

GRADUATE CATALOG

2005-2006

Park University

Graduate and Professional Studies
911 Main, Suite 900
Kansas City, MO 64105

Welcome to Park University! I am pleased you have chosen Park University for your graduate studies. Your success as a professional and your accomplishments are priority to me, faculty, alumni, staff, and other students.

Park University is recognized nationally as an innovative, progressive higher learning institution because of our historical academic reputation and our delivery of education through both on ground (face-to-face) and Online instruction. We are proud of our ever-expanding graduate programs. Park University's international student population continues to increase which creates a valuable, multicultural and global learning environment for students, faculty and staff. Our Online and Distance Learning classes allow degree opportunities for learners across the United States and throughout the world.

Park University's educational strength is accomplished through our vision for the future success of all of our learners. Our faculty is dedicated to a high standard of excellence and is committed to preparing you to improve the future in a rapidly changing world economy.

Park University's mission and vision demonstrate our commitment to lifelong learning and academic excellence within a global society. The University's motto is as real to us today as it was to students 129 years ago, *Fides et Labor* (faith and labor). We promote faith in self and a willingness to work. We will never expect more from you than we expect from ourselves.

It is my great pleasure to welcome you to Park and to know that we will accomplish much together in 2005-2006.

Kindest regards,

Beverly Byers-Pevitts, Ph.D.
President

TABLE OF CONTENTS

| | |
|---|----|
| CONTACT INFORMATION | 5 |
| CORE VALUES, MISSION AND VISION | 6 |
| ACADEMIC CALENDAR | 7 |
| TUITION AND FEES | 9 |
| HISTORY OF PARK UNIVERSITY | 10 |
| ACCREDITATION AND MEMBERSHIPS..... | 10 |
| GRADUATE STUDY AT PARK UNIVERSITY | 11 |
| ONLINE GRADUATE PROGRAMS..... | 12 |
| FACILITIES AND SERVICES | 12 |
| ADMISSION TO THE GRADUATE SCHOOL..... | 17 |
| ACADEMIC POLICIES..... | 20 |
| FINANCIAL ASSISTANCE | 29 |
| GRADUATE LOAN PROGRAMS | 30 |
| SCHOLARSHIPS AND ASSISTANTSHIPS..... | 33 |

| | |
|---|------|
| EQUAL OPPORTUNITY | 37 |
| GRADUATE CERTIFICATE PROGRAMS..... | 39 |
| MASTER'S THESIS PROCEDURES | 41 |
| MASTER OF BUSINESS ADMINISTRATION | 43 |
| MASTER'S PROGRAMS IN EDUCATION | 49 |
| MASTER OF PUBLIC AFFAIRS..... | 69 |
| COURSE DESCRIPTIONS | 82 |
| ANNUAL SECURITY REPORT..... | 110 |
| FACULTY..... | 115 |
| UNIVERSITY ADMINISTRATION | 120 |
| INDEX..... | 1264 |

A student enrolling in 2005-2006 can, within reason, expect the academic programs and courses described in this catalog to be available during the academic year. However, they may be subject to change without notice. Park University maintains the Graduate Catalog on the Park University web page. Changes to programs and policies, addendums, and errata are updated on the web page catalog as necessary. The Park University Graduate Catalog is available at www.park.edu/grad

Contact Information:

General inquiries should be directed to:

Park University
Office of Graduate and Professional Studies
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 842-6182
Fax: (816) 472-1173
Email: gradschool@park.edu

Application for admission is available at: www.park.edu/grad

Specific questions about a program may be directed to the appropriate Program Director:

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Park University
Master's in Business Administration
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CORE VALUES OF PARK UNIVERSITY

Our Motto

Fides et Labor

Our Core Values:

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

OUR MISSION AND VISION

Mission Statement

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.

Vision Statement

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

ACADEMIC CALENDAR FOR 2005-2006

Fall 2005

| | |
|--|----------------------|
| Registration 16-week and Fall I Courses (Confirmation Deadline) | Mon., Aug 15 |
| Residence Halls Open | Thu., Aug 18 |
| Classes Begin (Fall and Fall I) | Mon., Aug 22 |
| Labor Day (office closed) | Mon., Sep 5 |
| Fall Recess | Sat.-Sun., Oct 15-23 |
| Classes End (Fall I) | Sun., Oct 16 |
| Registration Fall II Courses (Confirmation Deadline) | Mon., Oct. 17 |
| Classes Begin (Fall II) | Mon., Oct 24 |
| Veterans Day (office closed) | Fri., Nov 11 |
| Thanksgiving Recess (office closed) | Thu.-Sun., Nov 24-27 |
| Examination Period | Mon.-Sun., Dec 12-18 |
| Food Service Closed after Dinner | Fri., Dec 16 |
| Mid-Year Commencement | Sat., Dec 17 |
| Residence Halls Close | Sat., Dec 17 |
| Classes End (Fall and Fall II) | Sun., Dec 18 |

Spring 2006

| | |
|--|-----------------------|
| Registration 16-week and Spring I Courses (Confirmation Deadline) | Mon., Jan 2 |
| Residence Hall Open | Thu., Jan 5 |
| Classes Begin (Spring and Spring I) | Mon., Jan 9 |
| Martin Luther King Day (office closed) | Mon., Jan 16 |
| President's Day (office closed) | Mon., Feb 20 |
| Spring Recess | Sat. - Sun., Mar 4-12 |
| Classes End (Spring I) | Sun., Mar 5 |
| Registration Spring II Courses (Confirmation Deadline) | Mon., Mar 6 |
| Classes Begin (Spring II) | Mon., Mar 13 |
| Good Friday (office closed) | Fri., Apr 14 |
| Examination Period | Mon.- Fri., May 1-5 |
| Food Service Closed after Dinner | Fri., May 5 |
| Commencement | Sat., May 6 |
| Residence Halls Close | Sat., May 6 |
| Classes End (Spring and Spring II) | Sun., May 7 |

Summer 2006

Registration Session I (Confirmation

| | |
|---|---------------------------|
| Deadline) | Mon., May 8 |
| Session I (Two-Week Session) | Mon.-Fri., May 15-26 |
| Registration Session II and III (Confirmation Deadline) | Mon., May 29 |
| Session II (Eight-Week Session) | Mon., Jun 5-Sun., Jul 30 |
| Session III (Four-Week Session) | Mon., Jun 5-Fri., Jun 30 |
| Registration Session IV (Confirmation Deadline) | Mon., Jul 3 |
| Session IV (Four-Week Session) | Mon., July 10-Fri., Aug 4 |
| Independence Day (office closed) | Tues., Jul 4 |

TUITION AND FEES

Tuition per graduate credit hour (subject to change by Park University): \$300.00

Fees and Charges: *All fees are nonrefundable*

| | |
|--|------------------------------|
| Application Fee (waived for Park University graduates) | \$50.00 |
| Register to audit a course | 50% of tuition and full fees |
| Graduate Student Services Fee | \$75.00 |
| Diploma Fee & Other Graduation Charges | \$50.00 |
| International Student Fee (one time) | \$50.00 |
| Internet Fee (per credit hour) | \$15.00 |
| Late Payment Charge | \$20.00 |
| Late Registration Fee (Charged after Registration Day) | \$50.00 |
| Official Transcript Fee (per copy) | \$4.00 |
| Returned Check Charge | \$30.00 |

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

1. Employer or Voc Rehab billed when student provides a letter from same allowing Park University to bill and receive payment during the term. If employers pay only based on successful completion of a course, the student must pay at registration and be reimbursed at a later date by the employer.
2. Students who have completed, signed and returned a promissory note may postpone payment in the amount of the loan until it is disbursed by paying 25% down at the time of confirmation.
3. Being enrolled in the 50/50 Tuition Plan (contact the Graduate School for information).

For information concerning possible use of the Veterans Administration Educational Assistance, students may consult the Graduate School.

Senior Citizens Discount

Senior citizens, 55 years or older, will receive a 10 percent discount on tuition and may audit classes free of charge. (This discount does not apply to Internet courses.)

HISTORY OF PARK UNIVERSITY

Dr. John A. McAfee and Colonel George S. Park founded Park University as Park College in 1875. Colonel Park provided a building, some farmland, and initial financial backing and Dr. McAfee provided strong religious beliefs, firm leadership, and the philosophy that every qualified student, no matter how poor, was entitled to an education if he or she was willing to work. His unique "Park Family Work Program" attracted scores of students, many of whom had to be turned away for lack of space.

Despite its humble beginnings, Park University grew rapidly. Students were attracted not only by the self-help feature of financing their education, but also by the fine faculty and curriculum. By the mid 1920s, Park University was one of the most highly rated of all small, church-related liberal arts colleges in the nation. Through succeeding decades, the College maintained its high academic standing and family atmosphere even as it adjusted curricula and social standards to meet the changing needs of students. Dr. McAfee's founding principles and Park's pioneering spirit are still very much a part of the institution.

Since achieving university status in January 2000, Park University has continued to expand course offerings, including graduate programs. The University now serves more than 21,000 students per year on campus centers located in Parkville, Independence, and Kansas City, Mo. and on 39 other campus centers in 20 states throughout the United States and Online. Many of these student learners continue to work for their education, partially offsetting tuition costs by participating in the Student Employment or military tuition assistance programs. Thousands of others maintain careers while attending school, enjoying the educational opportunities offered by innovative and flexible programs, including courses on the Internet. The Online degree program currently boasts a 95% course completion rate, which is notably higher than the national average. Building on the successful foundation accomplished by the Online undergraduate degree completion program, the University has expanded Online degree offerings to include master's degrees in business, public affairs and education.

Consistent with our vision and mission, our graduates are employed in leadership positions in education, government, business, and industry all over the United States and beyond. By choosing Park University for your graduate and professional studies, you have an opportunity to take your place among these successful professionals.

ACCREDITATION

Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 North LaSalle Street, Suite 2400, Chicago, Ill. 60602 (312-263-0456). The State of Missouri Department of Elementary and Secondary

Education, P O Box 480, Jefferson City, Mo. 65102 (573-751-3469) has officially approved the academic standards of Park University.

MEMBERSHIPS

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

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

GRADUATE STUDY AT PARK UNIVERSITY

Graduate Studies at Park University began in 1982 with the Master of Public Affairs (M.P.A) program. During the fall of 2001, this program was named the Hauptmann School of Public Affairs in honor of long-time Professor and Dean, Jerzy Hauptmann.

The Master's of Education (M.Ed.) began in 1995. Originally located at the Parkville campus and taught in an accelerated format, this program was designed to serve the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. In 2001 Park University added a Master of Arts in Teaching (M.A.T.) program and specializations in Special Education and Educational Administration to respond to a growing need for educational professionals certified in these areas. Additional programs in Early Childhood and Adult Education were added in 2004 and a Master of Literacy Degree is being implemented this year. Selected programs are now available at the Parkville, Independence, and Online campuses.

The University began offering the Master of Business Administration (M.B.A.) degree program in January 1998. The M.B.A. is designed to meet the educational needs of the growing and diverse business community. Whether advancing through the ranks of an international corporation or reentering the workplace to join a small nonprofit organization, the business skills

and tools one develops in the M.B.A. program are vital for success in the modern business environment.

ONLINE GRADUATE PROGRAMS

During the Fall term of 2002, Park University began offering its Master's programs through Online delivery. Currently, the Master of Business Administration (all concentrations), the Master of Public Affairs (all concentrations), and the Master of Education are available Online. Instructors and program developers involved in delivering these dynamic and expanding educational opportunities are required to complete Online training courses prior to delivery. This requirement exemplifies Park University's commitment to academic excellence and its entrepreneurial efforts in providing diverse student populations with quality educational opportunities in a changing world. As a result, graduate students enrolling at Park University can complete their degrees in traditional classes, in Online classes, or by combining traditional and Online classes in a manner that suits their needs and enhances their educational experiences.

FACILITIES AND SERVICES

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

To continue expanding the University's presence in downtown Kansas City, Park has opened a new center called **Park University Downtown and the Graduate School of Park University** at 911 Main Street, occupying the eighth and ninth floors of the Commerce Tower. The Graduate School and graduate programs are housed here for the greater convenience of those who work in the city and surrounding areas. In addition to the Graduate School, the facility houses administrative, and faculty offices, Park University Professional Development Institute (PDI), the Kansas City Accelerated (8-week) and the Portfolio programs. The 31,000 square feet facility contains 14 classrooms, 2 computer classrooms, 1 computer lab, 29 offices, 4 conference rooms, 1 student lounge, and 1 library. The faculty, staff and students park free in a secure and convenient garage located at 910 Walnut Street.

Bookstore

All books required for Graduate face-to-face courses are available for purchase at the Park University bookstore. Books required for online courses are available from the Missouri Bookstore.

Career Development Center

The Career Development Center assists students in all stages of career development including career assessment, resume and cover letter preparation, interview skills, and a number of job strategies including career fairs, job listings, the Internet, and a telephone job service. The objective is to give students the skills and opportunities to be successful in the job search. For a complete list of services, contact the Coordinator of the Career Development Center located in the Mabee Learning Center on Parkville Campus.

Counseling

Students seeking counseling regarding personal and school-related problems may contact the Counseling Office, which is located in the Health South Complex. Park University does not provide intensive therapy for neurosis or psychosis. For acute therapy, a referral will be made to appropriate outside professional agencies.

Mackay Hall

Mackay Hall, placed on the National Register of Historic Places, houses the University's administrative offices as well as some classrooms. It was built in 1886 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 the university.

McAfee Memorial Library

The McAfee Memorial Library on the Parkville Campus Center now contains approximately 150,300 volumes, over 1,000 periodicals and about 4,000 reels of microfilm. The library is electronically networked to several colleges, universities and city libraries so that students have access to over 2,000,000 volumes. Other library resources include periodical indexes and databases, reference sources, database access, and the archives and records of the university. Full-text articles can also be located in a number of the periodical databases. The underground library, located beneath the campus, seats approximately 290, provides seminar rooms and group study rooms, has an extended hours study area and an art gallery. The book collection can be accessed through an electronic catalog. Access to the online catalog and other electronic resources is provided through the University's web page: www.park.edu/library.

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

OPEN (Online Park Enrollment Network)

Students should access their personal information including transcripts, grades, audits, financial aid, class schedule, etc., by logging on to <http://www.park.edu>, clicking on "Student Information," and then clicking on OPEN. Students will be able to register themselves online after

consulting with their advisor. Faculty Advisors, Office of the Registrar Staff or the Graduate Admission Staff will also be available to input registrations.

Students will be mailed their LOGIN and PIN (Personal Identification Number) from the Graduate School in order to gain on-line access. In the event the student needs to gain their LOGIN and PIN again, a photo ID must be presented if inquiring in person; or identifying questions will be asked for those inquiring by phone. Complete instructions for access are listed below:

How to use OPEN

1. Obtain login (ID) and password (PIN) from the Graduate School.
2. Point the web browser to <http://www.park.edu>, click on "Student Information", and click on "OPEN".
3. Click on "Student On-Line Access".
4. Enter student login and password then click on OK.
5. At the bottom of the page are the Current Option Settings. **PLEASE MAKE SURE THE OPTIONS ARE SET CORRECTLY.** The program is "GRAD." The sessions are either FAP for Fall 16-week course; F1P for Fall I 8-week course; F2P for Fall II 8-week course; SPP for Spring 16-week course; S1P for Spring I 8-week course; S2P for Spring II 8-week course; U3P for Summer 2-week course; or U1P for Summer 8-week course. The year is 2005 or 2006. If the student wants to change the program, session, or year, click on the "Set Options" button. Make the changes and click on "Submit Options" button.
6. Click once on any option – to view degree audit, view transcript, view personal information, view financial aid, view schedule, or view the course catalog for specified session chosen.
7. Any screen can be printed. It is recommended that the student print his/her degree audit before visiting his/her advisor.
8. Clicking once on the "MENU" button will take the student back to the previous menu. The student can receive the same result by clicking on the "BACK" button on the browser.
9. After visiting the advisor and receiving clearance to register, click on "REGISTRATION." Enter the course number (All capital letters, no spaces), e.g., PA511. In the section box, enter the section code listed in the schedule. If the student does not know the course number or section number, click on the appropriate "?" box and a listing of all the courses for the specified session will appear, if the student knows the prefix, i.e., "ED", then click

on the “?” box and all the available “ED” courses for the specified session and year will be listed. Click on the circle by the course desired and then click on “SELECT”.

