPHASIS - 73 cr.

The Bachelor of Science Education Studies degree with Early Childhood Education and Leadership emphasis is designed to prepare graduates for positions of responsibility and leadership in accredited programs, 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 Missouri teacher certification. Program does meet standards set forth for Directors of NAEYC Accredited Programs.**

REQUIREMENTS FOR:

EARLY CHILDHOOD EDUCATION AND LEADERSHIP EMPHASIS
73 HOURS, 2.75 CUMULATIVE GPA, 2.5 CORE GPA

PROFESSIONAL CURRICULUM

EDU	203	Educational Psychology.....	3 cr.
EDU	207	Technology in Education	3 cr.
EDU	210	School as 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.
EDC	325	Education of Exceptional Children	3 cr.
EDE	335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC	340	Language and Literacy Development in Early Childhood	3 cr.
EDC	347	Early Childhood Program Management.....	2 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 courses

EDC	354a	Observation, Assessment & Screening in Early Childhood Education Part 1	1 cr.
EDC	354b	Observation, Assessment & Screening in Early Childhood Education Part 2	2 cr.
EDC	355a	Social and Emotional Learning in Early Childhood Education Part 1	2 cr.
EDC	355b	Social and Emotional Learning in Early Childhood Education Part 2	1 cr.
EDC	357	Family Involvement in Early Childhood Education.....	3 cr.
EDC	365	Financial Aspects of Early Childhood Programs.....	2 cr.
EDC	366	Human Resources in Early Childhood Programs.....	2 cr.

Education Studies

EDC	367	Program Planning and Evaluation in Early Childhood Programs.....	2 cr.
EDC	362	Infants and Toddlers.....	3 cr.
EDC	382	Infant and Toddler Practicum for Early Childhood Education and Leadership	1 cr.
EDC	363a	Integrating the Curriculum: Pre-K Part 1 ...	1 cr.
EDC	363b	Integrating the Curriculum: Pre-K Part 2 ...	2 cr.
EDC	383	PreK Practicum for Early Childhood Education and Leadership	1 cr.
EDC	415	Internship in ECE & Leadership.....	12 cr.
		TOTAL.....	73 cr.

Because there are specific general education courses required graduation, it is imperative the student speak with his or her education advisor regarding these course requirements prior to enrollment. First time freshman must take EDU 107 and SW 205. *Although the coursework can be completed online, 95 percent of the education courses require interaction and/or observation with young children, educators and the community. Practicum courses and internships are “hybrids.” Seminars are online but the coursework takes place in the field with young children, educators and the community. Diversity of experiences is necessary for a well-rounded educator. As a result, some observations will occur outside the student’s place of employment.

Criteria for Admission to the School for Education

Early Childhood Education and Leadership Meeting these minimum requirements states that the applicant is eligible for admission consideration, but does not guarantee admission.

- Cumulative GPA of 2.5 including transfer courses
- 2.5 GPA in core classes
- WCT passing score
- Successful completion of EDU 203, EDC 220, EDC 222, MA 135, EN 105, and EN 106

ACT test scores required (on file in Admissions office) if less than five years since high school graduation.

The above information is verified by the Registrar’s office on the *Application for Admission to the School for Education*

- 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
- FBI Finger Print check
- Other background check as required by “home state”

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
- Initial portfolio advisor approval form

Education Studies

EARLY CHILDHOOD EDUCATION TEACHING YOUNG CHILDREN EMPHASIS - 69 cr.

The Bachelor of Science Education Studies degree with Emphasis in Early Childhood Education Teaching Young Children-non-certification is designed to prepare graduates for positions of teaching or curriculum coordinators in Accredited programs, 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 Missouri Teacher certification.**

REQUIREMENTS FOR:

EARLY CHILDHOOD EDUCATION TEACHING YOUNG CHILDREN EMPHASIS
69 HOURS, 2.75 CUMULATIVE GPA
NO GRADE LOWER THAN A "C" IN EDUCATION CORE.

PROFESSIONAL CURRICULUM

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.
EDC 325	Education of Exceptional Children	3 cr.
EDE 335	Art, Music, & Movement for ECE & Elementary Teachers.....	3 cr.
EDC 340	Language and Literacy Development in Early Childhood	3 cr.
EDC 347	Early Childhood Program Management.....	2 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 Teaching Young Children Program required for enrollment in the following EDC courses

EDC 354a	Observation, Assessment & Screening in Early Childhood Education Part 1	1 cr.
EDC 354b	Observation, Assessment & Screening in Early Childhood Education Part 2	2 cr.
EDC 355a	Social and Emotional Learning in Early Childhood Education Part 1	2 cr.
EDC 355 b	Social and Emotional Learning in Early Childhood Education Part 2	1 cr.
EDC 357	Family Involvement in Early Childhood Education.....	3 cr.
EDC 362	Infants and Toddlers.....	3 cr.

Education Studies

EDC	363a	Integrating the Curriculum: PreK Part 1	1 cr.
EDC	363b	Integrating the Curriculum: PreK Part 2	2 cr.
EDC	372	Infant and Toddler Practicum	2 cr.
EDC	373	PreK Practicum	2 cr.
EDC	420	Internship in Early Childhood Teaching ..	12 cr.
		TOTAL.....	69 cr.

Because there are specific general education courses required graduation, it is imperative the student speak with his or her education advisor regarding these course requirements prior to enrollment. First time freshman must take EDU 107 and SW 205. *Although the coursework can be completed online, 95 percent of the education courses require interaction and/or observation with young children, educators and the community. Practicum courses and internships are “hybrids.” Seminars are online but the coursework takes place in the field with young children, educators and the community. Diversity of experiences is necessary for a well-rounded educator. As a result, some observations will occur outside the student’s place of employment.

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 2.5, including transfer courses
- 2.5 GPA in core classes
- WCT passing score
- Successful completion of EDC 220, EDC 222, MA 135, EN 105, EN 106
- ACT test scores required (on file in Admissions office) if less than five years since high school graduation.

The above information is verified by the Registrar’s office on the *Application for Admission to the School for Education*

- 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
- FBI Finger Print check
- Background check as approved by “home state”

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. 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
- Initial portfolio advisor approval form

Education Studies

INTERNATIONAL EDUCATOR EMPHASIS - 59 cr.

REQUIREMENTS FOR:

INTERNATIONAL EDUCATOR EMPHASIS

59-70 HOURS, 2.75 CUMULATIVE GPA

THIS DEGREE DOES NOT LEAD TO CERTIFICATION.

NO GRADE LOWER THAN A "C" IN EDUCATION CORE OR MAJOR FIELD FOR ADMISSION AND GRADUATION.

PROFESSIONAL CURRICULUM

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.
		17 cr.

INTERNATIONAL EDUCATOR 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.

Education Studies

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.
- 2.5 cumulative gpa and minimum 2.5 Core gpa
- 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:

42 HOURS,
2.0 GPA

MINOR:

18 HOURS
2.0 GPATHIS 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 – 42 HOURS, 2.0 GPA**Literature Concentration Core Courses**

EN 201	Introduction to Literature	3 cr.
EN 205	Introduction to English & Liberal Studies..	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..... 42 cr.

Writing Concentration Core Courses

EN 201	Introduction to Literature	3 cr.
EN 205	Introduction to English & Liberal Studies..	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..... 42 cr.

Senior Examinations

All majors must pass a three-hour written comprehensive examination. Language and literature concentration majors must test in three literature areas. Writing concentration majors must test in two writing areas and one literature 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

EN 201 and 15 credit hours electives, six at the 200 level and nine at the 300 level.

****For those students wishing to teach English:**

See also Bachelor of Science in Education (page [151](#)).

B.S.E. in Secondary Education – MAJOR 48-50 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.
TOTAL.....	21 cr.

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:
41 HOURS
2.0 GPA

MINOR:
18 HOURS

THIS PROGRAM IS OFFERED
THROUGH:



The Department of Arts and Communication offers three related majors in the visual arts: a BA in Fine Art, a BS in Graphic Design and a BFA in Interior Design. Plus, in concert with the School for Education, students may become certified to reach art K-12 with the BSE major.

All four visual arts 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 the Senior Seminar, as capstones for each major.

Within the context of Park University's strong liberal arts tradition, Art and Design students receive a strong foundation 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 home campus, 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. Access to the exhibitions and programs of the Nelson-Atkins Museum of Art in Kansas City and the Spencer Museum in nearby Lawrence, and the numerous commercial and educational galleries in the Greater Kansas City, particularly in Kansas city's dynamic Crossroads Arts District add depth and variety to the classroom and the studio experience.

Students majoring in Fine Art receive a general introduction to studio work in a variety of media: painting, drawing, photography and ceramics or fiber. Fine Art majors frequently work toward K-12 art education certification in concert with their studio majors; set up their own studios and begin actively producing their art work while finding employment in related fields.

REQUIREMENTS FOR:

B.A. MAJOR – 41 HOURS, 2.0 GPA

Freshman Core:

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 Art

Fine Arts Curriculum:

AR 215	Art History I.....	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	
	– OR –.....	3 cr.
AR 370	Fiber I	

Each Fine Art major must choose a studio discipline to emphasize by earning a minimum of 6-9 credit hours in it. Available studio disciplines are: drawing, painting, ceramics, photography and fiber.

AR	Electives 300 & 400 level.....	6 cr.
AR	497 Senior Seminar.....	2 cr.
	TOTAL.....	41 cr.

REQUIREMENTS FOR:

MINOR – 18 HOURS, 2.0 GPA

(ART OR DESIGN)

AR	150 Drawing I.....	3 cr.
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And one of the following art or design history courses:..... 3 cr.

AR 115, AR 215, AR 216, AR 298, AR 316,
AR 317, AR 390

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 48-50 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 by means of 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. CDs of the portfolio 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 \$300 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.

Fitness and Wellness

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

18-19 HOURS
2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



The Fitness and Wellness minor is a program that focuses on health promotion and lifestyle modifications. The Fitness and Wellness minor introduces students to basic principles that help lead them to an overall healthy lifestyle. The faculty and staff are dedicated to assisting and motivating students to reach their optimal fitness and wellness potential. We consider our optimal goal is to enhance the quality of life through equipping students with the knowledge that promotes long-term fitness and wellness. Specifically, the minor will educate students in the following areas:

- The physical and physiological functions of the body
- The necessary fitness levels to remain healthy and physically active
- The necessary nutritional needs to remain healthy and physically active
- The ability to design a personal strength training and conditioning program, taking into account the individual's fitness levels and nutritional needs.

REQUIREMENTS FOR:

MINOR – 18-19 HOURS, 2.0 GPA

AT	236	Kinesiology	3 cr.
AT	250	Exercise Physiology	3 cr.
FWR	122	Human Nutrition	3 cr.
FWR	150	Basic Principles of Exercise & Sports Nutrition	3 cr.
BI	210	The Human Body – OR –	3-4 cr.
BI	211	Human Anatomy & Physiology I	
BI	214	Personal & Community Health	3 cr.
TOTAL.....			18-19 cr.

Geography

AVAILABLE:

**B.S.
MINOR**

REQUIREMENTS:

B.S. MAJOR:
34-40 HOURS
2.0 GPA

MINOR:
18 HOURS
2.0 GPA

THIS PROGRAM IS OFFERED THROUGH:



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. The department of Natural and Physical Sciences welcomes partnerships with appropriate businesses and government agencies to place students into internship positions in their major or a related field. The Department of Natural and Physical Sciences actively encourages students to work in such internship positions and considers internships to be an integral part of the curriculum.