10. Click on “ADD” and the course will appear and state that it has been added. If the student has not met pre-requisites or a class is full, the class will not be added and the student must visit with the Program Director from their major area.
11. Continue adding all classes in the same manner. If the student makes a mistake after adding a course, click on the circle by the course number, and then click on the “DROP” button.
12. Confirmation (how the student will pay for the class(es)), is five working days prior to the beginning of each semester/term. Confirmation may be done in the Office of Graduate Studies or at any time after the student has registered for classes. Those students confirming by credit card may do so through OPEN.
13. When the student has completed viewing personal information, “EXIT” the browser to insure the privacy and security of personal information.
14. If the advisor has not cleared the student for registration, the “REGISTRATION” option will not appear on the screen.
15. The use of this process does NOT constitute automatic confirmation.

The use of a 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.

Other University-Wide Facilities

Students enrolled in Graduate programs have access to all Park University facilities on the Parkville campus subject to normal student use policies.

Pirate Email

All students who enroll at Park University automatically have a free PirateMail email account assigned to them within 48 hours. Before students can use any of the PirateMail features, they must connect to their email account. **All official Park University correspondence will be sent to the student at this address. All students are highly encouraged to check their PirateMail regularly.**

Login to PirateMail:

Step 1: Go to <http://www.park.edu/piratemail>. Click on the "Login to PirateMail" link.

Step 2: Fill in the Username box using the student's Park ID number (six digits) with a lowercase "p" in front of it.

(Example: if ID is 123456, enter p123456).

In the password box, enter the students OPEN password (note to Online students: no zeros are necessary in the password for PirateMail). If the student does not have his/her OPEN password s/he will need to contact the Graduate School to obtain it. (816-842-6182 ext. 5525)

Step 3: Once the student has entered his/her Username and Password, click the "Login" button to proceed.

What is the student's Pirate email address?

PirateMail addresses typically follow this format: firstname.lastname@pirate.park.edu.

To find what the student's email address, click on the "Compose" button. "The From" field will display the student's email address. (Example: John Doe's email address would be: john.doe@pirate.park.edu. (Please note that email addresses are not case sensitive)

For more information on using PirateMail:

Go to <http://www.park.edu/help/email.asp> or click on the "For Help with PirateMail" link from the PirateMail login page.

The student can also email helpdesk@park.edu or call between 8 a.m. and 9 p.m. CST/CDT, Monday through Friday, at 1-800-927-3024 for assistance.

NOTE: PirateMail currently will not support connectivity via Outlook, Outlook Express, Eudora, Netscape Composer or any other POP3 client software package.

Recreation and Intramurals

Recreational facilities for student use include open gym for informal student games, an outdoor volleyball and basketball court, and the Student Center. The Student Center houses a Cyber Café, Commuter Lounge, various games and Dining Services. The Student Center encompasses the first and second floors of the Thompson Center on the Parkville Campus.

Transportation

Park University is well served by transportation facilities. Modern freeways are just minutes away. Highway 9 at Parkville links with Highway 45 and Interstate 635; Highway 45 links up with Interstate 435 and Interstate routes 29 and 35 to provide efficient travel. Downtown Kansas City is just fifteen minutes from the Parkville campus and the Kansas City International Airport is

only twenty minutes from Parkville. Kansas City is also served by railroad transportation and bus service.

ADMISSION TO THE GRADUATE SCHOOL

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

Each applicant must hold a bachelor's degree from a regionally accredited United States institution of higher learning or four years of equivalent full-time college work from an accredited foreign institution.

The minimum undergraduate grade point average (GPA) required for admission is 2.75 on a 4.00 scale; or a 3.00 on the last 60 undergraduate hours. Individual programs may require appropriate entrance test scores such as the GRE or GMAT. Although entrance test scores by themselves do not constitute the sole or final criterion for granting or denying admission to any student, each program that uses test scores will consider them, in combination with other criteria, as an essential part of the requirements for granting full admission.

Applicants who hold a master's degree are not required to submit scores on GRE or GMAT.

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

- a. An application for graduate admission.
- b. An application fee.
- c. An official transcript of the bachelor's degree sent to the Graduate School by the issuing institution.
- d. An official record of the score on the aptitude portions of the GRE or GMAT, whichever is appropriate, and when required, sent directly to the Graduate School by the testing agency.

Types of Admission

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

Regular Admission. Regular admission is granted to applicants who have met all the admission requirements such as grade point average (GPA) and when the Graduate Admission Office has received all necessary documents.

Provisional Admission. A student who has met basic requirements such as GPA, but is still awaiting one or more other documents required by the Graduate Admission Office may be granted provisional admission. A student who is accepted provisional must submit complete and satisfactory records within 60 days after the first day of registration to be able to continue in the program.

Probationary Admission. In certain exceptional cases a student who does not meet the minimum GPA requirement, but presents other evidence of ability to succeed in a graduate program may be given probationary admission. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first nine hours of graduate courses.

Non-Degree-Seeking Students. Those with a bachelor's degree who wish to enroll in some graduate courses for their professional advancement, but do not plan to complete a degree program may apply for non-degree status. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, when they intend to apply these courses to a degree program they must submit a new application and submit the required test scores if applicable. No more than twelve graduate credits earned in a non-degree status at Park University may be applied to a master's degree program.

Park University Undergraduate Seniors may be admitted with special permission (see specific program for more information).

Registered auditors are students interested in a particular course, but not taking it for a grade.

International Student Services

Park University is authorized under federal law to enroll non-immigrant alien students. Park University already has a distinguished group of international students from nearly a 100 countries and U. S. Trust Territories. Qualified international students, defined as all students who are not United States citizens or permanent residents and who are in the United States legally, are encouraged to contact Graduate Admissions. Prospective international students holding a B-1/B-2 visitor visas or F-2 dependent visas may apply and be admitted to a graduate program, but many not enroll in classes until their visa status has been officially changed to an F-1 student visa or another eligible visa status. International applicants planning to study in the United States cannot

apply and be admitted to the on-line degree programs. Individualized assistance is provided for enrolled students by the International Student Services/Programs office on the Parkville campus. The Office of International Student Services is also responsible to the United States Bureau of Citizenship and Immigration Services for ongoing reporting of the status of non-immigrant students attending Park University and reserves the right to recommend the denial of admission or suspension from classes of any international student failing to meet legal requirements.

International students who apply to Park University must submit the following documentation in addition to what is required of domestic students:

- a. Official transcripts, translated in English.
- b. Proof of financial support.
- c. A Test of English as a Foreign Language (TOEFL) score of 550 for those whose primary language is not English. The results must be submitted as taken no more than nine months before the date of application. International students who hold a degree from a college or university where English is the first language of instruction will not be required to take the TOEFL or the English proficiency test except as required of all students.
- d. Proof of medical insurance.
- e. Upon arrival at the University, a student will be given a written English test to determine the student's English proficiency.

The Dean of the Graduate School must approve any exception to these rules.

Insurance for International Students

The Health and Accident Limited Student Insurance Plan (including repatriation coverage) offered by Park University is **mandatory** for all international students with F-1 student visas. Mandatory coverage can only be waived during the first 8 calendar days of a term. Waiver must be made by the Director of the International Student Services or another representative of the University on the basis of proof of existing coverage, including repatriation coverage. The proof must be attached to the waiver form. (In order to ensure continuous coverage, the proof must be produced every semester or as often as necessary depending upon the duration stated in the document).

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

Before registration, all international students are required to contact the Office of International Student Services/Programs of Park University, Parkville, Mo. 64152. Telephone: (816) 584-6379.

ACADEMIC POLICIES

The provisions of this catalog are subject to change at the discretion of Park University. A record of any change will be maintained in the Graduate School and the Office of the Registrar. The following are not intended to be an exhaustive source of information on the policies and standards governing graduate education at Park University. Student may consult their academic advisors or the Graduate School for clarification and additional information. In any case, the Graduate Dean's interpretation is final.

Graduate Academic Council

The Graduate Academic Council, chaired by the Graduate Dean, formulates policies and procedures that govern graduate programs at Park University and the Graduate Dean ensures that faculty, students and programs adhere to established standards and best practices.

Academic Honesty

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

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

1. Plagiarism involves the appropriation of another person's ideas, interpretation, words (even a few), data, statements, illustration or creative work and their presentation as one's own. An offense against plagiarism constitutes a serious academic misconduct. Although offenses against academic integrity can manifest themselves in various ways, the most common forms of offenses are plagiarism and cheating. Plagiarism goes much farther than the copying of an entire article. It may include, but is not limited to: copying a section of an article or a chapter from a book, reproduction of an art work, illustration, cartoon, photograph and the like and passing them off as one's own. Copying from the Internet is no less serious an offense than copying from a book or printed article, even when the material is not copyrighted.

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

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

Possible Sanctions against Academic Dishonesty

Depending on the seriousness of the offense, one or more of the following sanctions may be imposed on a student who violates standards of academic integrity:

Instructor's discretion:

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

Imposition of any of the following sanctions requires the approval of the Graduate Dean:

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

Procedure

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

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

Appeal

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

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

The Student may appeal the appropriate administrator's decision to the Dean of the Graduate School within five class days of receipt of the written decision. The Dean's decision is final.

Academic Records

The Registrar's Office maintains an academic record for each enrolled student. All official academic transactions are recorded. Students may access their grades through OPEN. Any student may obtain extra copies of a complete transcript by filing an official request along with a fee of \$4.00 per copy. No transcripts will be issued unless a minimum of one completed Park University course appears on the transcript.

Academic Standards

Successful completion of all required coursework with a cumulative grade point average (GPA) of 3.00 or higher is required for graduation. Additionally, no grade lower than, and no more than six hours of "C" may be applied toward degree requirements. A course in which a student earns a "C" or lower may be repeated no more than once and must be completed with a grade of "B" or higher. No more than six credit hours may be repeated.

Academic Warnings

A student who receives a "C" or lower in a graduate course will be sent a warning letter from the Dean of the Graduate School. Two or more "C" grades, even when they result from repeating the same course, will result in suspension from the program.

Academic Withdrawal Policy

There are two types of withdrawal: official and administrative. An official withdrawal begins when the student initiates the withdrawal process. Refunds are calculated based on the date when the withdrawal was initiated. If a student is withdrawn by the University, it will be an administrative withdrawal, which may be initiated for non-attendance or non-payment as explained below. In the case of an administrative withdrawal, refunds will be based on the withdrawal date or the mid-point of the semester or term.

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

Students must officially withdraw from a class(es) no later than two-thirds of the way through the term in order to receive a "W." If a student does not officially withdraw by this time, a grade of "F" will be recorded.

In order to totally withdraw, students enrolled through the traditional 16-week program must initiate a total withdrawal from all classes and/or residence halls in the Office of the Registrar before any academic withdrawal can be made. Students enrolled in an accelerated program must initiate their withdrawal with the appropriate campus administrator. Students continuing enrollment but wishing to withdraw from an individual class must do so at their home campus. Withdrawals by telephone will not be accepted. Withdrawals by email will be accepted.

Attendance

Professors are required to maintain attendance records and report absences. Excused absences can be granted by the instructor for medical reasons, school sponsored activities, and

employment-related demands including temporary duty. Students are responsible for any missed work. Absences in excess of four (4) class periods in a 16-week semester (or 2 in an 8-week term) will be reported to the Director of the individual graduate program or Dean for appropriate action. Any student failing to attend a class(es) for two consecutive weeks, without an approved excuse, may be administratively withdrawn from the class and notified by mail that an "F" will be recorded unless the student initiates official withdrawal from the class(es).

At the beginning of each course, professors will announce the date and time of the final examination.

Auditing Courses

A student may audit a course(s) for no credit by paying one-half of the normal tuition for the number of credit hours being audited. Senior citizens may audit classes free of charge. (Does not apply to Internet courses.)

Classroom Conduct and Disciplinary Action

Students whose behavior disrupt the classroom or interfere with the learning of other students will be subject to disciplinary action ranging from dismissal from the classroom to expulsion from Park University. Such behavior includes, but is not limited to, the use of abusive or obscene language, attending the class under the influence of drugs or alcohol, excessive tardiness, or excessive absences.

Comprehensive Exam

When applicable, a student who fails the final comprehensive exam may repeat the exam one time with the permission of the Program Director. Any further attempts would only be permitted upon the recommendation of the Program Director and the approval of the Graduate Dean.

Course Load

Six or more hours for a 16-week term and three or more hours per each of the shorter terms will be considered full-time graduate enrollment at Park University. Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Half-time for shorter terms will be a minimum of two hours of graduate enrollment. These standards apply to all graduate programs at Park University.

| | 16-Week Semesters | | Summer/Short Semesters | |
|------------------------|-------------------|-----------|------------------------|-----------|
| | Full Time | Half Time | Full Time | Half Time |
| Hours per Semester | 6+ Hours | 3-5 Hours | 3 Hours | 2 Hours |
| Must pass per semester | 6 Hours | 3 Hours | 3 Hours | 2 hours |

Enrollment Adjustment Period

The first eight calendar days of a semester/term constitutes the Enrollment Adjustment Period. Within this time, the student will be permitted to exchange classes without financial penalty. For any adjustment other than even exchange, the student will be responsible for charges associated with the Registration Adjustment as detailed in the REFUND POLICY section. The adding or dropping of a class must be done by the student in the Park University representative's office or as directed. A student using Veteran's Administration educational benefits may drop a course without penalty by the VA during the Registration Adjustment Period.

Grade Appeal

Students who believe that the instructor's evaluation was unfair or done in error may appeal the matter. Whenever possible, the student should discuss the matter with their instructor within thirty (30) calendar days subsequent to posting of grades in an attempt to resolve the matter informally. If the problem is not resolved informally in discussion with the instructor, the student may appeal formally, by submitting in writing and using the Grade Appeal Form (obtained in the Graduate School Office), to the appropriate Graduate Program Director within forty-five (45) calendar days subsequent to posting of grades. Within ten (10) days of receipt, the Program Director of designee shall make a recommendation to the Dean of the Graduate School. Within ten (10) days of receipt, the Dean may either accept the Program Director's decision or appoint a Grade Appeal Committee. Based on the Committee's recommendation, the Dean will inform the student in writing of the final decision within five (5) business days.

For the entire Graduate School Grade Appeal Procedure, contact the Graduate School Office (816-842-6182 ext. 5525).

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

Interdisciplinary Graduate Work

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

Minor/Specialization

A Master's degree consists of a major field of study and an area of specialization within it or a minor in another discipline. A minimum of 18 credit hours in the discipline is required for the major area and a minimum of 12 credit hours is required to constitute a specialization within the area. Students may choose a minor in another discipline in lieu of a specialization within the area.

When a minor in another discipline is chosen, the program or department that offers the minor must submit questions for the comprehensive final examination if the comprehensive final examination is chosen as the culminating activity. The department that offers the major area is responsible for including these questions and administering the comprehensive final examination. If another option such as a portfolio or applied research project is chosen as the culminating activity by the major program, the minor department or program must require its own culminating activity. Verification that a student has passed a comprehensive final examination or successfully completed another culminating activity is required before being approved for graduation.