REQUIREMENTS FOR:

B.S. MAJOR – 34-40 HOURS, 2.0 GPA

Core Curriculum:

GGH 110	Cultural Geography	3 cr.
GGH 200	Geography of North America.....	3 cr.
GGP 115	Physical Geography.....	4 cr.
GGP 350	GIS I.....	3 cr.
GO 125	Natural Disasters.....	3 cr.
	CORE TOTAL.....	16 cr.

Major Electives: 18-24 cr.

At least six courses designated as GGH, GGP or GO; three courses (9 credits) must be 300-level or above

TOTAL..... 34-40 cr.

Required Minor: 18-24 cr.

Any of the minors offered by the university or successful completion of a second major. See charts on pages [108-110](#) for available minors.

**Only one course (3 credits) completed for the major requirements may also be counted as satisfying part of the minor requirements.*

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.

Geographical Information Systems

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

19 HOURS
2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



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.

REQUIREMENTS FOR:

GIS MINOR – 19 HOURS, 2.0 GPA

Eighteen to twenty hours from the following courses:

Core (13 hours):

GGP 115	Physical Geography.....	4 cr.
GGP 350	GIS I.....	3 cr.
GGP 355	GIS II	3 cr.
GGP 450	Internship in GIS.....	3 cr.

Technical and Applied Electives (select two)..... 6 cr.

GGP 270	Spatial Analysis (3 cr.)	
	-OR-	
NS 220	Applied Statistics & Experimental Design (3 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 390	Special Topics in Physical Geography (1-4 cr.)	
GGP 405	Conservation GIS (3 cr.)	
IS 205	Managing Information Systems (3 cr.)	
	TOTAL.....	19 cr.

Geoscience

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

18 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



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.

REQUIREMENTS FOR:

MINOR – 18 OR MORE HOURS, 2.0 GPA

A minimum of eighteen hours from any courses in Physical Geography (GGP) or Geology (GO) can be taken to fulfill this requirement.

Global Studies

AVAILABLE:

MINOR

REQUIREMENTS:

MINOR:

21 HOURS
2.0 GPA

THIS 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.

- HIS 211 The Great War, 1914-1918
- HIS 332 World War II
- HIS 333 The Modern Middle East
- HIS 335 Modern Germany
- HIS 336 The Long 19th Century
- HIS 337 Modern Europe

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:



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.)
GGP	205	Introduction to Meteorology (4 cr.)
GGP	301	Renewable Energy Technologies (3 cr.)
GGP	350	GIS I (3 cr.)
GGP	365	Geography of Disease (3 cr.)
GGP	370	Biogeography (3 cr.)

Interdisciplinary: 6-8 cr.

AR	290	Materials and Resources (3 cr.)
AR	298	History of the Designed Environment: Antiquity to Mid-19th Century (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.)
IB	315	International Business Perspectives (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.S.
MINOR

REQUIREMENTS:

B.S. 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.S. MAJOR – 66 HOURS, 2.0 GPA

Freshman Core:

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.

Graphic Design:

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)

AR 313	Independent Study in Design (1-3 cr.)	9 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 – 18 HOURS, 2.0 GPA

From the Freshman Core

- 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 – 3 cr.
 AR/CA 241 Photography I
 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.

History

AVAILABLE:

B.A. MINOR CERTIFICATE

REQUIREMENTS:

B.A. MAJOR:

42 HOURS
2.75 GPA

MINOR:

21 HOURS
2.75 GPA

CERTIFICATE:

12 HOURS
3.0 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.

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- *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, 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 enjoy 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.

History

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.

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 177 for description*)

Senior Written Comprehensive Exam (*see page 178 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.

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- 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.

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.

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 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

History

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 – 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.

History

CERTIFICATE Military History

REQUIREMENTS FOR:

CERTIFICATE – 12 HOURS, 3.0 GPA

HIS	211	The Great War, 1914-1918.....	3 cr.
HIS	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.

Information and Computer Science

AVAILABLE:

**A.S.
B.S.
MINOR**

REQUIREMENTS:

A.S. MAJOR:
29-30 HOURS
2.0 GPA

B.S. MAJOR:
62-64 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 four options: (1) Computer Science, (2) Software Engineering, (3) Data Management, (4) Networking and Security. As part of their curriculum, Networking and Security students take Cisco Certified Network Associate (CCNA) courses that prepare them for the CCNA certification exam. Depending on their chosen specialty area, ICS graduates are well prepared for these industry positions: web programmer, applications programmer, systems analyst, information technology specialist, 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/NT students: 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:

A.S. Major – 29-30 hours, 2.0 GPA

Core Curriculum	24 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.
IS 205 Managing Information Systems.....	3 cr.
MA 120 Basic Concepts of Statistics	3 cr.
MA 135 College Algebra.....	3 cr.

Select electives from this list:..... (5-6 cr.)

AC 201 Principles of Accounting I (3 cr.)
CS 220 Computer Architecture (3 cr.)
CS 225 Programming Concepts (3 cr.)
MA 141 College Trigonometry (3 cr.)
MA 210 Calculus & Analytic Geometry I (3 cr.)
MA 211 Calculus & Analytic Geometry II (3 cr.)
MA 221 Calculus & Analytic Geometry for Majors I (5 cr.)

Information and Computer Science

REQUIREMENTS FOR:

B.S. MAJOR – 62-64 HOURS, 2.0 GPA**Core Curriculum** 36 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	Technology in a Global Society.....	3 cr.
CS 321	Web Programming I.....	3 cr.
CS 365	Computer Networking.....	3 cr.
CS 373	Computer Network Security	3 cr.
IS 205	Managing Information Systems.....	3 cr.
IS 361	Data Management Concepts.....	3 cr.
MA 120	Basic Concepts of Statistics	3 cr.
MA 135	College Algebra.....	3 cr.

Specialty Areas:

Computer Science.....26-27 cr.

CS 220	Computer Architecture	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.
MA 150	Precalculus Mathematics	3 cr.
MA 221	Calculus and Analytic Geometry for Majors I.....	5 cr.
	-OR-	
MA 210	Calculus & Analytic Geometry I.....	3 cr.
	-AND-	
MA 211	Calculus & Analytic Geometry II.....	3 cr.
MA 311	Linear Algebra.....	3 cr.

Software Engineering 27 cr.

AC 201	Principles of Accounting I.....	3 cr.
CS 220	Computer Architecture	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.
IS 315	Computer Systems Analysis & Design I	3 cr.
MG 352	Principles of Management.....	3 cr.
MG 365	Organizational Behavior.....	3 cr.

Information and Computer Science

Data Management		27 cr
AC 201	Principles of Accounting I.....	3 cr.
CS 314	User Interface Design.....	3 cr.
CS 352	Data Structures	3 cr.
IS 315	Computer Systems Analysis & Design I	3 cr.
IS 362	Applied Database Management.....	3 cr.
MG 352	Principles of Management.....	3 cr.
MG 365	Organizational Behavior.....	3 cr.
<i>Select two courses from this list:</i>		
AC 202	Principles of Accounting II.....	3 cr.
CA 104	Interpersonal Communication I.....	3 cr.
CS 322	Web Programming II	3 cr.
EC 315	Quantitative Research Methods	3 cr.
HR 422	Organizational Development and Change.....	3 cr.
IS 316	Computer Systems Analysis & Design II.....	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		28 cr.
CS 220	Computer Architecture	3 cr.
CS 351	Computer Operating Systems	3 cr.
CS 366	Computer Networking Laboratory....	1 cr.
CS 371	Internetworking.....	3 cr.
CS 372	Advanced Networking.....	3 cr.
CS 385	Modern Developments in Advanced Networking.....	3 cr.
IS 315	Computer Systems Analysis & Design I	3 cr.
MG 352	Principles of Management.....	3 cr.
MG 365	Organizational Behavior.....	3 cr.
CS/IS	Elective (3 cr.) (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.)	
TOTAL		62-64 cr.

REQUIREMENTS FOR:
MINOR – 18 HOURS, 2.0 GPA

CS 151, CS 208, CS 219, CS 365, IS 205, IS 361

Interdisciplinary Studies

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

42–45 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:

The Interdisciplinary Studies major allows the student to develop a major by combining two different disciplines. This affords students the flexibility to design their own degree while making an efficient use of courses they have accumulated. It requires the combination of two minor degrees of study. One that is listed in the catalog and another one either listed in the catalog or created by the student out of a set of courses that represent a body of knowledge.

REQUIREMENTS FOR:

B.S. MAJOR – 42-45 HOURS, 2.0 GPA**Core Requirement:**

Minor One*	one minor as described in the University catalog.....			18-21 cr.
Minor Two	one minor as described in the University catalog			
	– OR –			18 cr.
	a minor field of study created by the student and approved by the Dean of the School/College who supervises the program reflected in Minor One			
LE 300	Integrative and Interdisciplinary Learning Capstone.....			3 cr.
LS 400	Senior Project**.....			3 cr.
	TOTAL.....			42-45 cr.

*See charts on pages [108-110](#) for available minors.

**Stipulations: The senior project normally is in one of the two disciplines reflected in the minor areas of study, but may be interdisciplinary. It is proposed by the student and completed through independent study.

Program Competencies:

The student with integrative and interdisciplinary thinking will possess the ability to make connections across courses and connect coursework to his/her academic, professional, and civic lives. The student will be able to consider problems from several different perspectives and develop and test his/her holistic understanding of an issue, evaluate how various disciplines would conceive of solutions, and relate his/her learning to issues outside of academia.

1. Demonstrate an understanding of disciplinary content in its own context and in relationship to the issues, questions, and positions of at least one other discipline.
2. Compare and contrast points of view and scholarly materials coming from different disciplines, in formulating a new thesis or position.
3. Synthesize diverse perspectives derived from coursework and other professional experience to achieve an interdisciplinary understanding of an issue or problem.
4. Explain and evaluate methodological approaches and theoretical foundations of at least two disciplines, as they pertain to dealing with real-world problems or issues.
5. Use professional experiences and academic coursework to attain professional employment.

Interior Design

AVAILABLE:

B.F.A.

REQUIREMENTS:

B.F.A. MAJOR:

78 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.F.A. MAJOR – 78 HOURS, 2.0 GPA**Freshman Core**

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

AR 218	Graphic Design Software.....	3 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.

Interior Design

AR	392	Human Factors in Interior Design	3 cr.
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.
Art and Design Electives			6 cr.
TOTAL.....			78 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.

NOTE: This degree program is pending final approval by the Higher Learning Commission Of the North Central Association of Colleges and Schools.

Leadership

AVAILABLE:

MINOR

REQUIREMENTS:

Minor:

18 HOURS
2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



The interdisciplinary leadership minor will develop leaders who are prepared for lifelong learning in the area of leadership practice and skill development. Students completing the minor will communicate effectively, be creative, and have the interpersonal and organizational skills to excel in the complex organizations of a global society.

REQUIREMENTS FOR:

Minor – 18 HOURS, 2.0 GPA

Core

- CA 233 Introduction to Leadership 3 cr.
- CA 235 Multicultural Communication..... 3 cr.
- CA 490 Professional Learning Experience,
Section F: Leadership..... 3 cr.
- CA 492 Capstone: Organizational Leadership.. 3 cr.