Prerequisites

Students who lack the background knowledge to pursue a graduate degree at Park University may be required to complete the prerequisites established by the program. Courses defined as prerequisites may be offered at the graduate level, but they do not count toward the minimum thirty hours required for the degree.

Quality of Work

The official grades issued by Park University indicating student's performance are listed below. The grade point average (GPA) for each student is computed by dividing the sum of grade points earned by the number of credit hours in which the student earned grades of A, B, C, D, or F. A grade point average of 3.0 or higher is required for good academic standing in a graduate program.

| | |
|---------------------------|-----------------|
| A - Excellent | 4 grade points |
| B - Good | 3 grade points |
| C - Unsatisfactory | 2 grade points |
| D - Poor | 1 grade point |
| F - Failed | No grade points |
| I - Incomplete | No grade points |
| S - Satisfactory Progress | No grade points |
| W - Withdrawn | No grade points |
| Audit - | No credit hours |

An incomplete course grade may be assigned by the instructor, and must be converted into a letter grade (A, B, C, D, F) by the same instructor of the course **within one calendar year after the final examination day of the course**, or the incomplete grade remains permanently on the student's record. NOTE: Taking an "I" (Incomplete) might SUSPEND the student from financial aid.

A satisfactory grade for extended courses requires that the student and the instructor set a date for the completion of the project. After this date, the regulation affecting all incomplete grades (permanent incomplete on record) applies.

Students may petition the instructor for a change of grade only within two (2) months after the completion of the course. The grade change must be approved by the Dean of the Graduate School.

Readmission

A student who has been suspended must reapply for readmission. Upon readmission, student must complete all courses with a "B" or higher. Failure to meet this standard will result in immediate termination from the program.

Refund Policy

To begin the refund process, the student must notify Park University as noted in the ACADEMIC WITHDRAWAL section.

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

Students receiving federal financial aid who withdraw from anything less than 100 percent of their courses will have tuition refunded using the following schedule. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively), will also have tuition refunded using the following schedule.

Park University Refund Calculation Schedule

| | 16 Week Term | 8 Week Term |
|---------|--------------|-------------|
| Week 1 | 90% | 90% |
| Week 2 | 80% | 60% |
| Week 3 | 70% | 40% |
| Week 4 | 60% | 20% |
| Week 5 | 50% | 0% |
| Week 6 | 40% | |
| Week 7 | 30% | |
| Week 8 | 20% | |
| Week 9 | 10% | |
| Week 10 | 0% | |

When students with federal financial awards withdraw from Park University, the University will comply with the federal regulations as stated in the Federal Register. Park

University distributes funds back to federal programs in the following order: Federal Loans: Unsubsidized, Stafford, Perkins, and other Title IV programs. Institutional awards are redistributed after the federal programs.

All fees are non-refundable. Room and Board will be pro-rated on a daily basis. A \$100 "break of housing agreement" fee will be charged to any student breaking the residence hall agreement.

Registration

Students admitted to Graduate Programs may register and confirm their classes anytime through the first day of the term or semester. Students must be registered and confirmed for a course before the deadlines in order to avoid late charges and in order to receive academic credit for that course. To complete registration, fees must be paid in full or arrangement for payment made: 50/50 Tuition Plan, financial aid (TA, VA, loans), or employer authorization documents, before confirmation of a class. Students already confirmed for classes can add/drop or exchange courses until one week after the first day of the term.

Responsible Conduct of Research and Scholarship

The conduct of research and scholarship must conform to the highest standards of integrity. Every aspect of research including data collection, research design, research procedures, conclusions drawn, and the dissemination of results must adhere to superior ethical standards, transcending personal gain, financial consideration or other individual or institutional advantage. Research involving human and animal subjects must meet the requirements of all applicable laws and regulations as well as University procedures to assure the well-being of the human and animal subjects. See IRB description on page 41.

Special Terms

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

Suspension

A student who repeats a course in which s/he has earned a "C" or lower and fails to obtain a "B" or higher in the second attempt or who has earned more than two "C"s or lower grades in the program will be suspended from the program.

A student who was suspended from a graduate program at Park University will not be allowed to pursue further graduate study in any degree program offered by the University for three years. Courses taken from other institutions will not be transferable if taken during the time of suspension from Park University. Students on academic suspension from another institution will not be admitted to Park University until their suspension period expires.

Time Limit for Enrollment

In most Park University Graduate programs, continuous enrollment (not including summer terms) is expected. Continuous enrollment requires at least one course. If the student **discontinues enrollment for two semesters (or four terms) or more, readmission is required.** Should readmission be granted, it will be based on the requirements and regulations effective at the time of the readmission.

All requirements for master's degree must be completed within seven (7) years.

Transfer of Graduate Credit

No more than nine hours of the required credits toward a degree program may be transferred from another academic institution to a student's Master's degree program at Park University. Transfer is granted only after an evaluation of the appropriateness of the courses by the Program Director. Other criteria that must be met for credits to be considered are:

- a. Transfer course content is appropriate to the program;
- b. The transfer credit is earned from a regionally accredited institution of higher education or its equivalent if the institution is a foreign university or college;
- c. The grade earned in the course is "B" or better;
- d. The credits was not used for a previous degree;
- e. The credit will not be more than seven years old at the time of graduation for a master's program or 10 years old at the time of graduation from a doctoral program;
- f. The credits earned is clearly at the graduate level;
- g. The transfer credit must be requested prior to acceptance into the program unless otherwise approved by the Program Director.

FINANCIAL ASSISTANCE

Assistance with Educational Expenses

The Office of Student Financial Services (SFS) administers and coordinates programs of assistance from federal and private sources to increase graduate educational opportunities for eligible students. You may contact SFS at 816-584-6290 or contact the Graduate School at 816-842-6182 ext. 5525 for additional information.

For financial assistance purposes, need is the difference between the cost of attending Park University and all the personal resources an applicant has available. The calculation of a family's financial strength includes consideration of current family income, assets, family size, number of family members in college, and other factors that may seriously alter a family's financial 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

Preference will be given to those whose files are complete by April 1 or at least 90 days prior to the first term of enrollment for the award year (July 1 to June 30). To be considered for federal financial aid, the student must be admitted to Park University as a degree seeking student.

NOTE: Items are available on line at www.park.edu

An Award Notification letter will be sent advising the student of their eligibility for aid when the following have been received in the SFS office at the Parkville campus:

1. 2005-2006 Park Request for Financial Aid form (RFA).
2. Federal needs analysis generated from the FAFSA or comparable form on which a student listed Park University, code #002498. The output document can be in the form of the Student Aid Report (SAR) or Institutional Student Information Report (ISIR) which is printed by the university from electronic data produced from the FAFSA.
3. If selected for verification (* appears beside the EFC number in the upper right corner of the SAR or ISIR), the following documents will be needed:
 - a. Verification Worksheet
 - b. **Signed** copy of the student's and the spouse's most recent federal income tax form as filed with the U.S. Internal Revenue Service, even if the student was not married in the filing year.

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). Aid applications must be submitted each year.

Graduate Loan Programs

Federal Perkins Loan (formerly NDSL) - Based on calculated need, as determined by the FAFSA, the maximum annual loan limit is \$6,000 for graduate students, not to exceed an aggregate loan limit of \$40,000. The interest rate of 5% is deferred while the student is enrolled at least half-time. Repayment begins nine months following termination of half-time enrollment,

graduation or withdrawal. Partial cancellation of principal is available for those who teach in certain fields, serve as a volunteer in Head Start, the military or law enforcement, or become disabled. Students must sign a promissory note as well as sign an Entrance Interview form advising the borrowers of their rights and responsibilities in this loan program. **THIS AID MUST BE REPAID!**

Federal Stafford Student Loans - These are long-term, low-interest loans designed to provide students with additional funds for college. All of these federal student loans have up to ten year repayment terms with a minimum monthly payment of \$50.00. Please check with your lender or the Student Financial Services office for additional information on the federal loan program. **THIS AID MUST BE REPAID!**

Each type of Federal Stafford Loan described here will have an origination fee of 3% and could have an insurance fee up to 1% deducted from the loan amount guaranteed by the lender. The loan must be certified by the lender while the student is still enrolled and eligible. SFS will request funds for each term or semester for which the student is packaged. The funds are sent to Park University and disbursed to the student by the Accounting Office after the enrollment adjustment period has ended and/or the student's required paperwork on file is complete.

Federal Stafford Loan (subsidized) - Subsidized means the interest on the loan is paid by the government while the student is in school. To be considered for eligibility the student must be enrolled at least half-time, complete the FAFSA to determine need, not be in default on a previous student loan or owe a refund on a federal grant. First-time borrowers at Park University must also be informed of their rights and responsibilities while borrowing from the federal student loan program through an Entrance Interview. A promissory note must be signed. Interest is variable but capped at 8.25%, and repayment begins when the six month grace period ends after the student ceases to be enrolled at least half-time. The maximum annual amount a graduate student may borrow is \$8,500, not to exceed an aggregate limit of \$42,500.00.

Federal Stafford Loan (unsubsidized) - Unsubsidized means the student is responsible for the interest on the loan amount while in school. Students can (1) pay their interest while in school, (2) pay their interest during the six month grace period, or (3) postpone interest payment and have it added to the principal when repayment begins after the six-month grace period ends. The unsubsidized Federal Stafford Loan can be offered by itself or made in conjunction with the subsidized Federal Stafford Loan as long as the maximum annual or aggregate loan limits for subsidized Federal Stafford Loans have not been exceeded. The student **MUST** apply for the subsidized Federal Stafford Loan before applying for the unsubsidized Federal Stafford Loan. The **combination** of subsidized & unsubsidized Federal Stafford Loans is \$18,500 per year not to exceed a maximum aggregate limit of \$92,500.00.

Satisfactory Academic Progress for Financial Aid

Satisfactory progress is based on four concepts: (a) minimum hours of enrollment each semester/term that are applicable toward the student's degree program, (b) minimum number of hours completed in a twelve month period of enrollment, (c) maximum time to complete the degree,

and (d) grade point average (GPA). Satisfactory academic progress is required for receiving financial aid or to remain in good standing as explained below.

1. Eligibility for most financial aid requires at least half-time enrollment per regular semester/term. A student **must** earn the minimum credit hours for full or 1/2 time enrollment* and continue to maintain the 3.00 cumulative grade point average (GPA) requirement to avoid suspension. Students will be placed on probation before being suspended. Total withdrawal will result in automatic financial aid suspension.
2. Academic progress will be reviewed at the end of each Fall, Spring and Summer semester. Failure to meet the minimum standard outlined in this policy statement will either place a student on financial aid probation or suspend him/her from future semesters/terms of financial aid. This would include grades of "F", "I", and/or withdrawing from classes after aid is disbursed.
3. Students are eligible for Park University administered assistance for 6 full-time semesters or 12 full-time terms(unless otherwise noted) OR until the student has completed the academic curriculum requirements for the first graduate degree. Federal financial aid may continue for up to 6 years for graduate education OR until the student has completed the academic curriculum requirements for the first graduate degree.
4. The maximum time frame a student is expected to finish a program of study and receive financial aid cannot exceed 150% of the total length of the program based on credit hours.
5. Failure to meet the minimum standard outlined in this policy statement will either place a student on financial aid **PROBATION** or **SUSPEND** him/her from future semesters/terms of financial aid. This would include grades of "F", "I", or withdrawing from Park University or Consortium classes after aid is disbursed. A grade of "S" shall be counted towards the credit hours completed but not when determining GPA. Students in their first semester/term of not making satisfactory academic progress as stated in this policy will be placed on **PROBATION**. The student would be **SUSPENDED** in their second semester/term of not making satisfactory academic progress.
6. Repeated courses will add to the hours attempted, but not earned. The grade will be replaced and the new grade will be considered in the GPA calculation when progress is checked again. A course in which a failing grade is recorded may be repeated only once in a subsequent semester/term to apply toward eligibility for assistance in that semester/term.
7. Transfer students accepted on academic probation must meet the condition of their academic probation to qualify for continuing assistance, and thereafter make satisfactory academic progress for financial assistance.

8. If financial aid has been suspended, students may reinstate their eligibility **WITHOUT** appealing the suspension by completing, at Park University, the hours needed to reach the minimum cumulative standard and attaining a 3.00 GPA without the benefit of financial aid.
9. To appeal the suspension of financial aid, the student should complete a Satisfactory Academic Progress Appeal form (available on-line at www.park.edu) and forward the form with needed documentation to the Director, Student Financial Services. Mitigating circumstances will be considered. Appeals are reviewed and ruled upon by the Student Financial Services Appeals Committee.
10. Appeals of the decisions by the Committee are directed to the Vice President for Student Services.

SCHOLARSHIPS AND ASSISTANTSHIPS

Graduate Endowed Scholarships

Scholarship selections begin in the spring for the following award year. The priority deadline for the Endowed Scholarship Application with autobiography/personal statement and two letters of recommendation (some scholarships require the recommendation letters be from educators and/or supervisors) is February 15th each year, however, applications are accepted year around. Applications and brochures with more detailed information are available in the Student Financial Services Office, or call the Scholarship Coordinator at (816) 584-6294 for this and additional information on applying for funds from outside sources.

Since some scholarships require students to demonstrate financial need, it is recommended that students complete the Free Application for Federal Student Aid (FAFSA).

Dr. Donald J. Breckon Endowed Scholarship – This award was endowed by the friends of this previous Park University president upon his retirement in 2001. Applicants must be international students admitted to one of Park University's graduate programs that are willing to return to their country of origin immediately after graduate study to provide leadership in improving the quality of life in their homelands. First priority will be given to a baccalaureate degree recipient from Park University. Second Priority will be given to an individual nominated by the Community of Christ Church, the Presbyterian Church or an organization that is committed to improving international relations and/or conditions.

William and Anne Finch Graduate Education Endowed Scholarship – This scholarship was established by Margaret Preston in memory of her parents to assist educators in attaining a graduate education degree. Applicants must have at least two years of experience as a

classroom teacher and be continuously enrolled full time. Recipient must maintain a 3.75 GPA while enrolled with no grade below B.

Paul H. Gault/UMB Endowed Leadership Scholarship – This scholarship honors Mr. Gault for his more than 45 years of service to Park University and is also a tribute to Park's long-term partnership with UMB. Applicants must be admitted to one of the graduate schools at Park University with first priority to students in the Master of Public Affairs. Students who have received their bachelor's degree from Park University will have priority consideration.

The Griffin-Richardson Endowed Internship in Washington D.C. – Verna Griffin Richardson, Park University class of '55, has endowed a summer internship to assist a student motivated by such a learning opportunity. This award is available to graduate and undergraduate students. Students admitted to the Master of Public Affairs may apply. Applicants are required to have 3.25 GPA in major courses. Political Science faculty recommendation is required. Internship must be in the area of our nation's capitol.

Nickie and Don Martin Graduate Education Endowed Scholarship – This scholarship was established by Don Martin, Park University class of '45, in memory of his wife, Nickie (Margaret Nichols) Martin, Park University class of '47, to assist educators in attaining a graduate education degree. Applicants must have at least two years of experience as a classroom teacher. Applicants must be enrolled full time and be employed by a school that serves students who are educationally at-risk. Preference will be given to those educators involved with special needs education. Financial need and professional/community leadership experience will be considered. Recipient must maintain 3.75 cum GPA with no grade below B.