Electives 6 cr.
Choose two of the following, not from the same discipline.

- CA 475 Case Studies in Communication
Leadership (3 cr.)
- CJ 310 Leadership and Team Building (3 cr.)
- PC 321 Interpersonal Conflict Resolution (3 cr.)
- PO 333 Public Management and Leadership (3 cr.)
- PS 341 Positive Psychology (3 cr.)
- PS 301 Social Psychology (3 cr.)

And other courses upon approval of advisor and department

TOTAL 18 cr.

Legal Studies

AVAILABLE:

B.A.
MINOR

REQUIREMENTS:

B.A. 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.
		TOTAL.....	54-63 cr.

Senior Examinations

Students must pass both of the following:

- a. A four to six hour written comprehensive examination in Political Science.
- b. A one to one and a half hour oral comprehensive examination in Political Science.

REQUIREMENTS FOR:

MINOR – 18 HOURS, 2.5 GPA

PO 200, PO 202, PO 302, PO 304, PO 329, 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:



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.
HIS	104	American History Survey through the Civil War	3 cr.
HIS	105	American History Survey Since the Civil War	3 cr.
LS	221	Introduction to Liberal Studies I: Prehistory to the Early Modern World	3 cr.
LS	222	Introduction to Liberal Studies II: Reformation to the Present.....	3 cr.
PH	101	Introduction to Philosophical Thinking	3 cr.
		TOTAL.....	27 cr.

Liberal Studies

AVAILABLE:

B.A.

REQUIREMENTS:

B.A. MAJOR:

50 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 student 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 – 50 HOURS, 2.0 GPA

Core Curriculum	18 cr.
EN 205 Introduction to English and Liberal Studies.....	3 cr.
LS 221 Introduction to Liberal Studies I: Prehistory to the Early Modern World	3 cr.
LS 222 Introduction to Liberal Studies II: Reformation to the Present	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

TOTAL50 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



PARK ONLINE



PORTFOLIO PROGRAM



PARK EXTENDED LEARNING
(SELECTED CAMPUSES)

ASSOCIATE OF SCIENCE

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.
TOTAL.....			33 cr.

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.
TOTAL.....			69 cr

Management/Computer Information Systems

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

69 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED THROUGH:



KANSAS CITY ACCELERATED PROGRAMS



PORTFOLIO PROGRAM



PARK ONLINE



PARK 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.

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	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.
IS	361	Data Management Concepts.....	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.....	69 cr.

Management/Engineering Administration

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.
		TOTAL.....	72 cr.

Management/Finance

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

63 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED THROUGH:



KANSAS CITY ACCELERATED PROGRAMS



PARK EXTENDED LEARNING (SELECTED CAMPUSES)

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.)	
		TOTAL.....	69 cr.

Management/Human Resources

AVAILABLE:

B.S.

REQUIREMENTS:

B.S. MAJOR:

60 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED THROUGH:



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.
		TOTAL.....	60 cr.

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.
		TOTAL.....	36 cr.

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.
		TOTAL.....	60 cr.

Mathematics

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:



Mathematics 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

Core Curriculum 28 cr.

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.
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.)	
TOTAL.....			40 cr.

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)

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 48-50 Hours

2.75 Cum G.P.A.

2.50 Core G.P.A.

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.

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

MUSIC MINOR

REQUIREMENTS FOR:

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.

FOURTH SEMESTER

MU 161	Music Theory II.....	3 cr.
MU 296	Applied Music.....	5 cr.
	Approved Electives.....	4 cr.
	TOTAL.....	48 cr.

Natural Science

AVAILABLE:

MINOR

REQUIREMENTS:

19 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:

This interdisciplinary minor is designed for students seeking a generalized knowledge of the natural and physical sciences. It is recommended for those not majoring in the sciences but who wish to gain a better appreciation for science and acquire a broad base of knowledge in biology, chemistry, and geoscience. It is also appropriate for those interested in teaching general science content, especially at the elementary level. A GPA of 2.0 or better is required.

REQUIREMENTS FOR:

MINOR – 19 HOURS, 2.0 GPA

At least one course from each of the following:

Biology

BI 101	Biological Concepts	4 cr.
BI 211	Human Anatomy and Physiology I	4 cr.
BI 214	Personal and Community Health	3 cr.
BI 225	Botany	4 cr.
BI 226	Zoology	4 cr.

Chemistry/Physics

CH 107	Introduction to Chemistry I.....	3 cr.
	-AND-	
CH 107L	Introduction to Chemistry I Lab.....	1 cr.
CH 301	Chemistry and Society	3 cr.
PY 155	Concepts of Physics I	4 cr.
PY 156	Concepts of Physics II.....	4 cr.

Geology/Geography

GGP 115	Physical Geography	4 cr.
GGP 205	Introduction to Meteorology.....	4 cr.
GO 141	Introduction to Physical Geology.....	4 cr.
GO 200	Oceanography.....	4 cr.

Natural Science

NS 241	Philosophy and History of Science	3 cr.
NS 304	Science, Technology and Society	3 cr.
	TOTAL.....	19 cr.

Nursing

AVAILABLE:

A.S.
B.S.

REQUIREMENTS:

A.S. MAJOR:

- 63 HOURS
- 2.5 GPA
- NURSING COURSES
- 2.0 GPA
- NON-NURSING COURSES

B.S. MAJOR:

- 61 HOURS
- 2.5 GPA
- NURSING COURSES
- 2.0 GPA
- NON-NURSING COURSES

THIS PROGRAM IS OFFERED THROUGH:



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 accredited by 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, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. Phone: 404.975.5000 FAX: 404.975.5020 website 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.
BI 122 Human Nutrition	3 cr.
NS 120 Anatomy & Physiology for Nurses	4 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

CS	140	Introduction to Computers.....	3 cr.
EN	105	Writing Strategies and Concepts	3 cr.
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.....	3 cr.
NU	255	Mental Health Nursing.....	3 cr.

Spring

BI	223	Clinical Microbiology	4 cr.
EN	106	Writing Purposes and Research	3 cr.
NU	240	Maternal/Child Health Nursing.....	3 cr.
NU	265	Clinical Nursing Practice Applications	4 cr.
NU	275	Management & Issues in Nursing.....	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.

BACHELOR OF SCIENCE IN NURSING COMPLETION

Building on the premise of life-long learning and professional career development, the BSN Completion Program design allows the Associate Degree Registered Nurse to complete the requirements of a Bachelor of Science in Nursing Degree.

Admission Requirements

1. Graduate of an accredited Associate Degree Nursing Program
2. RN Licensure in the United States. New graduates will be admitted on probationary status.
3. Minimum GPA of 3.0 from an accredited Nursing pre-licensure program or an ACT score of 21 or greater for students with a GPA below 3.0 on a 4 point scale
4. Submission of official nursing program associated transcripts and other undergraduate transcripts.
5. Completion of Pharmacology Standardized examination at the 75% benchmark score. Student may complete the examination prior to or concurrent with NU 310.

Nursing

NOTE: Should an applicant not have a formal Health Assessment course on their transcript, NU 238 Nursing Health Assessment will be required as a prerequisite to admission.

The Nursing Program awards accepted students 60 hours of course credit for their pre-licensure nursing program transcript from an Associate degree nursing program. Students may choose to attend either fulltime or part time. Students have a maximum of 5 years to complete all degree requirements.

It is recommended all students take the WCT during the first term of courses. The WCT must be passed prior to enrolling in EN 306A

NU 300 Pharmacological Applications: 3 Credit Hours are awarded upon successful completion of a Standardized Examination of student knowledge. The examination may be taken before beginning course work or concurrently with NU 310. There is a fee associated with the examination. Please contact the Nursing Program for fee information.

SUGGESTED PLAN OF STUDY FOR THE FULLTIME STUDENT

Term 1		6 cr.
MA 120	Basic Concepts of Statistics	3 cr.
NU 310	Nursing Transitions for the BSN	3 cr.
Term 2		9 cr.
EN 306A	Professional Writing in the Disciplines: Scientific and Technical Writing	3 cr.
NU 320	Historical Nursing Practice	3 cr.
	Elective 200 level or above	3 cr.
Term 3		9 cr.
NU 350	Theoretical Foundations	3 cr.
NU 355	Pathophysiology for Clinicians	3 cr.
	Elective 200 level or above of choice	3 cr.
Term 4		8 cr.
NU 400	Global Nursing Perspectives	3 cr.
NU 410	Community Health Nursing Practice (16 week course)	5 cr.
Term 5		6 cr.
	Elective of choice	3 cr.
	Elective of choice	3 cr.
Term 6		8 cr.
BI 326	Ethics in Science	3 cr.
NU 420	Leadership and the BSN Role (16 week course)	5 cr.

Nursing

Term 7	6 cr.
HC 451 Health Care and the Political Process	3 cr.
Elective: 300 level LE / Humanities/ Social Sciences.....	3 cr.
Term 8	6 cr.
NU 450 Research in Nursing.....	3 cr.
NU 455 Integrative Practice in Nursing	3 cr.
TOTAL.....	61 cr.
<hr/>	
TOTAL PROGRAM HOURS.....	121 cr.

Office Management

AVAILABLE:

A.S.

REQUIREMENTS:

MAJOR:

21 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



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.

Organizational Communication

AVAILABLE:

B.A.
MINOR

REQUIREMENTS:

B.A. MAJOR:
42 HOURS
2.0 GPA

MINOR:
18 HOURS
2.5 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

CA 200	Interviewing: Theories and Practice.....	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.
	Two Upper Division Communication Electives.....	6 cr.
	TOTAL.....	18 cr.

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:



PPsychology 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

Psychology Core	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 303 Career Counseling and Development (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 (3 cr.)	
PS 363 Psychology of Sport (3 cr.)	
PS 381 Psychology of Gender (3 cr.)	
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:
 36 HOURS
 2.5 GPA

THIS PROGRAM IS OFFERED THROUGH:



BACHELOR OF PUBLIC ADMINISTRATION

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 – 36 HOURS, 2.5 GPA

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 cr.

Areas of Emphasis:

Select one (1) area of emphasis below:

1. Fire Services Management:

An Associate of Applied Science, Associate of Arts, or Associate of Sciences degree in Fire Service Technology or equivalent is prerequisite.

PO 428	Senior Seminar in Fire Services Management	3 cr.
– AND –		
Three of the following:		9 cr.
CJ 353	Homeland Security	
CJ 355	Emergency Management	
GGH 310	Geography of Terrorism	
PO 335	Administrative Politics	
PO 336	Media and Public Administration	
PO 337	Administrative Law	
PO 350	Special Topics in Politics	

2. General:

PO 403	Senior Project in Public Administration	3 cr.
– AND –		
Three of the following:		9 cr.
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	

Public Administration

3. Homeland Security:

PO 403 Senior Project in Public Administration 3 cr.

– AND –

Three of the following: 9 cr.

CJ 353 Homeland Security

CJ 355 Emergency Management

GGH 310 Geography of Terrorism

PO 350 Special Topics

Senior Examination:

Students must pass a two hour written comprehensive examination in Public Administration. This exam should be taken prior to the final 12 hours before graduation.