Elmer and Kathryn Martin and Angelo Patri Endowed Scholarship for graduate students in Early Childhood Education. Don Martin, Park University class of '45, established this scholarship in memory of his mother and father and the noted educator, Mr. Patri, who had a profound influence on all three of their lives. Applicants must be an early childhood educator working on a master's degree with a 3.0 cum GPA. Financial need will be considered.

Mary Lucille Rowe Endowed Scholarship for Early Childhood Education – This scholarship was established by David Rowe Harris in memory of his mother to assist undergraduate and graduate students in attaining their education degrees. Graduate students must have earned a 3.0 in previous college work. Students already working in or planning on working in early childhood education may apply for this award. Financial need and community involvement will be considered.

Assistantships

Graduate Assistantships are intended to serve three objectives at Park University: provide students with a meaningful professional experience that will enhance their career goals; students provide a service to a department within the University; and students receive financial assistance to finance their education.

Types of Graduate Assistants

- Administrative Assistants - work in offices of the University performing selected supervised administrative tasks.
- Laboratory Assistants – assist with laboratory activities, assist in music and art studios, assist coaching athletic teams, or work in the library.
- Student Services Assistants - assume responsibilities for various student services offices or areas, including student activities, leadership and development, Campus Housing, and intramural activities.
- Teaching Assistants - teach lower-level undergraduate classes or assist an instructor teaching classes with a large enrollment.
- Research Assistants - assist faculty members with research activities.

Full-time Teaching Assistants teach two three-hour courses per semester.

Duration of Assistantships

- A student may be awarded an assistantship for a maximum of four semesters, excluding summers.
- An Education Specialist student, who has had an Assistantship while working on a master's degree, may have two additional semesters, for a total of six semesters as a graduate assistant, excluding summer sessions.

Qualifications for Graduate Assistantships

Assistantships are awarded on a competitive basis. Evidence of academic excellence and professional skills are primary requirements for receiving and holding Assistantships. Graduate students whose native language is other than English must demonstrate a high level of oral and written proficiency before they may be awarded an Assistantship. Graduate Assistants who are assigned to teach must have earned at least 18 graduate semester hours in the teaching discipline. Students with the following qualifications are eligible to apply:

- A baccalaureate degree by the time the Assistantship is to become effective.
- Application to graduate school completed, and accepted into a degree program by the time the Assistantship is to become effective.
- A cumulative undergraduate GPA of 3.0 or higher.

- If student has completed graduate work prior to application, the student must have earned a cumulative graduate GPA of 3.0 or higher.
- If a student does not have an undergraduate GPA of 3.0, they may apply for an Assistantship if they have earned a minimum of 9 graduate hours with a GPA of 3.0 or higher.

Application Process

It is the responsibility of the student to find an available position, apply for it, and go through the department's hiring process. Each department hires its own graduate assistantship(s). Following are the procedures for applying for an Assistantship:

Complete an application for Assistantship and submit it to the Graduate School or the hiring department together with the following documents. Application form is available in the Graduate School.

- A current resume.
- A minimum of 3 reference letters.
- A cover letter.

It is the responsibility of the student to make certain that all the above materials have been received. Action on the application cannot be taken until these documents are received.

Appointment

Application for a Graduate Assistantship does not guarantee appointment. The appointment process begins about March 15 each year. Although applications can be submitted any time, students are urged to have completed application materials on file as early as possible. Normally appointments are made for both fall and spring semesters at the same time. Single semester appointments for the spring semester are usually made starting around November 1st.

Appointment authorization is made by a letter from the Dean of the Graduate School.

Compensation

1. Option One. The compensation for a full-time Teaching Assistant, who teaches two three-hour courses per semester or whose assignment involves twenty hours per week, is \$3,500 per semester or \$7,000 for two semesters. Graduate Assistants who have held an assistantship within a department for at least a full year will receive a second year increase of \$500. The compensation for graduate assistants with a partial assignment is reduced proportionately. For Teaching Assistants instructional tuition is covered by a

tuition waiver up to 9 credit hours per semester. Courses taken for undergraduate credit or audit will not be included in the tuition waiver and are the responsibility of the student. Full-time Graduate Assistants must be enrolled in at least 6 hours of graduate credit each semester.

2. Option Two. The compensation for a full-time Graduate Assistant who is not a Teaching Assistant under contract for a specific department without teaching responsibilities will be at a monthly stipend of \$1,500 without any waiver of tuition or other financial assistance.
3. Option Three. The compensation for a full time Graduate Assistant who is a Resident Director will be a monthly stipend of \$1,500, plus a furnished apartment and meal plan, when in service. No tuition waiver will be provided.

Work Load

The work load for a full-time Teaching Assistant in the fall or spring semester is teaching six hours. The summer teaching load shall be three hours per term. Non-teaching Assistants will work 20 hours per week. A lesser assignment is possible with a reduced stipend.

Course Load

The course load for a full-time Assistant is 6-9 hours for the 16-week fall or spring semester and no more than 6 hours for a 8-week term. The summer time load would be 3-4 hours.

Supervision

Graduate Assistants must be evaluated every semester by a faculty member/supervisor. Supervisors must establish goals and guidelines appropriate to the task and base their evaluation on those goals and guidelines. Persons holding Assistantships shall be treated fairly and professionally consistent with their need for professional development and academic progress.

Termination

Holding of an Assistantship is subject to satisfactory performance of assigned duties, progress toward the degree or program goal and maintenance of a minimum of 3.0 Grade Point Average (GPA). Those who fail to meet these standards may lose their Assistantship or be subject to appropriate corrective action. Persons holding assistantships shall be treated fairly and professionally consistent with their need for professional development and academic progress.

EQUAL OPPORTUNITY

Park University proudly promotes diversity and complies with state and federal laws related to diversity (e.g., Title IX of the Education Amendments of 1972 and Title VI of the Civil Rights Act of 1964). Inquiries or concerns can be mailed to the President or the Human Relations

Officer (Park University, 8700 N.W. River Park Drive, Parkville, MO 64152) or by telephone (816-741-2000).

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

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

Permanent Disability Guidelines

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

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

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

Psychiatric Disabilities: Students should provide documentation from a licensed professional qualified to diagnose and treat psychological/psychiatric disorders. The documentation should include a diagnosis, date of diagnosis, date of the diagnostician's last contact with the student, and a summary of the present symptoms and a prognosis. Documentation should describe how the psychiatric condition functionally interferes with, or impacts the student's ability to participate in an educational setting and give suggestions of academic accommodations that might be appropriate in an educational setting, supported by a disability-related rationale.

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

Temporary Disability Guidelines

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

Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: www.park.edu/support/policy.asp.

Educational Rights and Privacy

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

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the office of the Vice President for Student Services.

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

GRADUATE CERTIFICATE PROGRAMS

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

Courses selected for a graduate certificate program are courses approved or offered for credit at the graduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. Graduate credit hours earned through these courses may not be less than 12 hours nor more than fifty percent of the credits necessary to complete a related master's

program(s). In most instances, the required credit hours will range between 12 and 15. No more than 25% of these hours may be transferred from another institution.

General criteria for admission to any graduate certificate program include:

1. An earned baccalaureate degree from a regionally accredited college or university or its foreign equivalent.
2. Each program may establish the minimum grade point average, TOEFL scores, standardized test scores and other entry criteria. Such flexibility is permitted to meet the needs of the target student population.
3. Graduate students who are currently enrolled in a graduate program may simultaneously pursue a graduate certificate program with the permission of their advisor and the approval of the Graduate Dean. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to the Library and university-wide facilities subject to the rules governing those facilities.
4. Certificate students are not automatically eligible for admission to the related graduate program. If they wish to pursue a graduate degree, they must submit an application meeting all the entrance requirements for that program.

A student graduates from a certificate program when all program requirements are completed and has maintained a 3.00 grade point average (gpa). A document suitable for framing may be issued by the department(s) or School that offers the certificate program.

Courses and certificates completed will be transcribed by the Registrar and they will become the student's permanent academic record.

Graduate Certificate in Health Care/Health Services Management and Leadership

See Master of Business Administration or Master of Public Affairs.

Graduate Certificate in Music with Concentration in Piano

The graduate certificate program in music with concentration in Piano is designed for students who want to build on their knowledge and expertise in Piano. Minimum graduate semester credits required for the certificate are 18. In addition to the general rules that are applicable for admission to the Graduate School at Park University, specific admission requirements are: (a) Bachelor of Music or related undergraduate degree from a U. S. institution or an equivalent bachelor's degree from an accredited foreign institution of higher education. This is

an advanced program of study at the graduate level supervised and approved by the graduate faculty at Park University.

The program must be completed within a period of four years regardless of the location of the program. Students learn under the close supervision of qualified faculty. Upon completion of the program, a student will be able to increase his or her chances of becoming a professional musician, pursue a graduate degree program in music, or teach music in schools.

MASTER'S THESIS PROCEDURES

The writing of a thesis is a highly valued academic exercise and traditionally regarded as the culminating activity in a master's degree program. Students may earn up to six hours of graduate credit for writing a thesis by enrolling in a 700 and 701 courses sequentially. Continuous enrollment for an additional 1 hour is possible with the approval of the Committee Chair. Due to the demanding nature of research and writing, all these hours will be offered only in the traditional 16-week format.

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

Thesis Committee

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

Enrollment in 700 (3 credit hours)

The candidate must register for a 700-level course in order to begin the process of developing a thesis proposal. The registration allows the student to receive advice from a member of the faculty and to utilize University facilities in preparation for the thesis. While enrolled for this course, the student is expected to be actively working on developing a formal proposal related to an area of research interest under the direction of a faculty member who will be the major advisor or the Committee Chair.

Submitting the Proposal to the Graduate School

The student must work with the Chair in submitting the proposal to the Committee members for their approval. Once approved by the Committee, the Chair will forward the proposal to the Graduate School office at least a semester prior to the semester in which the student is expected to graduate.

Human Subjects Protection and IRB review

In preparing the thesis proposal, students must be aware that any research which involves human subjects must be approved by the Institutional Review Board of the University in order to assure compliance with applicable federal regulations and University policies. The proposal must be reviewed and approved by the IRB according to the University procedure. Failure to gain the IRB approval will result in denial of the proposal. It is a violation of the procedures to contact human subjects prior to the IRB approval of the proposal. It is highly recommended that the IRB approval be received prior to the submission of the proposal.

Enrollment in 701 (3 credit hours)

Following the approval of the thesis proposal, students may enroll in 701 and begin data gathering. Data may be collected using qualitative, quantitative, participatory, documentary, or action research methodologies as may be appropriate. The writing of the thesis may then begin with the guidance of the Committee Chair. Students are encouraged to consult the Chair regularly to ensure that they receive timely and useful feedback throughout the research and writing process.

Thesis Defense

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

Enrollment in XX 799 (1 credit hour)

When additional time is needed to complete the thesis work, enrollment in XX 799 is permitted in consultation with the Chair.

For additional information on the thesis procedure please consult the Director of your graduate program or the Dean of the Graduate School.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (M.B.A.) program began in January 1998.

Goals

Consistent with the Mission Statement of Park University, the following goals have been set for the M.B.A. program.

1. Provide an academically sound graduate business program that will meet the professional needs of the student and the Business Community.
2. Insure that the quality of the MBA Program is maintained at the highest academic level and provide a scholarly environment in the search for knowledge and pursuit of academic excellence.
3. Prepare business professionals to excel professionally in a global environment and understand the diversity of that environment.
4. Provide an accessible program for the working professional and full-time student by offering traditional and on-line classes that can be tailored to suit the individual pursuing the MBA Degree.
5. Establish forums where students, faculty and community business leaders can exchange ideas and explore and develop new concepts to improve the quality of decision making in business organizations.
6. Offer opportunities for each student to pursue his/her specific field of interest by developing and enhancing concentrations of study within the general business area.
7. Develop the technical, inter-personal, analytical, and teamwork skills of the student by offering a wide spectrum of teaching approaches including individual study, group study, case discussions and written and oral presentations.
8. Provide a solid foundation in the principles and basis of International Business by offering course work that will prepare the students with the tools to operate in a multi-national/ multi-cultural global economy.
9. Enhance the management skills of students seeking a career in health care management by offering academic and practical study of the issues and problems facing health care managers.

10. Encourage entrepreneurship as a business endeavor by developing expertise in those skills required for success as an entrepreneur.
11. Develop the management, design and systems development skills for success in the management of information systems required to compete in the field of E-Business.
12. Promote ethical sensitivity in management decisions impacting the environment, labor, the community and other stakeholders.

Admission Requirements

- A bachelor's degree from a regionally accredited United States. Institution of higher learning or four years of full-time college work from an accredited foreign institution.
- Minimum 2.75 grade point average (GPA) on a 4.00 scale in the bachelor's degree; or a 3.00 on the last 60 undergraduate hours.
- A GMAT or GRE score taken within five years of application.
- A student who is accepted pending receipt of all required documentation must submit complete and satisfactory records within 60 days (45 days in 9-week session and/or summer term) after the first day of registration.
- Demonstrate writing proficiency.

Park University Undergraduate Seniors

Park University Seniors may be admitted with special permission (with a 3.6 cumulative GPA) while still completing their bachelor's degree. They may not earn more than six (6) hours of graduate credit in their undergraduate status.

Graduation Requirements

1. Completion of 36 credit hours of graduate and electives with no more than 9 credit hours transferred from other institutions. The transfer of course work must be completed prior to admission into Park University's M.B.A. program.
2. Passing of comprehensive exam with a grade of "B" or better. See additional information in Academic Policies – Comprehensive Exam.
3. See Academic Policies – Academic Standards for more information.
4. Students must apply for graduation no later than 8 weeks prior to the commencement ceremony.

Common Body of Knowledge (Prerequisites):

Applicants who have not completed the Common Body of Knowledge coursework may complete this requirement by taking the indicated undergraduate courses, or their equivalents. Please consult with the M.B.A. Director for exceptions. A grade of "C" or better must be earned.

Principles of Accounting (AC 201 & AC 202) before AC 515

Fundamental Economic Analysis (EC 141 & EC 142) before all economics courses

Financial Management (BA 360) before all finance courses

Principles of Management (BA 352) before all management courses

Management Information Systems (CS 205) before CS 670

Principles of Marketing (BA 351) before all marketing courses

Statistics for Social and Administrative Sciences (EC 315) before EC 604

(Please see undergraduate catalog for prerequisites and course descriptions)

Students must also demonstrate proficiency in writing by passing a department designed writing test, the Writing Competency Test or passing EN 306 Business Communications. Satisfactorily passing the writing portion of the GMAT also demonstrates writing proficiency.

NOTE: Taking undergraduate courses while enrolled in graduate courses may affect financial aid. See Student Financial Services with questions.

Format of Courses

Courses are offered in a mix of 8 weeks, 16 weeks, Online, and 2 week intensive sessions to allow the student to complete the 36 hour degree in 1 1/2 years.

Degree Requirements

| | | | |
|--------------|-----|--|----------------|
| Core: | | | 24 hrs. |
| AC | 515 | Managerial Accounting | 3 hrs. |
| EC | 507 | International Economics | 3 hrs. |
| EC | 604 | Managerial Economics | 3 hrs. |
| FI | 615 | Managerial Finance | 3 hrs. |
| MG | 620 | Leadership in Organizations | 3 hrs. |
| MG | 632 | Legal, Social and Ethical Environment | 3 hrs. |
| MG | 695 | Business Policy and Strategy | 3 hrs. |
| MK | 630 | Strategic Marketing Planning and Decision-making | 3 hrs. |

| | | | |
|-------------------|-----|--|----------------|
| Electives: | | | 12 hrs. |
| AC | 615 | Advanced Managerial Accounting | 3 hrs. |
| CS | 670 | Advanced Management Information Systems | 3 hrs. |
| EC | 509 | Economic Development | 3 hrs. |
| FI | 640 | Investment Management | 3 hrs. |
| IB | 625 | International Finance | 3 hrs. |
| IB | 660 | International Business Management | 3 hrs. |
| HA | 511 | Management and Leadership in Health Care/Health Services Settings | 3 hrs. |
| HA | 516 | Health Care Financial Applications | 3 hrs. |
| HA | 517 | Health Care Law | 3 hrs. |
| HA | 518 | Health Care/Health Service Delivery Systems in the US | 3 hrs. |
| HA | 520 | Health Care/Health Services Seminar | 3 hrs. |
| HA | 521 | Special Topics in Health Administration | 1-3 hrs. |
| IS | 605 | Data Management | 3 hrs. |
| IS | 610 | System Engineering Planning and Control | 3 hrs. |
| IS | 620 | Computer Security, Risk Management and Control | 3 hrs. |
| IS | 640 | Project and Change Management | 3 hrs. |
| MG | 520 | Entrepreneurship Project Management | 3 hrs. |
| MG | 525 | Entrepreneurship in the Global Economy | 3 hrs. |
| MG | 630 | Human Resource System | 3 hrs. |
| MG | 655 | Entrepreneurship and Small Business Management | 3 hrs. |
| MG | 670 | Special Topics in Business | 3 hrs. |
| MG | 675 | Entrepreneurship Seminar | 3 hrs. |
| MK | 575 | Marketing Research Strategies | 3 hrs. |
| MK | 610 | Advanced Seminar in International Marketing | 3 hrs. |
| MK | 615 | Green Marketing | 3 hrs. |

The program may offer various courses in the two week intensive format. Those courses are offered every evening, Monday-Friday, for two weeks. It is recommended that work schedules be arranged to accommodate this intensive course format.

It is not the policy of this program to waive any of the core courses. However, should a student request waiver because of extensive undergraduate preparation or applied experience, the student must pass a comprehensive final exam for the course he/she is asking to be waived. The test will be developed by a full-time faculty member in the discipline of the course.

A. International Business Concentration

The International Business Concentration is a focus on how globalization has affected the way we do business. Whether a student wishes to advance in a large, multinational conglomerate or examine the possibility of working with foreign organizations and business, the

International Business concentration provides the tools to operate in a multi-national/multi-cultural environment.

Core:

| | | | |
|----|-----|---|--------|
| EC | 509 | Economic Development | 3 hrs. |
| IB | 625 | International Finance | 3 hrs. |
| IB | 660 | International Business Management | 3 hrs. |
| MK | 610 | Advanced Seminar in International Marketing | 3 hrs. |

**B. Health Care/Health Services Management Concentration
Certificate in Health Care/Health Services Management and Leadership**

A certificate only option is available upon request to students who wish to complete the Health Administration concentration coursework. For such students, the GRE or GMAT is waived. For students who wish to complete the M.B.A. Degree, the GRE or GMAT must be completed prior to enrolling in M.B.A. core courses.

The HealthCare/Health Services Concentration focuses on current issues in health care and community health services and on skills required for those in leadership roles. It is appropriate for those who aspire to mid level director or department head roles and for those in such positions who aspire to become the CEO of health care or community health service organizations. The concentration is also available as part of the Master's in Public Affairs degree at Park University.

Core:

| | | | |
|----|-----|--|--------|
| HA | 511 | Management and Leadership in Health Care/Health Services Settings | 3 hrs. |
| HA | 518 | Health Care/Health Service Delivery Systems in the US | 3 hrs. |
| HA | 520 | Health Care/Health Services Seminar | 3 hrs. |

Electives - select one:

| | | | |
|----|-----|--|----------|
| HA | 516 | Health Care Financial Applications | 3 hrs. |
| HA | 517 | Health Care Law | 3 hrs. |
| HA | 521 | Special Topics in Health Administration | 1-3 hrs. |
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 595 | Marketing for Nonprofit/Community Organizations | 2 hrs. |
| PA | 596 | Monitoring and Evaluation of Nonprofit/Community Services | 2 hrs. |

C. Entrepreneurship Concentration

The M.B.A. entrepreneurship concentration is multidisciplinary, involving expertise in accounting, finance, economics, marketing, management and globalization that provides a very rich conceptual background and applied analytical tools for starting a business venture. The entrepreneurship concentration's main purpose is to identify domestic and/or international opportunities, evaluate potential markets and plan financial and organizational needs at different stages of growth. Courses encompass business plan development and offer distinguished entrepreneurs as guest speakers.

Core (Select 12 hours):

| | | | |
|----|-----|--|--------|
| MG | 520 | Entrepreneurship Project Management | 3 hrs. |
| MG | 525 | Entrepreneurship in the Global Economy | 3 hrs. |
| MG | 655 | Entrepreneurship and Small Business Management | 3 hrs. |
| MG | 670 | Special Topics in Business | 3 hrs. |
| MG | 675 | Entrepreneurship Seminar | 3 hrs. |

D. Management Information Systems Concentration

The Master of Business Administration M.I.S. Concentration provides the skills needed to succeed in a career associated with the design, development and management of information systems. This concentration prepares or enhances an individual's career or role in organizations as a systems analyst, project manager, business analyst, technical specialist, is manager, database manager and is consultant.

Core:

| | | | |
|----|-----|--|--------|
| IS | 605 | Data Management | 3 hrs. |
| IS | 610 | System Engineering Planning and Control | 3 hrs. |
| IS | 620 | Computer Security, Risk Management and Control | 3 hrs. |
| IS | 640 | Project and Change Management | 3 hrs. |

MASTER'S PROGRAMS IN EDUCATION

Vision

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

Mission

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

The vision and mission statements of the School of Education grow out of the developmental model for educational practice. Educators are professionals who are responsible for student learning utilizing the most current research and practice. They facilitate that learning as they find their own unique talents and bring them to their unique educational environments.

The goal of the graduate education program is to contribute to the empowerment of educators so they can become change agents in their environment and advocates for their students. The program uses an action/reflection model that encourages educators to review their practice, evaluate it, gather new information and then revise and implement. It is a recursive process that should continue throughout one's career. Part of the value of education is the ability to share with other practicing professionals through the process of renewal.

In every profession there is a generative process in which those practicing desire to pass on to subsequent generations their acquired knowledge and skills. Part of the maturity developed in practice is the willingness to mentor others in the profession. The graduate program encourages educators to develop these and other leadership skills so they make a lasting contribution to the field of education.

Goals

Consistent with the Mission Statement of Park University, Graduate Education programs contain the following goals.

1. To meet the educational needs of our growing and culturally diverse community.
2. To conduct an accessible program of quality for working professional educators.
3. To prepare professional educators to work in a diverse and technological environment.

4. To develop well-rounded educators who will be prepared to address current social and educational issues in a professional and problem-solving manner.
5. To offer a master's degree in a convenient format and at convenient times for working educators.

Graduate Education Objectives

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

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

Consequently the professional educator is one who:

- a. Serves as a role model while completing his/her educational responsibilities.
- b. Becomes a mentor in the process of education.
- c. Acts as a facilitator who establishes an optimal developmental environment that meets individual learner's needs.
- d. Counsels, assists and listens to students, pre-service teachers, and colleagues with whom he/she works.

- e. Becomes a liaison between the local school, higher education and the community in which he/she lives and works.
- f. Demonstrates the qualities of an educator who is a critical thinker, problem solver, scholar and decision maker.
- g. Serves as a change agent in identifying and developing solutions to issues that impact education.

Graduation Requirements

1. Successful completion of 36 credit hours, with no grade lower than a "C," in the required courses with a cumulative GPA of 3.00 or higher.
2. See Academic Policies – Academic Standards for more information.
3. Students must apply for graduation no later than 8 weeks prior to the commencement ceremony.

General Information

The graduate faculty of the School of Education at Park University attempt to bring the best and most current practices to the classroom to enable educators to bring the best to their students. Faculty is committed to the belief that education can improve the lives of students and in turn positively impact our society.

As practicing educators, the faculty is aware of the demanding schedule that teachers maintain. Therefore, Graduate Education programs have been designed to be friendly to the working professional. They are generally offered in an eight week format, one night per week. Because of the intensive format, flexibility in enrollment is provided by allowing a student to drop out for a term with no penalty when the student returns.

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

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

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

Master of Education

The **Master of Education (M.Ed.)** degree at Park University began in October 1995, becoming the first graduate program on the home campus in Parkville. The degree is designed to meet the practical needs of the classroom teacher and uses a praxis model that ties theory and practice together in each course. The program strives to develop reflective educators who can be change agents in the lives of their students, in their school and communities, and culminates with two capstone courses, Critical Reflections Seminar and Action Practicum or by completion of the Thesis Option.

The degree requires eighteen hours of core courses and eighteen hours of electives, which are specific to the student's selected emphasis area. In addition to general studies, emphasis areas are also offered in multiculturalism, education law, at-risk, adult* and early childhood* education. These programs are designed to help the teacher meet the critical needs of a changing society.

*Programs are in the approval process.

Admission Requirements

- A Bachelor's degree in education from an accredited institution or hold a valid state teaching certificate.
- Minimum 2.75 grade point average (GPA) on a 4.00 scale in Bachelors work.
- And one of the following:
 - ✓ 3.0 in all college work.
 - ✓ Four (4) years successful teaching experience (letter of recommendation from principal based on good evaluations).
 - ✓ An acceptable GRE score for verbal and quantitative tests.
 - ✓ Meet or exceed the Missouri field test means scores on the area test of the National Teacher's Exam.
 - ✓ Optional professional portfolio (to be evaluated by three full-time Teacher Education faculty members)

Park University Undergraduate Seniors

Park University Seniors (education majors who have at least 3.5 cumulative GPA at Park University) may enroll in one graduate course-per semester of their senior year. A total of two courses for graduate credit in the Master of Education program, at the discretion of the Program

Director (based on space availability) is allowed. Students should check with financial aid for eligibility.

Format of Courses

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

Degree Requirements

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

| | | | |
|--------------|-----|---|----------------|
| Core: | | | 18 hrs. |
| ED | 515 | Sociological Factors Affecting Education | 3 hrs. |
| ED | 532 | Teaching & Learning: Theory into Practice | 3 hrs. |
| ED | 516 | Introduction to Graduate Research | 3 hrs. |
| ED | 606 | Curriculum Theory and Practice | 3 hrs. |
| ED | 629 | Critical Reflections Seminar | 3 hrs. |
| ED | 630 | Action Practicum | 3 hrs. |

Electives **18 hrs.**

Undergraduate Credit

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

Emphasis Areas

The emphasis area is designed to allow the student to "specialize" in an area of interest. The student will take nine (9) of the 12 credit hours of the emphasis area for electives and nine (9) credit hours of other electives. The practicum project should be related to the emphasis area.

A. General Studies — 18 Elective Hours

All students must take 18 credit hours of electives selected from among the various offerings that allow the students to take courses most beneficial to his/her classroom practice.

B. School Law —

9 of 12 Hours Electives, 9 General Elective

An emphasis area that allows the student to study in-depth legal issues that affect educators and classroom practice.

| | | | |
|----|-----|------------------------------------|--------|
| ED | 513 | Law for Educators | 3 hrs. |
| ED | 522 | Legal Aspects of Special Education | 3 hrs. |
| ED | 533 | Conflict Resolution in Schools | 3 hrs. |
| ED | 613 | Current Legal Issues for Teachers | 3 hrs. |

C. Multi-Cultural Education —

9 of 12 Hours Elective, 9 General Elective.

An emphasis area designed to prepare the classroom teacher to deal with a diverse classroom and to equip their students to live in a diverse society.

| | | | |
|----|-----|---|--------|
| ED | 519 | Diversity in the Classroom | 3 hrs. |
| ED | 529 | Cross-cultural Communication for Teachers | 3 hrs. |
| ED | 539 | History and Ethnicity in America | 3 hrs. |
| ED | 619 | Multi-cultural Literature for Teachers | 3 hrs. |

D. Teaching At-Risk Students —

12 Hours Elective, 6 General Elective.

The emphasis in at-risk learners is designed to help teachers better prepare to work with these special students. Although appropriate for any teacher with at-risk students in the classroom, this emphasis is especially designed for teachers in non-traditional or alternative settings.

Required courses:

| | | | |
|----|-----|--------------------------------|--------|
| ED | 519 | Diversity in the Classroom | 3 hrs. |
| ED | 520 | Special Needs in the Classroom | 3 hrs. |
| ED | 544 | Teaching the At-Risk Student | 3 hrs. |

One of the following courses:

| | | | |
|----|-----|--|--------|
| ED | 521 | Introduction to Literacy | 3 hrs. |
| ED | 526 | Classroom Management Seminar | 3 hrs. |
| ED | 529 | Cross-Cultural Communication for Teachers | 3 hrs. |
| ED | 531 | Literacy Across the Curriculum | 3 hrs. |
| ED | 533 | Conflict Resolution in Schools | 3 hrs. |
| ED | 534 | Understanding Violent & Troubling Behavior: A Contextualized Approach | 3 hrs. |

| | | | |
|----|-----|---|--------|
| ED | 545 | Teaching Reading to Linguistically Diverse Learners | 3 hrs. |
| ED | 546 | Advanced Diagnosis and Remediation of Reading | 3 hrs. |

Thesis Option

With approval from the Associate Dean for the School of Education, interested and capable students may elect the thesis option to satisfy degree requirements. The six- credit thesis option provides students with the opportunity to explore a topic of interest through an in-depth research project. Students electing the thesis option shall adhere to the requirements set forth in the Graduate School's *Master's Thesis Procedures Manual*.

| | | | |
|-----------------------------|-----|---|----------------|
| Required Coursework: | | | 6 hrs.* |
| ED | 700 | Thesis – Research and Proposal Development (Offered in 16 week format) | 3 hrs. |
| ED | 701 | Thesis – Research (Offered in 16 week format) | 3 hrs. |
| ED | 799 | Thesis - Continuous Enrollment (Offered in 16 week format) | 1 hr. |

*A maximum of six thesis hours may be counted toward degree requirements. Students electing the thesis option will not take ED 629 and ED 630.

Master of Education with Emphasis in Special Education with Certification

Purpose

The Master of Education in Special Education degree was designed to allow initial teacher certification in special education in a 36-hour program. Similar to our Master of Education degree, it will be offered in the eight week format, classes meeting one evening per week for 4 1/2 hours. Full-time enrollment is one course per eight week term. Full-time enrollment during the academic year and two courses for two summers allow completion in two calendar years. Students who are employed fulltime are encouraged not to take a heavier load.

Admission Requirements

1. The candidate will hold a valid teaching certificate in Missouri and have completed at least two years of successful teaching.
2. The candidate will hold a bachelor's degree in education or in the subject matter taught, plus certification requirements with a minimum cumulative 2.75 grade point average (GPA) on a 4.00 scale.

3. The candidate will present a letter of recommendation from a school administrator who has supervised his/her work recommending him/her for the program.
4. The candidate will have one of the following:
 - a. a cumulative undergraduate GPA of 3.00 on a 4.00 scale;
 - b. or have a graduate degree with a graduate cumulative GPA of 3.5 on a 4.0 scale;
 - c. or present Missouri passing scores on the Praxis exam;
 - d. or a GRE score of 1200.
5. The candidate will submit a 2-page philosophy of education and how that led him/her to desire a degree and certification in special education.