Certificate:

To receive a certificate in Terrorism and Homeland Security from the Department of Criminal Justice, see requirements on page [136](#).

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

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	Program & 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.
PS 381	Psychology of Gender.....	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 303	Career Counseling and Development.....	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 363	Psychology of Sport.....	3 cr.
PS 381	Psychology of Gender.....	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 309	Sociology of Sport.....	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 Work

AVAILABLE:

**B.S.W.
MINOR**

REQUIREMENTS:

B.S.W. MAJOR:
45 HOURS
2.5 GPA

MINOR:
18 HOURS
C OR BETTER

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 re-affirmation of accreditation by the Council on Social Work Education (CSWE) in June, 2010.

REQUIREMENTS FOR:

MINOR – 18 HOURS, C OR BETTER

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 and Social Justice	3 cr.
SW	330	Social Welfare Policy and Programs	3 cr.
SW	450	Integrative Seminar (Capstone)	3 cr.
		TOTAL	18 cr.

Sociology

AVAILABLE:

**B.A.
MINOR**

REQUIREMENTS:

B.A. MAJOR:
45 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 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.
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

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

Electives:

SO electives at the 300 or 400 level.....	<u>12 cr.</u>
Total	45 cr.

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>		
SO 208	Social Inequality (3 cr.)	
SO 210	Social Institutions (3 cr.)	
Any two additional PS/SO courses at the 300 or 400 levels		

Spanish

AVAILABLE:

B.A.
MINOR

REQUIREMENTS:

B.A. MAJOR:
42 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 – 42 HOURS, 2.0 GPA

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 320	U.S. Latino Cultures and Literatures.....	3 cr.
SP 322	Reading Cervantes' Masterpiece: Don Quixote.....	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.
	(Independent readings in Spanish, SP 310, 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.....	42 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 and 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 I3 cr.
SP 202	Intermediate Spanish II3 cr.
SP 294	Intermediate Spanish Conversation	...3 cr.
SP 295	Intermediate Spanish Composition	...3 cr.
SP 320	U.S. Latino Cultures and Literatures	3 cr.
	plus one 300-level SP elective in a cultural and/or literary topic.3 cr.

Business Track 18 cr.

SP 203	Business Spanish I3 cr.
SP 204	Business Spanish II3 cr.
SP 205	Issues in International Business3 cr.
SP 294	Intermediate Spanish Conversation	...3 cr.
SP 299	Capstone Project3 cr.
SP 320	U.S. Latino Cultures and Literatures	...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:

MINOR

REQUIREMENTS:

MINOR:

21 HOURS

2.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



The minor in Theatre is a multi-disciplinary program that incorporates courses from a variety perspectives to ensure a well-rounded and well-grounded graduate with an integrated liberal arts education. Our Theatre tradition is as expansive and multi-faceted as the history of Park University and is designed to serve the academic and artistic needs of students as well as the Parkville community.

Two main stage presentations are offered each year as well as student-led projects in our experimental theater space. The Kansas City area boasts over 100 active theatre companies, making it one of the most active theatre cities in the country. Our guiding philosophy is that the study of the dramatic arts serves students who wish to develop a fully-rounded emotional, intellectual, and creative experience in the pursuit of their education.

REQUIREMENTS FOR:

MINOR – 21 HOURS, 2.0 GPA

TH 341 or TH 342, TH 115, and TH electives (to include not more than 6 hours total of practicum and/or internship credit.)
Total of 21 credits.

Course Descriptions



Course Descriptions

COURSE DESCRIPTIONS

Suggested 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

The lettered prefix before each course number represents an abbreviation of the course's discipline. The first digit of the course number represents the level of the course. The following course 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 Education (LE) Courses

Courses designated as LE apply to the Liberal Education Program at Park University. More information about the Liberal Education Program curriculum Integrative Literacies for Global Citizenship can be found in the "Liberal Education (General Education)" section of this catalog.

Students who enrolled prior to 2010, 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 LE (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 (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 (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 (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 (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 LE (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 (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 (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 LE (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 (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 (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: AR 115, 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: AR 320

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: AR 318

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 – Art (continued)

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 – Athletic Training

AT 144

Introduction to Athletic Training I

This entry-level course introduces students to the profession of athletic training and provides opportunities to learn about the basic supplies and equipment that are necessary to care for and prevent injuries. Additionally, students are 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 advances the student's ability to care for and prevent injuries by introducing basic orthotic fabrication, cryotherapy and thermotherapy techniques, and wound care. Additionally, students are 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 210 or BI 211 or concurrent enrollment

A course that studies the principles and concepts of human movement, anatomical structures, directional terms and cardinal planes, classification of joints, and biomechanics; including active, passive, and resisted movements to all major joints in the body. 3:0:3

AT 246

Clinical Education in Athletic Training I

PREREQUISITE: AT 145

This course teaches the student the beginning levels of assessment procedures such as constructing and phrasing appropriate questions, physical evaluation techniques, writing medical notes, as well as managing various injuries. Additionally, athletic training students are required to participate in a clinical assignment. 3:0:3

AT 250

Exercise Physiology

PREREQUISITE: BI 211 or equivalent.

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 provides the athletic training student with the fundamental foundations needed to effectively prevent, recognize, and manage injuries/illnesses. 3:0:3

AT 347

Clinical Education in Athletic Training II

PREREQUISITE: AT 246

A course that teaches manual therapy techniques for athletic training students to use to treat and rehabilitate a broad spectrum of injuries. Additionally, 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 knowledge of the pathophysiology of common diseases and medical conditions. Recognition, treatment considerations, and medical referral for common disabilities among physically active individuals will also be investigated. 4:0:4

AT 351

Introduction to Pharmacology and Pharmacy

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 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 mechanical techniques for the prevention and care of injuries. 4:0:4

AT 356

Administration in Athletic Training

PREREQUISITE: AT 261

This course discusses the policies, procedures, and issues 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 – Athletic Training (continued)

AT 365

Advance Athletic Training

PREREQUISITE: AT 261

This course reviews anatomical structures and provides knowledge to the student in the areas of common injuries, mechanism of injury, advance assessment techniques, development of prevention and treatment programs, 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 management techniques for injuries to the mandible as well as cervical and thoracic regions of the spine. Additionally, 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 provides advanced clinical assessment and rehabilitation techniques of the lumbar and sacroiliac regions of the spine. Additionally, athletic training students are 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 (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 (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 (FWR 122) (MGE)

Human Nutrition

An examination of nutritional guidelines, the nutrients necessary for good health, and the dietary needs of different populations. This course is designated as a VLE for nursing students. 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 LE (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: 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: 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: 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 (LL)

Evolution

A study of the historical development of the concept of natural selection and modern concepts of evolution. 3:0:3

BI 301 (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 – Biology (continued)

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 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: CH 107.

A study of the interrelationships between organisms and their environment. Laboratory is included. 3:3:4

BI 380 (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

BI 415

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 (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 LE (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 (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 LE

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 150

Introduction to Mass Media

Students will explore the nature and effect of information and entertainment platforms, from newspapers, television, recordings, and radio to the emerging forms found on the Internet and other information technologies. Students will discuss essential theoretical tools for understanding these platforms and critique the role and value of each to society.

CA – Communication Arts (continued)

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 214

Broadcast Performance

This is a performance class. Students will learn techniques that professionals use to enhance their speaking voices, as well as how to become a more effective communicator in a variety of media settings. Good announcing is intertwined with good journalism, and thus the course will help you understand your copy, and your interview subjects, so that your announcing can be more authoritative. 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 224

Digital Media Skills

Digital Media Skills is a skills building core course for understanding and using digital media technology. This entry level class prepares students for broadcasting production courses, for newspaper design and editing classes, and for Public Relations I class. This class will lay the foundation for production work that students will do on the Northland News, KGSP, The Stylus, The Narva, and on public relations projects and capstone projects. Students will learn the fundamentals of audio and video digital editing, desktop publishing, digital photo enhancement, and posting materials to a website. Digital Media Skills will also incorporate a service learning project (an Oral History). 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 233

Introduction to Leadership

The focus and purpose of this course is to provide students with an introductory education of leadership development theory, cultural and gender impacts on communication and leadership, self-understanding, ethical leadership, group dynamics, servant leadership, leading and making change in communities, and group and self-renewal. The course will encourage students to explore the leadership process and develop one's own leadership potential while encouraging self-assessment and communication skill development. This course fulfills the first core requirement of the undergraduate leadership minor. 3:0:3

CA – Communication Arts (continued)

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 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 – Communication Arts (continued)

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 (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 (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 – Communication Arts (continued)

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 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 – Communication Arts (continued)

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

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.

Section F: Leadership

PREREQUISITE: CA 233

Students will gain extensive leadership experience in organization settings, including non-profit agencies, government and corporate environments. Students will spend three to six hours each week in these settings working to make meaningful change, while applying leadership theory to practice. Monthly class meetings will provide each student with a forum for processing his or her professional learning experience and relating them to the leadership minor course work. Additional readings and class discussion will help maximize the knowledge and practical skills gained through leadership experience. Because of the nature of the course, it is offered in the 16-week format only. Variable credit: 3-6 hours.

CA – Communication Arts (continued)

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

CA 492

Capstone: Organizational Leadership

PREREQUISITES: CA 235, CA 233, CA 490F

A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem solving and decision-making. 3:0:3

CH – Chemistry

CH 101 (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. This course does not satisfy the requirements for a major or minor in chemistry. 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. This course does not satisfy the requirements for a major or minor in chemistry. 3:0:3

CH 105 (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 (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 (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 – Chemistry (continued)**CH 301 (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. This course does not satisfy the requirements for a major or minor in chemistry 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 – Chemistry (continued)**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 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. 3:4:4

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 (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 Justice System

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 are 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 – Criminal Justice (continued)

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 (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 (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 to 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 353**Emergency Management**

A basic management course that could apply to all aspects of local and state governments, but concentrates on the law enforcement aspect. Topics include overall management techniques, coordination of rescue efforts, NIMS, and the Unified Command System. Related topics include mutual aid pacts, cooperative efforts with industry, manpower and resource management. 3:0:3

CJ 355**Homeland Security**

An introductory study of the criminal justice system's response to disasters at all levels related to agencies of the Department of Homeland Security. This course introduces the student to emergency planning and management relative to a variety of human natural disasters. Students learn to identify and analyze potential disasters, to provide corrective action, and to plan, organize and implement contingency and recovery programs. 3:0:3

CJ 365 (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 (MLL)**Comparative Criminal Justice Systems**

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 – Criminal Justice (continued)

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 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 (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: A grade of C or better in any math course \geq MA 125, or a grade of C or better in CS 144, or an ACT math score \geq 23, or an SAT math score \geq 510, or a COMPASS score \geq 66 in the Algebra placement domain, or a COMPASS score 0-45 in the College Algebra placement domain. 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: A grade of C or better in any math course \geq MA 125, or an ACT math score \geq 23, or an SAT math score \geq 510, or a COMPASS score \geq 66 in the Algebra placement domain, or a COMPASS score 0-45 in the College Algebra placement domain. 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 – Computer Science (continued)

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: A grade of C or better in any math course \geq MA 125 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 (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 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

PREREQUISITES: CS 219

PREREQUISITE OR CO-REQUISITE 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 365**Computer Networking**

PREREQUISITES: CS 208 and CS 151, or instructor consent.