Graduation Requirements

In addition to graduation requirements stated in the Academic Policies, an approved portfolio that addresses satisfactorily the Missouri Standards for teacher certification is required. The portfolio must be presented by the fifth week of the last term in the student's program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.

| Curriculum | | | 36 hrs.* |
|-------------------|-----|--|-----------------|
| ED | 522 | Legal Aspects of Special Education | 3 hrs. |
| ED | 526 | Advanced Classroom Management | 3 hrs. |
| ED | 527 | Growth and Development of Children and Adolescents | 3 hrs. |
| ED | 536 | Transition/Career Education for Students with Disabilities | 3 hrs. |
| ED | 537 | Introduction to Cross-Categorical Disabilities | 3 hrs. |
| ED | 547 | Counseling Techniques with Exceptional Children and Their Families | 3 hrs. |
| ED | 548 | Evaluation of Abilities and Achievement | 3 hrs. |
| ED | 556 | Methods of Teaching the Student with Cross-Categorical Disabilities | 3 hrs. |
| ED | 557 | Language Development for the Exceptional Child | 3 hrs. |
| ED | 558 | Teaching Remedial Math | 3 hrs. |
| ED | 606 | Curriculum Theory and Practice | 3 hrs. |
| ED | 647 | Practicum in Cross-Categorical Disabilities | 3 hrs. |

*It is assumed that certified classroom teachers will enter this program with coursework in reading (8 hrs. including remedial reading), math methods (3 hrs.), and exceptional child. As students must meet all state certification requirements, additional coursework may be necessary for certification depending on previous preparation.

The curriculum is based on Missouri Certification Requirements, Missouri Standards for Teacher Preparation and the standards of the Council for Exceptional Children.

Master of Literacy Education

(Approval Pending)

Purpose

The Master of Literacy Education degree was designed with two tracks, for two types of educators:

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

2. The Special Reading Teacher/Literacy Coach track, for educators desiring to work as literacy coaches or special reading teachers in various public and private settings. This track leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.

The degree program meets the International Reading Association's Standards for Reading Professionals (2003 revision) for Category II: The Classroom Teacher and Category III: The Reading Specialist/Literacy Coach. Courses will be offered in the eight week format. Full-time enrollment is one course per eight week term.

Admission Requirements

1. A bachelor's degree from an accredited institution.
2. A 2.75 minimum GPA in all bachelor's work.
3. A valid state teacher's certificate.
4. For admission to the Special Reading Teacher/Literacy Coach track: two years' teaching experience.

Graduation Requirements

For the Classroom Teacher Track, completion of that track's 36-hour curriculum with at least a 3.0 GPA completes graduation requirements. For the Special Reading Teacher/Literacy Coach track, in addition to completing that track's 36-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio that addresses satisfactorily the Missouri Standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio.

Curriculum

36 hrs.

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

| | | | |
|----|-----|--|--------|
| ED | 528 | Theory and Practice in Literacy | 3 hrs. |
| ED | 545 | Teaching Reading to Linguistically Diverse Learners | 3 hrs. |
| ED | 546 | Advanced Diagnosis and Remediation of Reading Difficulties | 3 hrs. |
| ED | 547 | Counseling Techniques with Exceptional Children and Their Families | 3 hrs. |
| ED | 548 | Evaluation of Abilities and Achievement | 3 hrs. |
| ED | 557 | Language Development for the Exceptional Child | 3 hrs. |
| ED | 561 | Miscue Analysis | 3 hrs. |
| ED | 610 | Issues and Research in Literacy | 3 hrs. |
| ED | 641 | Literacy Practicum I | 3 hrs. |
| ED | 651 | Literacy Practicum II | 3 hrs. |

Additional courses required for the Classroom Teacher track:

| | | | |
|----|-----|--------------------------------|--------|
| ED | 531 | Literacy Across the Curriculum | 3 hrs. |
| ED | 549 | Literacy Programs and Mandates | 3 hrs. |

Additional courses required for the Special Reading Teacher/Literacy Coach track (leads to special reading certification):

| | | | |
|----|-----|--|--------|
| ED | 526 | Classroom Management Seminar | 3 hrs. |
| ED | 527 | Growth and Development of Children and Adolescents | 3hrs. |

Note: For this track, in ED 641 Practicum I and ED 651 Practicum II the candidate must focus on working with students at two completely different age levels across Grades K-12 (e.g., elementary and middle school or elementary and high school).

Master of Education

Adult Education Emphasis

Purpose

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

Student Learning Goals

1. Students will further develop their knowledge, skills, and competencies in their specific areas of professional practice of adult education through intensive study of adult education theories.
2. Students will understand adult education theories and philosophies related to adult learners and their implications for adult education practice.
3. Students will learn approaches to involve adult pupils through the use of numerous delivery methods (mentoring, group facilitation, democratic education, etc.)
4. Students will familiarize themselves with various facets of adult learning (cognitive, social, physical, etc.) and examine how they interrelate.

5. Students will gain an understanding of techniques and strategies to recognize and adjust to learner differences (such as age, gender, ethnicity, learning style, motivation factors, etc.) and their possible implications for teaching and learning.

Admissions Requirements

- Hold a Bachelor's Degree from an accredited institution.
- Minimum 2.75 grade point average (GPA) on a 4.00 scale in Bachelors work.
- And one of the following:
 - ✓ 3.0 in all college work.
 - ✓ An acceptable GRE score for the verbal and quantitative tests.
 - ✓ A professional portfolio (to be evaluated by three full-time School of Education faculty).

Graduation Requirements

Graduation requirements are consistent with those previously set forth for graduate education programs.

Required Courses:

| | | | |
|----|-----|---|----------------|
| | | | 33 hrs. |
| ED | 500 | Foundations of Adult Education | 3 hrs. |
| ED | 515 | Sociological Factors Affecting Education | 3 hrs. |
| ED | 516 | Introduction to Graduate Research | 3 hrs. |
| ED | 530 | Adult Learning and Development | 3 hrs. |
| ED | 532 | Teaching and Learning: Theory into Practice | 3 hrs. |
| ED | 550 | Epistemological Development | 3 hrs. |
| ED | 560 | Educational Leadership | 3 hrs. |
| ED | 570 | Critical Teaching for Social Change | 3 hrs. |
| ED | 606 | Curriculum, Theory and Practice | 3 hrs. |
| ED | 629 | Critical Reflection Seminar | 3 hrs. |
| ED | 630 | Action Practicum | 3 hrs. |

Elective Area Courses (One course from the following):

| | | | |
|----|-----|---|--------|
| ED | 491 | Technology for Teachers | 3 hrs. |
| ED | 495 | Statistics for Teachers | 3 hrs. |
| ED | 519 | Diversity in the Classroom | 3 hrs. |
| ED | 529 | Cross Cultural Communication for Teachers | 3 hrs. |

Total Credits required for degree program **36 hrs.**

Master of Education Early Childhood Education Emphasis

Purpose

The Master of Education program, with emphasis in Early Childhood Education, is designed to provide advanced coursework on topics specific to working with young children, birth through grade three. Candidates entering the program must have a Bachelor's Degree in Early Childhood Education, Child and Family Studies, Child Growth and Development, or Elementary Education. The Master of Education degree, with Early Childhood emphasis, assumes a strong, current background in the principles of early childhood education, child growth and development, curriculum, teaching strategies, assessment, working with families and community, and advocacy. The degree is not designed to provide coursework for certification in early childhood education.

Admission Requirements

- Hold a Bachelor's Degree from an accredited institution.
- Minimum 2.75 grade point average (GPA) on a 4.00 scale in Bachelors work.
- And one of the following:
 - ✓ 3.0 in all college work.
 - ✓ An acceptable GRE score for verbal and quantitative tests.
 - ✓ A professional portfolio (to be evaluated by three full-time School of Education faculty).

Degree Requirements

The Early Childhood emphasis area utilizes six core courses of the existing Master of Education degree and six newly developed courses to satisfy program objectives, which are

designed to meet the NCATE/NAEYC Program Standards for Advanced Programs in Early Childhood Education.

| Required Courses | | | 36 hrs. |
|-------------------------|-----|---|----------------|
| ED | 516 | Introduction to Graduate Research | 3 hrs. |
| ED | 519 | Diversity in the Classroom | 3 hrs. |
| ED | 520 | Special Needs in the Classroom | 3 hrs. |
| ED | 532 | Teaching and Learning: Theory into Practice | 3 hrs. |
| ED | 565 | Issues in Early Childhood Education | 3 hrs. |
| ED | 575 | Curriculum and Assessment I | 3 hrs. |
| ED | 576 | Curriculum and Assessment II | 3 hrs. |
| ED | 585 | Emergent Literacy in a Diverse Society I | 3 hrs. |
| ED | 586 | Emergent Literacy in a Diverse Society II | 3 hrs. |
| ED | 595 | Play in the Early Childhood Curriculum | 3 hrs. |
| ED | 629 | Critical Reflections Seminar | 3 hrs. |
| ED | 630 | Action Practicum | 3 hrs. |

Total Credits required for degree program **36 hrs.**

Graduation Requirements

In addition to graduation requirements stated in the Academic Policies, an approved portfolio that addresses satisfactorily NCATE/NAEYC Program Standards for Advanced Programs in Early Childhood Education is required. The portfolio must be presented by the fifth week of the last term in the student's program. A student cannot complete the program without an acceptable portfolio.

Master in Educational Administration

Purpose

The Master of Education with a specialization in Educational Administration degree is designed to allow certification for principalship in a 36-hour program. It is offered in the eight week format, classes meeting one evening per week for 4 1/2 hours. Full-time enrollment is one course per eight week term. Full-time enrollment during the academic year and two courses for two summers allows completion in two calendar years. Students who are employed fulltime are encouraged not to take a heavier load.

Admission Requirements

1. The candidate will hold a valid teaching certificate in Missouri and will have completed at least two years of successful teaching.

2. The candidate will hold a bachelor's degree in education or in the subject matter taught, plus certification requirements in the teaching field with a minimum cumulative 2.75 grade point average (GPA) on a 4.0 scale.
3. The candidate will present a letter of recommendation from a school administrator who has supervised his/her work.
4. The candidate will have one of the following:
 - a. a cumulative undergraduate GPA of 3.0 on a 4.0 scale;
 - b. or have a graduate degree with a graduate cumulative GPA of 3.5 on a 4.0 scale;
 - c. or present Missouri passing scores on the Praxis exam;
 - d. or a GRE score of 1200.
5. The candidate will submit a two-page philosophy of education and how that led him/her to desire a degree and certification in administration.

Graduation Requirements

In addition to graduation requirements stated in the Academic Policies, an approved portfolio is required that addresses satisfactorily the Missouri Standards for initial principal certification. The portfolio must be presented by the fifth week of the last term in the student's program. A student cannot complete the program or be recommended for certification without an acceptable portfolio.

Required Courses

| | | | |
|----|-----|---|-----------------|
| | | | 36 hrs.* |
| ED | 513 | Law for Educators | 3 hrs. |
| ED | 514 | Foundations of Educational Administration | 3 hrs. |
| ED | 522 | Legal Aspects of Special Education | 3 hrs. |
| ED | 527 | Growth and Development of Children and Adolescents | 3 hrs. |
| ED | 606 | Curriculum Theory and Practice (Elementary, Middle, or Secondary) | 3 hrs. |
| ED | 608 | Assessment | 3 hrs. |
| ED | 612 | School and Community Leadership | 3 hrs. |
| ED | 614 | School Supervision | 3 hrs. |
| | | One of the following two courses | |
| ED | 624 | Elementary Administration or | |
| ED | 625 | Secondary School Administration* | 3 hrs. |
| ED | 634 | Directed Field Experience | 3 hrs. |
| ED | 635 | School Organization | 3 hrs. |

| | | | |
|----|-----|---|--------|
| ED | 645 | Evaluating and Assessing Teaching Performance | 3 hrs. |
|----|-----|---|--------|

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

1. Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields);
2. Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours); and
3. At least six (6) credit hours in education courses focusing on: middle school philosophy, organization, and curriculum.

Graduate Education courses available to partially satisfy these requirements are:

| | | | |
|----|-----|--|--------|
| ED | 521 | Introduction to Literacy | 3 hrs. |
| ED | 531 | Literacy Across the Curriculum | 3 hrs. |
| ED | 541 | Middle School Philosophy and Organization | 3 hrs. |
| ED | 546 | Advanced Diagnosis and Remediation of Reading Difficulties | 3 hrs. |

Master of Arts in Teaching

Purpose

The Master of Arts in Teaching (M.A.T.) degree is designed to offer professional education courses leading to middle or secondary certification in English, mathematics, unified science, or social studies; kindergarten through twelfth grade certification in art or Spanish, or ninth through twelfth grade certification in journalism. This degree was created to help meet the current teacher shortage by offering an opportunity for those possessing a bachelor's degree to seek teaching certification through a master's degree program. Interested students should have a bachelor's degree in the field, or a closely related field, in which they wish to certify. If a prospective student lacks required content hours in the subject area, she or he must remedy these deficiencies before being fully admitted to the graduate program as these courses are not designed as part of the degree program. Graduate or undergraduate content area courses may be used.

Because of the intensive nature of included coursework, students entering this program must have an undergraduate cumulative GPA of 3.0 (on a 4.0 scale). If a student has a bachelor's degree in the subject area, but less than a 3.0 and not lower than 2.50, he/she may be considered for the program as a non-degree seeking student and be allowed to take up to 12 credit hours in a

probationary status. An admission decision will be made at the end of the probationary period and will consider student performance to date as well as all other admissions criteria.

Admissions Requirements

1. A bachelor's degree in the field of certification from an accredited institution. If the degree is not in the field of certification, coursework in the discipline must be completed before admission to the Master of Arts in Teaching program is started. (See following Degree/Certification Requirements for additional information)
2. A Missouri passing score on the subject area Praxis exam, except for journalism, must be achieved during the first 12 hours of the program. If an individual does not pass Praxis they will not be allowed to continue in the programs past 12 hours. At the point of not passing we encourage the student to seek the advice of Park University graduate education faculty.
3. Minimum 3.00 grade point average (GPA) on a 4.00 scale in Bachelors work. (Students not meeting the require GPA may be considered for probationary admission in some instances.)
4. Three letters of reference, professional preferred, attesting to suitability for teaching, addressing issues of character, personality, commitment, and ability to function under stress.

Degree/Certification Requirements

Students applying for admission to the Master of Arts in Teaching Program who have a Bachelor's Degree in an area other than the intended certification area, and who **have** already passed the Praxis in the certification area, will need to complete only the content area certification courses required by the Missouri Department of Elementary and Secondary Education, not the content area courses required for the Park University major. Students applying for admission to the Master of Arts in Teaching Program, who have **not** passed the Praxis in the certification area, will need to complete the content area certification courses required by the Missouri Department of Elementary and Secondary Education as well as the content area courses required for the Park University major.

Courses required for the degree:*

ED 499 Bridge to Education **

36 - 43 hrs.

1 hr.

Foundations of Teaching

| | | | |
|----|-----|--|--------|
| ED | 513 | Law for Educators | 3 hrs. |
| ED | 520 | Special Needs in the Classroom | 3 hrs. |
| ED | 526 | Classroom Management Seminar | 3 hrs. |
| ED | 527 | Growth and Development of Children & Adolescents | 3 hrs. |

18 hrs.

| | | | |
|------------------------------|-----|---|--------|
| ED | 532 | Teaching and Learning: Theory into Practice | 3 hrs. |
| One of the following: | | | |
| ED | 515 | Sociological Factors Affecting Education or | |
| ED | 519 | Diversity in the Classroom | 3hrs. |

Methods and Techniques **14 hrs.**

| | | | |
|----|---------|----------------------------------|--------|
| ED | 491 | Technology for Teachers | 3 hrs. |
| ED | 521 | Introduction to Literacy | 3 hrs. |
| ED | 597/598 | Methodology in the Content Areas | 2 hrs. |
| ED | 606 | Curriculum Theory and Practice | 3 hrs. |
| ED | 608 | Assessment | 3 hrs. |

Clinical Experiences ***

| | | | |
|-----------|-----|------------------|---------|
| ED | 600 | Field Experience | 10 hrs. |
| or | | | |
| ED | 602 | Mentorship | 4 hrs. |

* The listed hours identified will lead to the degree and in most cases to certification. Those interested in middle school certification will need two additional courses: ED 541 (Middle School Philosophy and Organization), and ED 531 (Literacy Across the Curriculum) or ED 546 (Advanced Diagnosis and Remediation of Reading). At all times a student must meet Missouri Department of Elementary and Secondary Education requirements for certification. Sometimes this means additional coursework, depending on the undergraduate program and certification desired.