This course provides an overview of computer networking concepts. Course topics include (but are not limited to): network topologies and cabling, local and wide area networking, Ethernet, wireless, OSI 7-layer model, routing, logical and physical network addressing. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course covers the first area of study. 3:0:3

CS 366**Computer Networking Laboratory**

CO-REQUISITE OR PREREQUISITE: CS 365 or instructor consent.

This course provides students opportunities to practice computer networking concepts through hands-on networking projects. Students will experiment with and evaluate various networking utilities. Course projects will reinforce the concepts learned in CS365. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. Together, this course and CS365 include the first area of study. 1:0:1

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 – Computer Science (continued)**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 371**Internetworking**

PREREQUISITES: CS 365 and CS 366

This course introduces a variety of routing protocols and concepts. Course topics include (but are not limited to): static and dynamic routing, packet forwarding, distance-vector and link-state routing protocols, routing tables, VLSM, and CIDR. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course covers the second area of study. 3:0:3

CS 372**Advanced Networking**

PREREQUISITES: CS 365 and CS 366

This course introduces Local Area Network (LAN) switching and wireless networking. Course topics include (but are not limited to): LAN and Virtual LAN (VLAN) design and switching, VLAN trunking protocol, Spanning Tree Protocol, Inter-VLAN routing, and wireless LAN communications. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course includes the third area of study. 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 385**Modern Developments in Advanced Networking**

PREREQUISITES: CS 371 and CS 372

This course introduces WAN technologies and network services. Course topics include (but are not limited to): WAN technologies, connection options, troubleshooting, and security. This course may include various hands-on networking projects. Cisco recommends four areas of study in preparing for the Cisco Certified Network Associate (CCNA) exam. This course includes the fourth area of study. 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 – Computer Science (continued)

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 – Economics

EC 101 (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 – Economics (continued)

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 (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 (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 – Economics (continued)

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.

The course covers microeconomic analysis of specific problems faced by business firms. The course includes determining optimal solutions to firm objectives such as maximizing profit, minimizing cost, and achieving the optimal portfolio mix. The analysis is conducted with Microsoft Excel to solve problems using regression analysis. 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: EN 306B, EC 300, EC 301, EC 315 and at least two of the following: EC 302, EC 303, or EC 407.

In this capstone course for economics majors, students will demonstrate mastery of economic concepts by successfully completing comprehensive written exams in micro- and macroeconomics. Analytical ability as well as communication skills will be assessed through student completion of an original research project requiring statistical analysis of an economics topic. Research findings will be presented to faculty and other invited participants. 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 – Education-International Educator

These courses are for students enrolled in the International Educator Program. This program is part of the elementary studies non-certification degree. This global initiative fulfills Park University's vision of offering innovative opportunities to individuals living outside of the United States. Dr. Patricia McClelland, former Associate Dean, was instrumental in developing and implementing this program to assist individuals from underserved and diverse backgrounds.

EDI 203

Educational Psychology

(See EDU 203) 3:0:3

EDI 205

Child Psychology

(See EDE 205) 3:0:3

EDI 207

Technology in Education

(See EDU 207) 3:0:3

EDI 210 LE (MGE)

The School as a Social System

(See EDU 210 LE (MGE))3:0:3

EDI 300

Writing in Education

(See EDU 300) 3:0:3

EDI – Education-International Educator (continued)

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 335

**Art, Music and Movement for Early
Childhood and Elementary Teachers**

(See EDE 335) 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**

(See EDE 355) 3:0:3

EDI 359

Elementary Teaching Strategies

(See EDE 359) 3:0:3

EDI 363

**Issues in Multi-Grade Education for the
International Educator “Multiage Education:
An Introduction”**

This course 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

(See EDU 367) 3:0:3

EDI 375

Exceptional Children

(See EDU 375) 3:0:3

EDI 378

**Science for Early Childhood and Elementary
Teachers**

(See EDE 378) 2:0:2

EDI – Education-International Educator (continued)

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 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.

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 ten (10) weeks. The remaining six (6) weeks will be spent visiting a variety of urban, suburban, and rural public, charter, and private school settings; ranging from preschool to high school. Students are expected to react to observations verbally and in writing which includes classroom assignments and weekly e-Companion assignments. Course topics include 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 and learning process of children. 3:0:3

EDU 207

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

EDU – Education (continued)

EDU 210 LE (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”, and passing the Writing Competency Test (W.C.T.)

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

EDU 310 (MLL)

Issues in Diversity & World Culture

This course deals with issues of, equity and justice in education including gender, race, class, age, sexual orientation, and issues faced by 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.

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 or EDM 225 or EDS 225 and admission to the School for Education. 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: EDU 203, or EDM 225 or EDS 225 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 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.

EDU – Education (continued)

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

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: Infant or Toddler, Pre-primary and Early Elementary, (K-3) 3:0:3

EDC 221

Child Growth and Development-Field Experience for Transfer students

PREREQUISITES: Transfer course equivalent to EDC 220 without field Experience.

This course is designed for students transferring a child development course that did not include observation. A course designed for student observation and reflection for a total of five (5) hours in each of the following early childhood settings: Infant or Toddler, Pre-primary, and Early Elementary (K-3). 0:2:1.

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 or Toddler, Pre-Primary, and Early Elementary (K-3) 3:0:3

EDC 223

Early Childhood Principles-Field Experience for Transfer students

PREREQUISITES: Transfer course equivalent to EDC 222 without field Experience and EDC 220.

This course is designed for students transferring an early childhood principles course that did not include observation. A course designed for student observation and reflection for a total of five (5) hours in each of the following early childhood settings: Infant or Toddler, Pre-primary, and Early Elementary (K-3). 0:2:1

EDC – Early Childhood Education (continued)

EDC 325

Education of Exceptional Children

PREREQUISITE: EDC 220 or EDE 205

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, classroom or agency visits for children with exceptionalities or interviews with families. 3:0:3

EDC 340

Language and Literacy Development in Early Childhood

PREREQUISITE: EDC 220 and EDC 222

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: Infant or Toddler, Pre-primary, Early Elementary (K-3). 3:0:3

EDC 347

Early Childhood Program Management

PREREQUISITES: EDC 220 and EDC 222

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 354

Observation, Assessment & Screening in Early Childhood Education

PREREQUISITE: Admission to the School for Education

Concurrent enrollment in:

EDC 373 or 383 or permission of coordinator or chair.

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 .3:0:3

EDC 354a: Observation, Assessment & Screening in Early Childhood Education: Part 1

PREREQUISITE: Admission to the School for Education

Concurrent Enrollment in:

EDC 355a: Social and Emotional Learning in ECE: Part 1

EDC 363a: Integrating the Curriculum-PreK: Part 1

EDC 358: Early Childhood Program Management 16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION OF Coordinator or Chair
Students must enroll and successfully complete part 2 within the next term or repeat EDC 354a.

A Course exploring appropriate assessment procedures for evaluating, monitoring, reporting, and planning experiences to support and extend the development and learning of young children. 1:0:1.

EDC 354b: Observation, Assessment & Screening in Early Childhood Education-Part 2

PREREQUISITE: Admission to the School for Education and successful completion of EDC 354a within the directly prior term.

Concurrent Enrollment in:

EDC 355b: Social and Emotional Learning in ECE: Part 2

EDC 363b: Integrating the Curriculum-PreK: Part 2

16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION OF Coordinator or Chair.

Students will practice the skills of observation and assessment in an early childhood setting. 2:0:2.

EDC – Early Childhood Education (continued)

EDC 355

Social and Emotional Learning in Early Childhood

PREREQUISITE: Admission to the School for Education.

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 355a: Social and Emotional Learning in Early Childhood-Part 1:

PREREQUISITE: Admission to the School for Education.

Concurrent Enrollment in:

EDC 354a: Observation, Assessment and Screening in ECE: Part 1

EDC 363a: Integrating the Curriculum-PreK: Part 1

EDC 358: Early Childhood Program Management 16-week

EDC 373 PreK Practicum for ECE Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION OF Coordinator or Chair

Students must enroll and successfully complete part 2 within the next term or repeat EDC 355a.

This course will examine the theories that support the problem solving approach to guiding young children's behavior in the early childhood classroom and/or setting. 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. 2:0:2.

EDC 355b: Social and Emotional Learning in Early Childhood-Part 2:

PREREQUISITE: Admission to the School for Education and successful completion of EDC 355a within the directly prior term.

Concurrent Enrollment in:

EDC 354b: Observation, Assessment and Screening in ECE: Part 2

EDC 363b: Integrating the Curriculum-PreK: Part 2

16-week

EDC 373 PreK Practicum for ECE

Certification or Teaching Young Children OR EDC 383: PreK Practicum for ECE and Leadership OR PERMISSION OF Coordinator or Chair.

Students will observe and analyze guidance and classroom management practices in different early childhood settings 1:0:1.

EDC 357

Family Involvement in Early Childhood Education

PREREQUISITE: Admission to the School for Education.

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-primary, and early elementary 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 362

Infants and Toddlers

PREREQUISITE: Admission to the School for Education

Students will plan, implement and evaluate developmentally appropriate materials, activities and strategies for children, birth through age 2. ECE Certification students and ECE Teaching Young Children must be concurrently enrolled in EDC 382 Infant and Toddler Practicum for Early Childhood Education and Leadership. 3:0:3

EDC – Early Childhood Education (continued)

EDC 363

Integrating the Curriculum: PreK

PREREQUISITE: Admission to the School for Education.

A course designed for students to plan, implement and evaluate developmentally appropriate materials, activities and strategies in a Pre-primary setting. ECE Certification and ECE Teaching Young Children students must be concurrently enrolled in EDC 372 Infant and Toddler Practicum for ECE Certification or Teaching Young Children. Early Childhood Education and Leadership students must be concurrently enrolled in EDC 382 Infant and Toddler Practicum for Early Childhood Education and Leadership. 3:0:3

EDC 363a

Integrating the Curriculum: PreK-Part 1

PREREQUISITE: Admission to the School for Education.

Concurrent Enrollment in:

EDC 354a: Observation, Assessment and Screening in ECE: Part 1

Social and Emotional Learning in Early Childhood-Part 1:

EDC 347: Early Childhood Program Management 16-week

EDC 373 PreK Practicum for ECE Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION of Coordinator or Chair

Students must enroll and successfully complete part 2 within the next term or repeat EDC 363a.

A course designed for students to evaluate developmentally appropriate materials, activities and strategies in a Pre-primary setting. 1:0:1.

EDC 363b

Integrating the Curriculum: PreK-Part 2

PREREQUISITE: Admission to the School for Education and successful completion of EDC 363b within the directly prior term.

Concurrent Enrollment in:

EDC 354b: Observation, Assessment and Screening in ECE: Part 2

EDC 355 b Social and Emotional Learning in Early Childhood-Part 2:

16-week

EDC 373 PreK Practicum for ECE Certification or Teaching Young Children OR

EDC 383: PreK Practicum for ECE and Leadership

OR PERMISSION OF Coordinator or Chair

A course designed for students to plan and implement activities and strategies in a Pre-primary setting 2:0:2.

EDC 364

Integrating the Curriculum: K-3

PREREQUISITE: Admission to the School for Education.

A course designed for students to 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 374: K-3 Practicum for ECE Certification. 3:0:3.

EDC 365

Financial Aspects of Early Childhood Programs

PREREQUISITE: Admission to the Early Childhood Education and Leadership Program and EDC 347.

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 – Early Childhood Education (continued)

EDC 366

Human Resources in Early Childhood Programs

PREREQUISITE: Admission to the Early Childhood Education and Leadership Program and EDC 347.

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 367

Program Planning and Evaluation in Early Childhood Programs

PREREQUISITE: Admission to the Early Childhood Education and Leadership Program and EDC 347.

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

Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.

EDC 372

Infant and Toddler Practicum

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 72 hours during the semester. The practicum is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 362 and must earn at least a “B” in the practicum to continue in the program. 0:2:2

EDC 373

PreK Practicum

PREREQUISITE: Admission to the School for Education.

A supervised field experience in a PreK-primary 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 Pre-primary setting 72 hours during the semester and is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 363 or EDC 363a & b Integrating the Curriculum: PreK and must earn at least a “B” in the practicum to continue in the program. 0:2:2

EDC 374

K-3 Practicum

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 pre-primary setting 72 hours during the semester and is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 364: Integrating the Curriculum: K-3 and must earn at least a “B” in the practicum to continue in the program. 0:2:2

EDC 382

Infant and Toddler Practicum for Early Childhood Education and Leadership

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-age 2) and their families. The student is required to be in the infant/toddler setting 36 hours during the semester and is scheduled with practicum instructor. The student must earn at least a “B” to continue in the program. The student must be concurrently enrolled in EDC 362 Infants and Toddlers. 0:1:1

EDC – Early Childhood Education (continued)

EDC 383

PreK Practicum for Early Childhood Education and Leadership

PREREQUISITE: Admission to the School for Education.

A supervised field experience in a Pre-primary 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 Pre-primary setting 36 hours during the semester and is scheduled with practicum instructor. The student must be concurrently enrolled in EDC 363 or EDC 363a & b: Integrating the Curriculum: PreK. The student must earn at least a “B” to continue in the program. 0:1:1

EDC 410

Early Childhood Directed Teaching with Seminar

PREREQUISITES: EDC 354, EDC 355, EDC 362, EDC 363, EDC 364, EDC 372, EDC 373, EDC 374, EDE 380, and EDE 385, admission to the School for Education and criteria met for directed teaching.

A twelve-week experience of directed teaching in two different early childhood settings (Infant/Toddler, Pre-primary 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

EDC 415

Internship to ECE & Leadership

PREREQUISITES: EDC 354 or 354 a & b, , EDC 355 or 355 a & b, EDC 362 or 362 a & b, EDC 363 or 363 a & b, EDC 372 or 382, EDC 373 or 383, admission to the School for Education and criteria met for requesting internship.

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. Variable Credit 8-12 cr,

EDC 420

Internship in Early Childhood Teaching Young Children

PREREQUISITES: EDC 354 or 354 a & b, , EDC 355 or 355 a & b, EDC 362 or 362 a & b, EDC 363 or 363 a & b, EDC 372, EDC 373, admission to the School for Education and criteria met for requesting internship.

Internship in Teaching Young Children: A twelve-week experience of teaching internship in one or two different early childhood settings. (Infant or Toddler and Pre-primary – 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. Degree portfolio will be completed in this course. 2:12:12

EDE – Elementary Education

EDE 205 (PS 205)

Child Psychology

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

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

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 355

Classroom Management for Elementary Teachers

PREREQUISITES: EDU 203 and Admission to the School for Education.

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 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

ELEMENTARY: PREREQUISITES: EDE 359 and admission to the School for Education.

Early Childhood Prerequisites: Admission to the School for Education.

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 – Elementary Education (continued)

EDE 380

Literacy for Early Childhood and Elementary Teachers

ELEMENTARY: PREREQUISITES: Admission to the School for Education. To be taken concurrently with EDE 360 Practicum A.

Early Childhood: To be taken concurrently with EDC 374.

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 385

Diagnosis and Remediation for Math Difficulties

PREREQUISITES: MA 135 plus one additional Math course.

admission to the School for Education.

Elementary: To be taken concurrently with EDE 360C

Practicum. Early Childhood: To be taken concurrently with EDC 374: K-3 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.

Preservice 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 360C Practicum.

Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.

EDE 410

Elementary Directed Teaching with Seminar

PREREQUISITES: EDE 359 (with at least a grade of "B"), 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, biweekly 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 – Middle School Education

MIDDLE SCHOOL 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 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 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 353 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

Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.

EDM 397

Methodology in Teaching Content Area in Middle School 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 2:0:2

EDM 410

Middle School Directed Teaching with Seminar

PREREQUISITES: EDM 353 (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 – Secondary Education**SECONDARY EDUCATION****EDS 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

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

EDS 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.”

EDS 358**Reading and Writing in the Content Areas**

To be taken simultaneously with practicum. Must be admitted to the School for Education. 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. 3:0:3

EDS 360**Practicum**

PREREQUISITE: Admission to the School for Education.

A. Concurrent enrollment in EDS 353

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 397**Methodology in Teaching Content Area in The Secondary Classroom**

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

Student must pass appropriate PRAXIS before enrolling in Directed Teaching with Seminar.**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

EG – Engineering

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 – English as an International Language (continued)

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 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 – English as an International Language (continued)

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 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 – English as an International Language (continued)

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 LE (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 (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 205**Introduction to English and Liberal Studies**

PREREQUISITES: EN 105, EN 106 or equivalents.
An introduction to academic study in English and the Liberal Studies, this course introduces students to the basic elements of literary analysis and theory and to intellectual issues relevant to the study of language, literature and culture. Students will develop the academic skills and habits of mind needed to successfully engage in advanced studies in literature and writing. The course involves opportunities for engagement in campus and local literary organizations/events. 3:0:3

EN 221 (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 (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 (GE)**Introduction to Drama**

A study of dramatic literature with emphasis on Anglo-American drama. 3:0:3

EN 234 LE (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. This course serves as the departmental equivalent of CS 140. 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 – English (continued)

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

PREREQUISITE: EN 105, EN 106, EN 201
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

PREREQUISITE: EN 105, EN 106, EN 201
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 (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 (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

Adolescent Literature

A study of literature in English appropriate for readers in grades six through twelve. Application of literary analysis and interpretation, as well as emphasis on historical and cultural context, will locate adolescent literature within the broader literary tradition. 3:0:3

EN 323 (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

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

EN – English (continued)

EN 341 (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 (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 (MLL)

International Literature

The course discusses ethnic literary expressions from around the world, including works in translation. 3:0:3

EN 356 (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 (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. Please consult the department Independent Study Policy at www.park.edu/deptofenglish 3:0:3

EN 440

Shakespeare

A survey of major comedies, histories, tragedies, and non-dramatic poetry. 3:0:3

EN 450 (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 for literature concentration majors; strongly suggested for writing concentration majors.

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 (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 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 courses 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 122 (BI 122) (MGE)

Human Nutrition

An examination of nutritional guidelines, the nutrients necessary for good health, and the dietary needs of different populations. This course is designated as a VLE for nursing students. 3:0:3

FWR 150

Basic Principles of Exercise and Sports Nutrition

PREREQUISITES: FWR 122 and AT 250 or concurrent enrollment

An exploration of the basic principles of fitness and nutrition levels the body needs to effectively function physically and physiologically during exercise. 3:0:3

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 officiating. 2:0:2

GGH – Human Geography

GGH 110 (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 (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 (MGE)

Geography of North America

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 (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 – Human Geography (continued)

GGH 202 (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 (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 (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 (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 310 (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 (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 – Physical Geography

GGP 115 (MGE)

Physical Geography

Examination of the major physical elements, processes, and patterns that comprise the earth's four major spheres (atmosphere, hydrosphere, lithosphere, and biosphere) and their continuous interaction and relevance to human occupancy of the earth on a global basis. Laboratory exercises will reinforce and extend course concepts. 3:3:4

GGP 120 (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 205

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

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 301

Renewable Energy Technologies

This course will discuss both the need for and the specifics of energy conservation and renewable energy technologies. Passive solar design for reducing energy requirements will be covered, including solar water heating and solar cooking. The main renewable energy power systems will be discussed, including solar photovoltaics, wind and hydro. Electrical theory will be covered, as well as inverter technology for converting system output from DC to standard AC power. Both battery-based and grid-tied batteryless systems will be discussed. Students will have an opportunity to design a renewable energy system to meet the needs of a simulated home environment. 3:0:3

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 environmental 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 – Physical Geography (continued)

GGP 350

GIS I

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

GIS II

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 (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 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 405

Conservation GIS

An applied geographic information systems (GIS) course focusing on theory, methods, and applications of ArcGIS software to practical problems in ecology. Topics typically covered include habitat loss, endangered species, urban development, mining, wildlife research, forestry, and landscape ecology. 3:0:3

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 125 (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 (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 nebulas. 3:3:4.

GO 141 (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 (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 (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 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 (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 (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 – History (continued)

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 acceptance 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

HIS 101 (L) (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.

HIS 102 (L) (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.

HIS 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.

HIS 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.

HIS 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.

HIS 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.

HIS 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.

HIS 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.

HIS 332 (S) (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.

HIS 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.

HIS 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.

HIS – History (continued)

HIS 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.

HIS 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.

HIS 337 (S) (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.

UNITED STATES CONCENTRATION

HIS 104 (L) LE (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.

HIS 105 (L) LE (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.

HIS 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.

HIS 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.

HIS 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.

**HIS 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.

**HIS 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.

**HIS 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.

**HIS 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.

**HIS 322 (S) (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.

**HIS 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.

**HIS 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.

HIS – History (continued)

HIS 325 (S) (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.

HIS 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 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 303

Honors Scholarship I

PREREQUISITE: HN 300

This course is the first of three during which students will develop an independent research project working with a faculty mentor. Goals for this semester include submission of required progress reports, construction of a project narrative outline and/or rough draft, completion of an annotated bibliography, completion of IRB submissions, and measurable progress toward research project completion. 2:0:2

HN 304

Honors Scholarship I

PREREQUISITE: HN 303

This course is the second of three during which students will develop an independent research project working with a faculty mentor. Goals for this semester include submission of required progress reports, construction of a complete advanced draft, completion of all research measurements, measurable progress toward research project completion, and clear articulation of research findings. 2:0:2

HN 400

Honors Seminar

PREREQUISITES: HN 300, HN 304.

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. 2:0:2

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 462

Internship in Human Resources Management

Open only to students who have earned at least 15 credit hours of their Human Resources requirements. The internship in HR must be in a professional career position typically filled by a college graduate. The internship will be approved by the Department Chair and overseen by the HR Program Coordinator or a business faculty member approved by the PC. An experience paper is required. Grades are pass/fail. 3 credit hours will be earned by 120 hours on the job. This class can be repeated to earn a maximum of 6 hours of credit at the discretion of the Program Coordinator.

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 (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 courses 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 – Information Systems (continued)**IS 310 (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 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 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 315.

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 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 – Logistics (continued)

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 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

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.