** Required of those with no full-time classroom experience. Recommended for all M.A.T. students.

*** The course will depend on the experience of the candidate. ED 600 is for the person who is not currently employed by a school as a teacher. It will be a traditional student teaching experience with cooperating teacher and supervision from the university. This option will add 6 hours to the degree program.

ED 602 will only be taken by individuals who are employed by a school and working as a teacher. The candidate will work with a mentor assigned by the school (a certified teacher in the content area of the candidate). The university will provide supervision as with all fieldwork.

Graduation Requirements

In addition to graduation requirements stated in the Academic Policies, an approved portfolio that addresses satisfactorily the Missouri Standards for a beginning teacher is required. The portfolio must be presented by the fifth week of the last term in the student's program. A

student cannot complete the program or be recommended for certification without an acceptable portfolio.

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HAUPTMANN SCHOOL OF PUBLIC AFFAIRS

MASTER OF PUBLIC AFFAIRS

The Hauptmann School of Public Affairs recognizes public affairs as the field of study which builds on the interrelationships among the activities of government (at all levels), all sectors of society and other elements of social and economic systems locally and throughout the world. Public managers, leaders, and others holding positions of authority in organizations must view government and administration in this broad perspective of interrelationships.

The Hauptmann School offers the Master of Public Affairs (M.P.A.) degree to build the knowledge base, decision-making capability, and governing expertise of managers and leaders in government, business, industry and the nonprofit sector. We expect our graduates to promote rationality, responsibility, and responsiveness in their organizations within a framework of the highest ethical values. We also expect our graduates to be citizens dedicated to responsibility and the common good. With the study of public affairs, students will understand the system of government and society of which they are a part, complete with its opportunities as well as its shortcomings, and also recognize that the future direction of the system will be influenced and affected by what they do or fail to do.

The Hauptmann School of Public Affairs is named for distinguished Park University Professor Emeritus, Dr. Jerzy Hauptmann. A native of Poland, Professor Hauptmann was involved in the resistance to the Nazi invasion of Poland, and during the Warsaw invasion of 1944, he served as one of the "sewer rats." After having served time as a prisoner of war, he completed his Ph.D. when the war ended and immigrated to the United States where he was at Northwestern University for one year. He then joined the Park faculty in 1951 and remained for fifty years at the institution which he loved; he maintains his association with the University as Professor Emeritus. The Hauptmann School of Public Affairs is dedicated to advancing the values of citizenship, liberty, moral courage, and commitment to the common good that Dr. Hauptmann's life exemplifies.

Vision

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

Mission

The Hauptmann School of Public Affairs offers a citizen-centered, professional program of graduate study that is grounded in the liberal arts tradition. As participants in HSPA's vibrant academic community, faculty and students consider, with the coursework, the larger issues of democracy, stewardship, and technology. In so doing, HSPA seeks to prepare students for the courage and discernment to act for the common good in the global context. Going beyond competence, students develop knowledge, skills, and values requisite for leadership and service in

and across all sectors of society, including government, business, and nonprofit. HSPA cultivates public affairs as a life-long passion that is fundamental to citizenship in a free society.

Goals of the Program

A. Academic

1. Providing students with knowledge and skills necessary for successful career development, personal growth, and service to society.
2. Recognizing the interdependence of theory and practice by involving both academicians and practitioners in the program.
3. Emphasizing the complex nature and ambiguity of most contemporary public problems and the pluralism underlying their solution.
4. Demonstrating the interrelationship of the social, political, and economic areas of public affairs to encourage the development of broader perspectives in defining and addressing managerial problems.
5. Affirming participation in public affairs as a citizen's responsibility.
6. Stressing the ethical obligations of public servants in performing their duties.

B. Learning Setting

1. Creating the atmosphere for intellectual pursuits at the graduate level.
2. Acquiring and maintaining the facilities, equipment and resources necessary for effective academic study.
3. Establishing close, personal contacts between the students, faculty and administration of the School.
4. Developing avenues for student interrelationships as a means of supporting their study and careers.
5. Constructing meaningful contacts between the school and the students' employers.

C. Community Involvement

1. Engaging the school's faculty and students, and its facilities in professional concerns of the area.

2. Maintaining continuous contact and interaction of faculty and students with advisers from the community to respond effectively to changing needs and to redefine educational goals and processes.
3. Conducting the program in a close relationship with the totality of Park University institutions and programs as a means of strengthening Park University.
4. Arranging ways to maintain contacts with the school's alumni.
5. Identifying the school with the public life of the Kansas City area, especially the downtown Kansas City, Missouri area and extending globally via online learning.
6. Building the school as a center for intellectual search, professional development and public policy discussions.
7. Offering the services of the school for study and research in public affairs.

Program Design

The cornerstone of the curriculum is five public affairs courses which will present to the students the common denominator and the unity of "public" concerns in several areas of organizational life. These courses will deal with the theory and methodology of public affairs and contemporary technology.

Students select one primary area of concentration and one secondary area from among the following six program areas: (a) public management, (b) government-business relations, (c) nonprofit and community services management, (d) management of information systems (e) health care/health services management, (f) disaster and emergency management.

PA 601 is the required applied project or projects designed to supplement the student's practical and academic experiences. The project may be an internship, a set of rotating work assignments, a research project or supervised reading, and is initiated by the student. The project will be supervised by an area program coordinator or a faculty member closely related to the student's interests. Students may opt to complete a master's thesis in lieu of PA 601.

Just as the cornerstone of the curriculum assumes the unity of the public affairs area, so does its capstone, PA 602. It is a seminar for all students regardless of program area. This seminar will focus on presentation of student papers which will be subject of extensive seminar discussions. In addition, assigned readings and presentations will reinforce the guiding theme of the unity of public affairs.

A comprehensive examination, written and oral, is also an integral part of the program. It is meant to check the student's professional preparation as well as understanding of the field of public affairs.

Admission Requirements

1. Bachelor's degree from a regionally accredited institution, with at least a 2.75 grade point average (based on a 4.00 scale) or a 3.00 on the last 60 undergraduate hours. Official transcripts must be provided. International students with undergraduate degrees from foreign institutions will be evaluated on an individual basis.
2. Three letters of recommendation from people who can attest to the student's interest in public affairs; one of these from the supervisor of the student in current (or last) position of employment.
3. Graduate Record Examination (GRE) taken within the first semester of coursework (see below.)
4. Requirements 1 and 2 may be adjusted for International students at the discretion of the Director of the Hauptmann School of Public Affairs

Prospective students experiencing delay in gathering the required transcripts and letters may be admitted provisionally. After submitting all materials, they will either be admitted without condition or subject to probation as explained below. Candidates who fail to meet condition 1 may be admitted on a probationary basis.

HSPA Fees

In addition to the stated graduate student fees, all HSPA students are required to join the American Society for Public Administration (ASPA). As a benefit to our enrolled students, ASPA has reduced the membership fee to \$60.00 per year. Included in this fee: subscriptions to one of the most respected journals in the field, *Public Administration Review*, as well as ASPA's monthly newspaper, *PA TIMES*; membership in a local chapter, reduced registration fees for ASPA national and regional conferences, electronic newsletters and resources, as well as member-only access on ASPA's web site. The American Society for Public Administration is the largest and most prominent public administration membership association in the United States.

Graduate Record Examination

Students are required to take the general GRE Aptitude Test during the first semester of enrollment. Enrollment in the second semester will be probationary if the student has not taken the test. After the second semester, the student will not be allowed to continue studies in the school if the test is not completed.

Prior GRE test scores are acceptable, provided that they are no more than five (5) years from the student's enrollment date. Should two or more GRE scores be reported, the highest score will be accepted and recorded. No specific score on this test is required.

Park University Undergraduate Seniors

Park University Seniors may be admitted with special permission. The student may not complete more than six (6) hours per year for graduate credit, or six (6) hours per semester for undergraduate credit.

Comprehensive Examination

During the enrollment in PA 602, or as soon afterwards as possible, each student will have to pass both a written and an oral comprehensive examination. The written examination will test knowledge and integration of all coursework, including the major program area, secondary program, and public affairs in general, and is three hours in duration.

The oral examination is designed to test the student's reaction to problem situations. The student will appear before a board comprised of the respective Area Coordinator (or representative), the Director, and an additional examiner. The examination will be approximately (one) 1 hour in duration and will be given at an appropriate time after the written examination. Online students participate on the oral examination via conference call.

Grading is pass, fail or pass with distinction.

Graduation Requirements

1. Completion of thirty-six (36) semester hours of prescribed courses with an overall GPA of 3.0 or above.
2. Passing of the comprehensive examinations. See additional information in Academic Policies – Comprehensive Exam.
3. See Academic Policies – Academic Standards for more information.
4. Students must apply for graduation no later than 8 weeks prior to the commencement ceremony.

Format of Courses

Courses in the M.P.A. are offered Online as well as face-to-face. This degree can be completed face-to-face, Online, or by combining courses from the two delivery formats.

Courses of Study for M.P.A. Degree

| Core Courses Required for all Students | | | 14 hrs. |
|---|-----|------------------------------------|----------------|
| PA | 501 | Public Affairs Concepts and Theory | 3 hrs. |
| PA | 502 | Public Affairs Methodology | 3 hrs. |
| PA | 505 | Technology and Public Affairs | 1 hr. |

| | | | |
|----|-----|------------------------------------|--------|
| PA | 601 | Applied Project in Public Affairs* | 4 hrs. |
| PA | 602 | Seminar in Public Affairs | 3 hrs. |

*Required for all students except for those who choose the thesis option.

Courses in Program Area A - Public Management 22hrs.

1. Three theory courses (9 hrs.):

| | | | |
|----|-----|---|--------|
| PA | 511 | Management of Public Organizations | 3 hrs. |
| PA | 512 | Environmental Inputs in Public Organizations | 3 hrs. |
| PA | 513 | Evaluation and Impact of Public Organizations | 3 hrs. |

2. Four of six theory/practice integration courses (8 hrs.):

| | | | |
|----|-----|--|--------|
| PA | 561 | Planning and Structuring of Public Organizations | 2 hrs. |
| PA | 562 | Administrative Leadership | 2 hrs. |
| PA | 563 | Personnel Systems of Public Organizations | 2 hrs. |
| PA | 564 | Budgeting and Finances of Public Organizations | 2 hrs. |
| PA | 565 | Performance of Public Organizations | 2 hrs. |
| PA | 566 | Public Organizations and Law | 2 hrs. |

3. One theory course from another area (3 hrs.):

| | | | |
|----|-----|--|--------|
| PA | 521 | Business, Government and Society | 3 hrs. |
| PA | 522 | Economics of the Private Enterprise System | 3 hrs. |
| PA | 523 | Macroeconomic Problems and Policies | 3 hrs. |

or

| | | | |
|----|-----|---------------------------------------|--------|
| PA | 542 | Social Policy and Community Service | 3 hrs. |
| PA | 543 | The Nonprofit Sector | 3 hrs. |
| PA | 545 | Management of Nonprofit Organizations | 3 hrs. |

4. One theory/practice integration course from the same area as selected in point 3 above (2 hrs.):

| | | | |
|----|-----|--|--------|
| PA | 570 | Community Economic Development | 2 hrs. |
| PA | 571 | Government Regulation of Business | 2 hrs. |
| PA | 575 | Developing Human Resources | 2 hrs. |
| PA | 576 | The Global Environment of Business | 2 hrs. |
| PA | 578 | Principles of Public Relations | 2 hrs. |
| PA | 579 | Corporate Finance: Concepts and Strategies | 2 hrs. |

or

| | | | |
|----|-----|---|--------|
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 593 | Financing Nonprofit/Community Services | 2 hrs. |
| PA | 594 | Financial Management for Nonprofit/ Community Organizations | 2 hrs. |
| PA | 595 | Communications and Marketing for Nonprofit/Community Organizations | 2 hrs. |

| | | | |
|----|-----|---|--------|
| PA | 596 | Monitoring and Evaluation of Nonprofit/ Community Services | 2 hrs. |
| PA | 597 | Community Leadership | 2 hrs. |

**Courses in Program Area B –
Government-Business Relations 22 hrs.**

1. Three theory courses (9 hrs.):

| | | | |
|----|-----|--|--------|
| PA | 521 | Business Government and Society | 3 hrs. |
| PA | 522 | Economics of the Private Enterprise System | 3 hrs. |
| PA | 523 | Macroeconomic Problems and Policies | 3 hrs. |

2. Four of six theory/practice integration courses (8 hrs.):

| | | | |
|----|-----|--|--------|
| PA | 570 | Community Economic Development | 2 hrs. |
| PA | 571 | Government Regulation of Business | 2 hrs. |
| PA | 575 | Developing Human Resources | 2 hrs. |
| PA | 576 | The Global Environment of Business | 2 hrs. |
| PA | 578 | Principles of Public Relations | 2 hrs. |
| PA | 579 | Corporate Finance: Concepts and Strategies | 2 hrs. |

3. One theory course from another area (3 hrs.):

| | | | |
|----|-----|---|--------|
| PA | 511 | Management of Public Organizations | 3 hrs. |
| PA | 512 | Environmental Inputs in Public Organizations | 3 hrs. |
| PA | 513 | Evaluation and Impact of Public Organizations | 3 hrs. |

or

| | | | |
|----|-----|---------------------------------------|--------|
| PA | 542 | Social Policy and Community Services | 3 hrs. |
| PA | 543 | The Nonprofit Sector | 3 hrs. |
| PA | 545 | Management of Nonprofit Organizations | 3 hrs. |

4. One theory/practice integration course from the same area as selected in point 3 above (2 hrs.):

| | | | |
|----|-----|--|--------|
| PA | 561 | Planning and Structuring of Public Organizations | 2 hrs. |
| PA | 562 | Administrative Leadership | 2 hrs. |
| PA | 563 | Personnel Systems of Public Organizations | 2 hrs. |
| PA | 564 | Budgeting and Finances of Public Organizations | 2 hrs. |
| PA | 565 | Performance of Public Organizations | 2 hrs. |
| PA | 566 | Public Organizations and Law | 2 hrs. |

or

| | | | |
|----|-----|---|--------|
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 593 | Financing Nonprofit/Community Services | 2 hrs. |
| PA | 594 | Financial Management for Nonprofit/ Community Organizations | 2 hrs. |
| PA | 595 | Communications and Marketing for Nonprofit/Community Organizations | 2 hrs. |

| | | | |
|----|-----|---|--------|
| PA | 596 | Monitoring and Evaluation of Nonprofit/ Community Services | 2 hrs. |
| PA | 597 | Community Leadership | 2 hrs. |

**Courses in Program Area C –
Nonprofit & Community Services
Management**

22hrs.