LE – Liberal Education

LE 100

First-Year Seminar

Required for all incoming first-time freshmen. 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

LE 300

Integrative and Interdisciplinary Learning Capstone

A seminar for the Liberal Education program, LE 300 requires students to integrate the Park University Literacies, synthesizing diverse perspectives to achieve interdisciplinary understanding and exploring the relationships among academic knowledge, professional pursuits, and the responsibilities of local and global citizenship. 3:0:3

LS – Liberal Studies

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 221

Introduction to Liberal Studies I: Prehistory to the Early Modern World

An exploration of the areas traditionally characterized as the humanities: history, philosophy, religious studies, art and art history, and literature from Prehistory to the Early Modern World—beginnings to the Reformation. 3:0:3

LS 222

Introduction to Liberal Studies II: Reformation to the Present

An exploration of the areas traditionally characterized as the humanities: history, philosophy, religious studies, art and art history, and literature from the Restoration to the Present. 3:0:3

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 (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 – Mathematics

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 (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 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

MA 135**College Algebra**

PREREQUISITE: MA 125, or a high school or transfer course equivalent to MA 125, or an ACT math score ≥ 23 , or an SAT math score ≥ 510 , or a COMPASS score ≥ 66 in the Algebra placement domain, or a COMPASS score 0–45 in the College Algebra placement domain.

A consideration of those topics in algebra necessary for the calculus. Topics include: Solving equations and inequalities, graphing, functions, complex numbers, the theory of equations, exponential and logarithmic functions. 3:0:3

MA 141**College Trigonometry**

PREREQUISITE: MA 135, or a high school or transfer course equivalent to MA 135, or an ACT math score ≥ 26 , or an SAT math score ≥ 560 , or a COMPASS score ≥ 46 in the College Algebra placement domain.

A consideration of those topics in trigonometry necessary for the calculus. Topics include: circular functions, identities, special trigonometric formulae, solving triangles, polar coordinates, vectors, and conic sections. 3:0:3

MA 150**Precalculus Mathematics**

PREREQUISITE: MA 125 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: A grade of C or better in any math course $>_{-}$ MA 125, or an ACT math score $>_{-}$ 23, or an SAT math score $>_{-}$ 510, or a COMPASS score $>_{-}$ 66 in the Algebra placement domain, or a COMPASS score 0–45 in the College Algebra placement domain.

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 – Mathematics (continued)**MA 223****Calculus and Analytic Geometry for Majors III**

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 (MLL)**History of Mathematics**

It is strongly recommended that the student has passed MA 135 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: congruencies 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 – Mathematics (continued)

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 – Management

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 (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 (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 – Management (continued)

MG 352 (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 (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 – Management (continued)

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

MI – Military Science

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 – Military Science (continued)

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 – Military Science (continued)

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 – Military Science (continued)

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 – Marketing

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

Consumer Behavior

PREREQUISITE: MK 351

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 463

Marketing Internship

Open only to students who have earned at least 15 credit hours of their Marketing degree requirements. The internship in marketing must be in a professional career position typically filled by a college graduate. The internship will be approved by the Department Chair and overseen by the Marketing Program Coordinator or a business faculty member approved by the PC. An experience paper is required. Grades are pass/fail. 3 credit hours will be earned by 120 hours on the job. This class can be repeated to earn a maximum of 6 hours of credit at the discretion of the Program Coordinator.

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 – Modern Languages

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 235

Survey of European Literature

Introduction to major European literary genres from the earliest expressions to modern times. An examination of the literary, historical cultural position of selected writers and literary movements. Relationships among each country's literary expressions will be emphasized. Special attention will be given to Homer, Dante, Boccaccio, Chaucer, Moliere, Shakespeare, Cervantes, and the Romantic movement in Italy, France, Germany and England. 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

ML – Modern Languages (continued)

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

ML – Modern Languages (continued)

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 212

German for Professional Studies I

In this course participants will apply the basic skills learned in GE103 and GE104 by reading, discussing, and learning about conducting business and/or cultural interaction in a German-speaking environment. Students will have ample opportunity to talk and interact, as well as to improve written communication skills. In addition to the presentation of new grammar and vocabulary, the focus of this course is to experience the German professional culture through language and text. 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.

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 it 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

ML – Modern Languages (continued)

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

ML – Modern Languages (continued)

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 (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 320

U.S. Latino Cultures and Literatures

An advanced course that examines issues pertaining to U.S. Latino culture, society, literature, and history. 3:0:3

SP 322

Reading Cervantes' Masterpiece: Don Quixote

Taught in English, this course examines Don Quixote with consideration of the Exemplary Novel and the background of Renaissance Prose. Open to Spanish and non-Spanish majors. 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, 281, 381, 481

182, 282, 382, 482

Applied Music A

Individual lessons offered in voice, piano and classical guitar. 1:2:2

MU 191, 192, 291, 292, 391, 392, 491, 492

Applied Music B (Majors only)

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 – Music (continued)

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 repertory 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 (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 (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 (GE)

Introduction to Music

A comprehensive survey of Western music from its known beginnings to the present. 3:0:3

MU 345 (LL)

Music History: Medieval, Renaissance and Baroque

An introduction to the music literature from ancient times to 1700. 3:0:3

MU 346 (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 – Music (continued)

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 – Natural and Life Sciences

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 135 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 LE (MGE)

Philosophy and History of Science

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 302

Current Literature in the Natural Sciences

The goals of this course are to learn to read and critique research papers; to learn to present a polished, professional summary of a recent paper; and to acquire background information for appropriate scientific seminars. 0:2:1

NS 304 (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 – Natural and Life Sciences (continued)

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 (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 – Nursing

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: NU 200

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 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

NU 300

Nursing Pharmacology

PREREQUISITE: Admission to the BSN Completion program.

Concurrent enrollment with NU 310

This course assesses knowledge of pharmacology as it applies to nursing practice. It requires the student to complete standardized testing of pharmacological knowledge. Students must pass the proctored standardized test with a minimum score of 75% to be awarded credit in the course. This course is for VLE credit only. There is a fee for the exam payable to the Nursing Program for exam administration. The fee is determined each year by the vendor. Current prices can be obtained from the Nursing Program. VLE credit fees apply. 0:0:3

NU 310

Nursing Transitions for the BSN

This is a seminar discussion course to introduce and orient the Baccalaureate student to the Nursing Program. Exploration of transition processes to the BSN role, collegiality, emotional intelligence, and professional aspects of the BSN prepared nurse are emphasized. 3:0:3

NU 320

Historical Nursing Practice

PREREQUISITE: NU 310

Exploration of the history of the nursing profession as it affects health care. The emphasis of the course is to gain perspective by analyzing the roots of nursing and how it contributes to professional identity. 3:0:3

NU 350

Theoretical Foundations

PREREQUISITES: NU 300 and NU310.

Discussion seminar to focus on the application of theoretical foundations for professional nursing practice. This course assists in organizing and linking nursing's unique body of knowledge to the theory of other related disciplines and nursing practice. 3:0:3

NU – Nursing (continued)

NU 355

Pathophysiology for Clinicians

This course provides an understanding of the physiological process underlying human disease. The course emphasizes a systems approach to pathophysiological process associated with altered health states and its clinical manifestations. Multiple examples and case studies will be discussed. 3:0:3

NU 400

Global Health Care Perspectives

An investigation of current topics associated with global health with an emphasis on the role of the nurse in global health care. Topics include the effect of disease upon populations, role of the RN in global health care issues, and health promotion activities to minimize the effects of disease. 3:0:3

NU 410

Community Health Nursing Practice

This course combines an investigation of community health theory with clinical application. Emphasis is placed on the role of the RN in implementing community based health care processes. This course is composed of 3 credit hours theory and 2 credit hours of clinical applications. 3:2:5

NU 420

Leadership and the BSN Role

An analysis and critique of management issues facing nursing leaders using theoretical and clinical applications. This course is composed of 3 credit hours for theory based applications and 2 credit hours for clinically based applications. 3:2:5

NU 450

Nursing Research

PREREQUISITES: MA 120 and NU 350

Nursing research is essential to the development and refinement of nursing practice. This course will focus on Nursing's development of its own unique body of knowledge as a practice discipline. 3:0:3

NU 455

Integrative Practice in Nursing

PREREQUISITES: NU 300, NU 310, NU 320, NU 350, NU 400, NU 410 and NU 420

A capstone course to integrate the theoretical and practical application of nursing as a profession. This seminar course assists the student in focusing on professional development and life-long learning. 3:0:3

PC – Peace Studies

PC 200 (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 (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 (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

PC – Peace Studies (continued)

the USA, Northern Ireland, Bosnia, the Middle East, Africa, and the Indian sub-continent. 3:0:3

PC 315 (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 (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 (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 (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 (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 (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 (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 (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 – Philosophy (continued)

PH 217 (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 (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 (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 (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 (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 (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 (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 (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 135 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

(SS) SOCIAL AND ADMINISTRATIVE SCIENCES

PO – Political Science**PO 100 (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 LE (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 – Political Science (continued)

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 (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 LE (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 (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 – Political Science (continued)

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 (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 reacquire 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 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.

PO – Political Science (continued)

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 (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 LE

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 (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 – Psychology (continued)

PS 301 (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 303

Career Counseling and Development

PREREQUISITE: PS 101

Theories of career development and various approaches to career counseling across the lifespan will be critiqued. The use of career assessment instruments and career exploration resources, including technology in occupational decision-making will be evaluated. In addition, issues affecting special populations and effective adjustments in the workplace are analyzed. 3:0:3

PS 307 (SO 307)

Statistics for Social Sciences

PREREQUISITES: MA 135 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 (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

PS – Psychology (continued)

will include behavior observation, operant conditioning, functional assessment, single-subject design, maintenance, and application of behavior analytic principles. 3:0:3

PS 361 (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 363**Psychology of Sport**

PREREQUISITE: PS 101

Overview of psychological theory and research as it relates to sports and exercise at both the individual and group levels. 3:0:3

PS 381**Psychology of Gender**

PREREQUISITE: PS 101

Critical analysis of the major psychological theories of gender development including an emphasis on biological, social, cognitive, and behavioral similarities and differences between men and women. 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 – Psychology (continued)

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 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 (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 (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 221. Co-requisite: MA 222. 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 – Religion

RE 103 (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 (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 (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 (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 (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 (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 – Religion (continued)

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 (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 (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 (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 (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 (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 (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 (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 (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 (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 – Sociology (continued)**SO 307 (PS 307)****Statistics for Social Sciences**

PREREQUISITES: MA 135 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 309**Sociology of Sport**

Explores the dynamic relationship between sport, culture and society. Analyzes issues in sport utilizing sociological theory. Topics covered in the course include socialization, race, class, gender, identity, and the social and cultural contexts in which sport is created, given meaning, played and integrated into everyday life.

SO 315 (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 – Sociology (continued)

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 – Sociology (continued)

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 AND ADMINISTRATIVE SCIENCES

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

(NS) NATURAL AND APPLIED SCIENCES

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.

(SS) SOCIAL AND ADMINISTRATIVE SCIENCES

SW – Social Work

SW 205 (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 (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 (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 is expected that the student will engage in

SW – Social Work (continued)

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 (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 (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 (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 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

This course will focus on the sounds of Standard American English with an eye to giving the student the tools to speak clearly and effectively. The student will learn to minimize regional or international accents. The course will also concern itself with finding the full range of one's own "natural" speaking voice, and how to avoid vocal strain by using the voice freely, clearly, effectively, and powerfully in daily conversation, in the classroom, in public speaking, and in performance. 3:0:3

TH 216

Principles of Directing

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. Classroom presentation of a ten-minute play and assembly of a complete director's script for a final project. Open to all students. 1:2:3

TH 217

Basic Principles of Theatrical Design

Introduction to the theory and practice of scenic, lighting, costume and makeup design. A Theatre Minor requirement and strongly suggested for education and English majors interested in theatre. 1:2:3

TH – Theatre (continued)

TH 223

Acting/Technical Theatre Workshop I

A practical apprenticeship in the techniques of the theatre: participation in crew work and/or acting in theatre productions. May be repeated up to 3 credits total. For 1 credit a total of 40 hours work is required. Variable credit: 1-2 hours.

TH 302 (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. Course includes off-campus workshop opportunities. Course is recommended for Education, Communications, Psychology, and Social Work majors and for recreation leaders. 1:2:3

TH 306 (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 311

Intermediate Acting

Study beyond Basic Principles of Acting of the tools and skills good actors develop and use will be explored: physical and vocal exercises, script analysis and character development, improvisational exercises for specific character development, period acting explorations, and applications of those skills with monologues, scenes and/or a play. 1:2:3

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 321

Advanced Acting

Advanced study of the tools and skills good actors develop and use will be explored: physical and vocal exercises, script analysis and character development, improvisational exercises for specific character development, period acting explorations, and application of those skills with monologues for audition purposes, scenes and/or a play production performances. 1:2:3

TH 323

Acting/Technical Workshop II

PREREQUISITE: TH 223 and permission of theatre instructor.

Practical experience in the techniques of theatre, designed as an extension of Acting/Technical Workshop I. Emphasis is on more advanced techniques acting in major roles, heading production crews and management supervisory work. May be repeated for up to 3 credits. For 1 credit a total of 40 hours work is required. A total of no more than 3 credit hours toward graduation may be accrued. Variable credit: 1-2 hours.

TH 341

Theatrical History and Literature to 1800

A study of the theatrical history, literature, and staging practices in Western and Asian cultures up to the 1800s through readings of selected seminal plays in world theatrical literature, through readings about theatre practices and the social/political/economic forces that affected them, and through individual research and presentations for seminar discussions. 3:0:3

TH 342

Theatrical History and Literature from the 1800s to the Present

A study of theatrical literature, artistic theories and staging practices from the 19th century to the present through readings of selected seminal plays in world theatrical literature, through readings about theatre practices and the social/political/economic forces that affected them, and through individual research and presentations for seminar discussions. 3:0:3

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 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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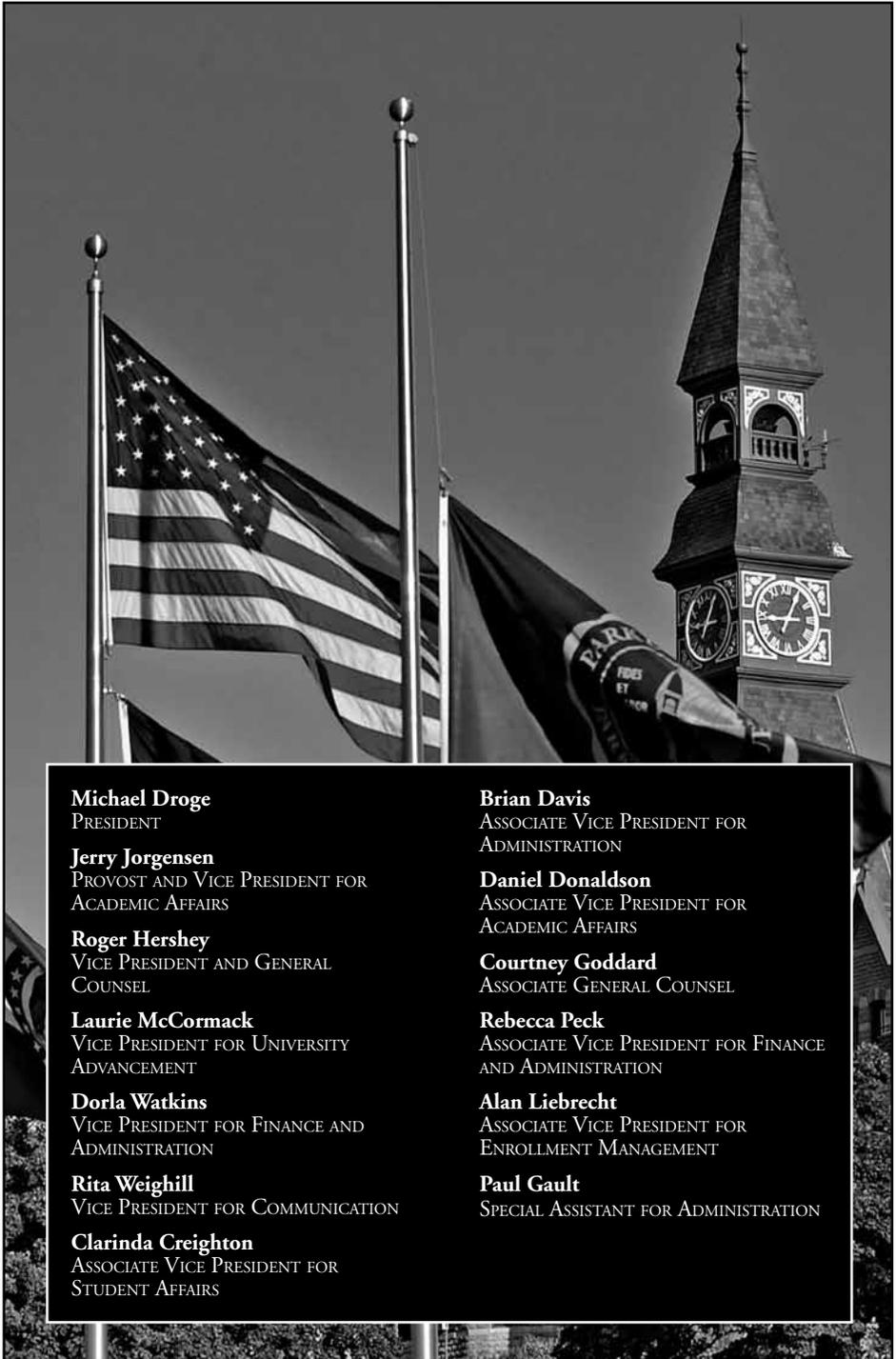
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M.B.A., Rockhurst College, 1984; M.P.A.,
University of Missouri—Kansas-City, 2006.
(2006)

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Prague Conservatory, 1972; Academy of
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State College, 1978; Ed.D., Ball State
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University, 1980. (2010)

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Southern State College, 1970; M.S., Central
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B.S., Southern Illinois University, 1979;
M.A., Southern Illinois University, 1981;
Ph.D., Southern Illinois University, 1985.
(2005)

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

Edward F. Lyle

Professorship of Finance

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 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)

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Conservatory, Uzbekistan; D.M.A., Moscow
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John Schaeffer - Organ

(Parkville Daytime Campus Center)

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Emerati Faculty

Albert Dusing, M.A.

Carol Getty, Ph.D.

Jeffrey Glauner, Ph.D.

Edythe Grant, Ph.D.

Dorothy May, Ph.D.

William Pivonka, Ph.D.

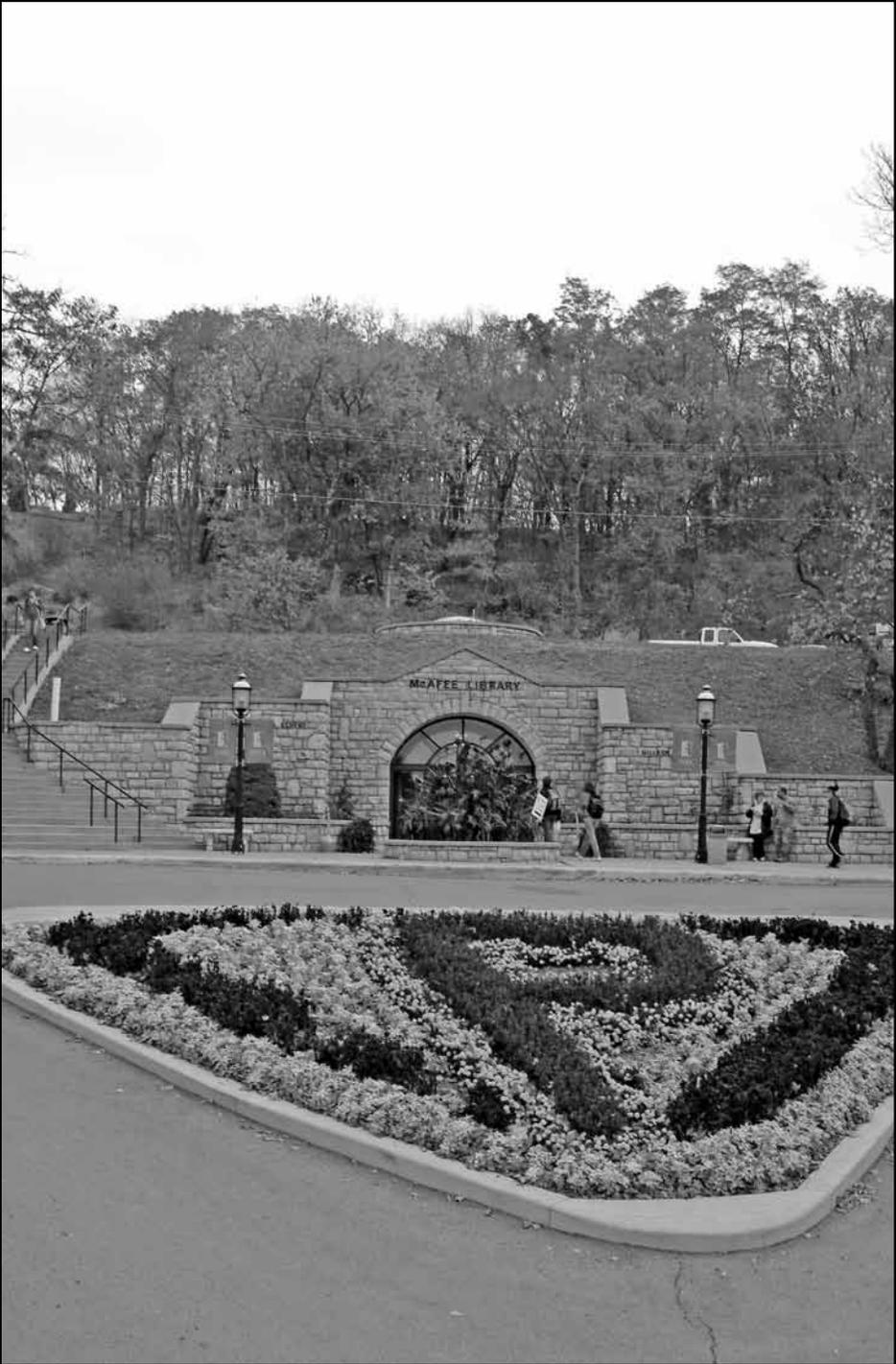
David Quemada, M.A.

Harold Smith, Ph.D.

Blanche Sosland, Ph.D.

Daley Walker, M.A.

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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	100%	100%
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.

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Notes

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

(877) 505-1059 | fax (816) 584-2151 | admissions@park.edu



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