1. Three theory courses (9 hrs.):

| | | | |
|----|-----|---------------------------------------|--------|
| PA | 542 | Social Policy and Community Services | 3 hrs. |
| PA | 543 | The Nonprofit Sector | 3 hrs. |
| PA | 545 | Management of Nonprofit Organizations | 3 hrs. |

2. **Four** of six theory/practice integration courses (8 hrs.):

| | | | |
|----|-----|---|--------|
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 593 | Financing Nonprofit/Community Services | 2 hrs. |
| PA | 594 | Financial Management for Nonprofit/ Community Organizations | 2 hrs. |
| PA | 595 | Communications and Marketing for Nonprofit/Community Organizations | 2 hrs. |
| PA | 596 | Monitoring and Evaluation of Nonprofit/ Community Services | 2 hrs. |
| PA | 597 | Community Leadership | 2 hrs. |

3. **One** theory course from another area (3 hrs.):

| | | | |
|-----------|-----|---|--------|
| PA | 511 | Management of Public Organizations | 3 hrs. |
| PA | 512 | Environmental Inputs in Public Organizations | 3 hrs. |
| PA | 513 | Evaluation and Impact of Public Organizations | 3 hrs. |
| or | | | |
| PA | 521 | Business Government and Society | 3 hrs. |
| PA | 522 | Economics of the Private Enterprise System | 3 hrs. |
| PA | 523 | Macroeconomic Problems and Policies | 3 hrs. |

4. **One** theory/practice integration course from the same area as selected in point 3 above (2 hrs.):

| | | | |
|-----------|-----|--|--------|
| PA | 561 | Planning and Structuring of Public Organizations | 2 hrs. |
| PA | 562 | Administrative Leadership | 2 hrs. |
| PA | 563 | Personnel Systems of Public Organizations | 2 hrs. |
| PA | 564 | Budgeting and Finances of Public Organizations | 2 hrs. |
| PA | 565 | Performance of Public Organizations | 2 hrs. |
| PA | 566 | Public Organizations and Law | 2 hrs. |
| or | | | |
| PA | 570 | Community Economic Development | 2 hrs. |

| | | | |
|----|-----|--|--------|
| PA | 571 | Government Regulation of Business | 2 hrs. |
| PA | 575 | Developing Human Resources | 2 hrs. |
| PA | 576 | The Global Environment of Business | 2 hrs. |
| PA | 578 | Principles of Public Relations | 2 hrs. |
| PA | 579 | Corporate Finance: Concepts and Strategies | 2 hrs. |

Courses in Program Area D –

Management of Information Systems 23 hrs.

1. **Three** theory courses from one of the following areas: Public Management, Government-Business Relations, and Nonprofit & Community Services Management (9 hrs.):

| | | | |
|-----------|-----|---|--------|
| PA | 511 | Management of Public Organizations | 3 hrs. |
| PA | 512 | Environmental Inputs in Public Organizations | 3 hrs. |
| PA | 513 | Evaluation and Impact of Public Organizations | 3 hrs. |
| or | | | |
| PA | 521 | Business Government and Society | 3 hrs. |
| PA | 522 | Economics of the Private Enterprise System | 3 hrs. |
| PA | 523 | Macroeconomic Problems and Policies | 3 hrs. |
| or | | | |
| PA | 542 | Social Policy and Community Services | 3 hrs. |
| PA | 543 | The Nonprofit Sector | 3 hrs. |
| PA | 545 | Management of Nonprofit Organizations | 3 hrs. |

2. **Four** theory/practice integration courses (12 hrs.):*

| | | | |
|----|-----|--|--------|
| IS | 605 | Data Management | 3 hrs. |
| IS | 610 | Systems Engineering Planning and Control | 3 hrs. |
| IS | 620 | Computer Security, Risk Management and Control | 3 hrs. |
| IS | 640 | Project and Change Management | 3 hrs. |

* Completion of these four courses will also satisfy the PA 505 Core requirement.

3. **One** theory/practice integration course from another area (2 hrs.):

| | | | |
|-----------|-----|--|--------|
| PA | 561 | Planning and Structuring of Public Organizations | 2 hrs. |
| PA | 562 | Administrative Leadership | 2 hrs. |
| PA | 563 | Personnel Systems of Public Organizations | 2 hrs. |
| PA | 564 | Budgeting and Finances of Public Organizations | 2 hrs. |
| PA | 565 | Performance of Public Organizations | 2 hrs. |
| PA | 566 | Public Organizations and Law | 2 hrs. |
| or | | | |
| PA | 570 | Community Economic Development | 2 hrs. |
| PA | 571 | Government Regulation of Business | 2 hrs. |
| PA | 575 | Developing Human Resources | 2 hrs. |
| PA | 576 | The Global Environment of Business | 2 hrs. |

| | | | |
|----|-----|---|--------|
| PA | 578 | Principles of Public Relations | 2 hrs. |
| PA | 579 | Corporate Finance: Concepts and Strategies | 2 hrs. |
| or | | | |
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 593 | Financing Nonprofit/Community Services | 2 hrs. |
| PA | 594 | Financial Management for Nonprofit/ Community Organizations | 2 hrs. |
| PA | 595 | Communications and Marketing for Nonprofit/Community Organizations | 2 hrs. |
| PA | 596 | Monitoring and Evaluation of Nonprofit/ Community Services | 2 hrs. |
| PA | 597 | Community Leadership | 2 hrs. |

**Courses in Program Area E –
Health Care/Health Services Management
Concentration 23 hrs.
Certificate in Health Care/Health Services
Management and Leadership**

A certificate only option is available upon request to students who wish to complete the Health Administration concentration coursework. For such students, the GRE or GMAT is waived. Students who wish to complete the M.P.A. Degree must meet the GRE requirement as outlined for M.P.A. students.

1. **Three** theory courses from one of the following areas: Public Management, Government-Business Relations, and Nonprofit & Community Services Management (9 hrs.):

| | | | |
|----|-----|---|--------|
| PA | 511 | Management of Public Organizations | 3 hrs. |
| PA | 512 | Environmental Inputs in Public Organizations | 3 hrs. |
| PA | 513 | Evaluation and Impact of Public Organizations | 3 hrs. |
| or | | | |
| PA | 521 | Business Government and Society | 3 hrs. |
| PA | 522 | Economics of the Private Enterprise System | 3 hrs. |
| PA | 523 | Macroeconomic Problems and Policies | 3 hrs. |
| or | | | |
| PA | 542 | Social Policy and Community Services | 3 hrs. |
| PA | 543 | The Nonprofit Sector | 3 hrs. |
| PA | 545 | Management of Nonprofit Organizations | 3 hrs. |

2. **Four** theory/practice integration courses (12 hrs.):

| | | | |
|----|-----|---|--------|
| HA | 511 | Management and Leadership in Health Care/ Health Services Settings | 3 hrs. |
|----|-----|---|--------|

| | | | |
|---------------------------|-----|---|--------|
| HA | 518 | Health Care/Health Service Delivery Systems in the United States | 3 hrs. |
| HA | 520 | Health Care/Health Services Seminar | 3 hrs. |
| and one of the following: | | | |
| HA | 516 | Health Care Financial Applications | 3 hrs. |
| HA | 517 | Health Care Law | 3 hrs. |
| HA | 521 | Special Topics in Health Care/Health Services Administration | 3 hrs. |

3. **One** theory/practice integration course from another area (2 hrs.):

| | | | |
|----|-----|---|--------|
| PA | 561 | Planning and Structuring of Public Organizations | 2 hrs. |
| PA | 562 | Administrative Leadership | 2 hrs. |
| PA | 563 | Personnel Systems of Public Organizations | 2 hrs. |
| PA | 564 | Budgeting and Finances of Public Organizations | 2 hrs. |
| PA | 565 | Performance of Public Organizations | 2 hrs. |
| PA | 566 | Public Organizations and Law | 2 hrs. |
| or | | | |
| PA | 570 | Community Economic Development | 2 hrs. |
| PA | 571 | Government Regulation of Business | 2 hrs. |
| PA | 575 | Developing Human Resources | 2 hrs. |
| PA | 576 | The Global Environment of Business | 2 hrs. |
| PA | 578 | Principles of Public Relations | 2 hrs. |
| PA | 579 | Corporate Finance: Concepts and Strategies | 2 hrs. |
| or | | | |
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 593 | Financing Nonprofit/Community Services | 2 hrs. |
| PA | 594 | Financial Management for Nonprofit/ Community Organizations | 2 hrs. |
| PA | 595 | Communications and Marketing for Nonprofit/Community Organizations | 2 hrs. |
| PA | 596 | Monitoring and Evaluation of Nonprofit/ Community Services | 2 hrs. |
| PA | 597 | Community Leadership | 2 hrs. |

Courses in Program Area F –

Disaster and Emergency Management 22 hrs.

1. Three theory courses (9 hrs.):

| | | | |
|----|-----|---|--------|
| PA | 551 | Principles of Disaster and Emergency Management | 3 hrs. |
| PA | 552 | Public Policy and Disaster | 3 hrs. |
| PA | 553 | Disaster and Society | 3 hrs. |

2. **Four** of seven theory/practice integration courses (8 hrs.):
- | | | | |
|----|-----|---|--------|
| PA | 581 | Global Hazard Reduction | 2 hrs. |
| PA | 582 | Disaster, Disease, and Public Health | 2 hrs. |
| PA | 583 | Technology, Accidents, and Organizations | 2 hrs. |
| PA | 584 | Continuity of Government Operations | 2 hrs. |
| PA | 585 | Natural Hazards and the Urban Environment | 2 hrs. |
| PA | 586 | Planning for Emergencies and Disasters | 2 hrs. |
| PA | 587 | Government Response to Terrorism | 2 hrs. |
3. **One** theory course from another area (3 hrs.):
- | | | | |
|-----------|-----|---|--------|
| PA | 511 | Management of Public Organizations | 3 hrs. |
| PA | 512 | Environmental Inputs in Public Organizations | 3 hrs. |
| PA | 513 | Evaluation and Impact of Public Organizations | 3 hrs. |
| or | | | |
| PA | 521 | Business Government and Society | 3 hrs. |
| PA | 522 | Economics of the Private Enterprise System | 3 hrs. |
| PA | 523 | Macroeconomic Problems and Policies | 3 hrs. |
| or | | | |
| PA | 542 | Social Policy and Community Services | 3 hrs. |
| PA | 543 | The Nonprofit Sector | 3 hrs. |
| PA | 545 | Management of Nonprofit Organizations | 3 hrs. |
4. **One** theory/practice integration course from the same area as selected in point 3 above (2 hrs.):
- | | | | |
|-----------|-----|--|--------|
| PA | 561 | Planning and Structuring of Public Organizations | 2 hrs. |
| PA | 562 | Administrative Leadership | 2 hrs. |
| PA | 563 | Personnel Systems of Public Organizations | 2 hrs. |
| PA | 564 | Budgeting and Finances of Public Organizations | 2 hrs. |
| PA | 565 | Performance of Public Organizations | 2 hrs. |
| PA | 566 | Public Organizations and Law | 2 hrs. |
| or | | | |
| PA | 570 | Community Economic Development | 2 hrs. |
| PA | 571 | Government Regulation of Business | 2 hrs. |
| PA | 575 | Developing Human Resources | 2 hrs. |
| PA | 576 | The Global Environment of Business | 2 hrs. |
| PA | 578 | Principles of Public Relations | 2 hrs. |
| PA | 579 | Corporate Finance: Concepts and Strategies | 2 hrs. |
| or | | | |
| PA | 591 | Planning Nonprofit/Community Services | 2 hrs. |
| PA | 593 | Financing Nonprofit/Community Services | 2 hrs. |
| PA | 594 | Financial Management for Nonprofit/ Community Organizations | 2 hrs. |

| | | | |
|----|-----|---|--------|
| PA | 595 | Communications and Marketing for Nonprofit/Community Organizations | 2 hrs. |
| PA | 596 | Monitoring and Evaluation of Nonprofit/ Community Services | 2 hrs. |
| PA | 597 | Community Leadership | 2 hrs. |

Service Courses

Available to individual students in their second or later semester with Director's approval. Not applicable toward the 36 hours required for graduation. Enrollment in any of these courses will increase the number of hours required for graduation (above 36 hours) by the hours enrolled in any of these courses.

A grade of Pass or Fail will be assigned for these courses and will not affect the cumulative grade point average.

| | | | |
|----|------|---|----------|
| PA | 500A | Professional Written Communications | 1-3 hrs. |
| PA | 500B | Professional Oral Communications | 1-3 hrs. |
| PA | 500C | Introduction to Basic Quantitative Skills | 1-3 hrs. |
| PA | 500D | Introduction to the Internet | 1-3 hrs. |

Course Descriptions

- AC 515 Managerial Accounting 3 cr.**
This course is an introduction to basic managerial accounting. The principles and techniques of preparing and interpreting accounting reports are explored. Emphasis is placed upon understanding how accounting information can be used to manage an organization. The purpose of this course is to build a bridge to advanced managerial accounting for the student who does not have an accounting background. It will make extensive use of cases and team projects in building this bridge.
- AC 615 Advanced Managerial Accounting 3 cr.**
The objective of this course is to promote understanding of contemporary managerial accounting issues with emphasis on modern accounting trends and contemporary controversial topics. Because accounting revolves around information access and dissemination, the course will utilize a major force in information access and dissemination the Internet. As part of this course, teams will create and use Internet websites. Each team will create a formal website that includes hyperlink pages that address the various aspects of financial analysis.
- CS 670 Advanced Management Information Systems 3 cr.**
To expose the student to the full range of management issues raised by information technology. The goal is to prepare the student for informed participation in information technology-related management and decision-making at all levels of the organization.
- EC 507 International Economics 3 cr.**
Analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, problems of international finance and exchange rates.
- EC 509 Economic Development 3 cr.**
A study of the theoretical background and applied aspects of economic growth in both developing and developed countries. The course looks at how and why growth was fostered or stymied by domestic and/or international governmental policies. *Prerequisites: EC 141 and EC 142.*
- EC 604 Managerial Economics 3 cr.**
This course covers the concepts, tools, and methods of economic analysis relevant to a broad cross section of decisions within the business firm.

Attention is given to the analysis of market demand and the determination of costs relevant to various managerial decisions. Interrelationships between price policy, costs, promotion outlays, operating rates, production schedules, capital budgets, and financing in the short and long run are stressed.

- ED 491 Technology for the Classroom 3 cr.**
A computer literacy course designed for teachers to be introduced to instructional media and computer. Emphasis will be on effective use of equipment, production of instructional material, and selection of hardware and software for the classroom. Expectation is that participants will be able to do word processing.
- ED 495 Statistics for Teachers 3 cr.**
This course is designed to teach teachers basic concepts of statistics: sampling and measurement; descriptive statistics; probability distributions and statistical inference, including tests of significance. It assumes no prior coursework in statistics but fluency in arithmetic, the use of a hand held calculator, and 2 years of high school algebra are mandatory. May be taken for graduate credit if admitted to graduate program and with permission of Director of Graduate Education.
- ED 499 Bridge to Graduate Education 1 cr.**
Designed for those individuals entering the Master of Arts in Teaching degree who have no classroom experience, or who want a general introduction to the field of education, the language, standards, dispositions, and expectations of teachers. Required of those with no classroom experience, recommended for everyone entering the Master of Arts in Teaching degree program. If required, must be taken before enrolling in graduate education courses.
- ED 500 Foundations of Adult Education 3 cr.**
The course will provide a historical perspective of adult education theory, philosophy, and practice, and will examine the role of the adult educator in the 21st century. Additionally, the course will investigate andragogy and various adult learning and teaching theories.
- ED 513 Law for Educators 3 cr.**
Designed to give educators the legal information they need to correctly interpret and apply the laws that govern all aspects of public education.
- ED 514 Foundations of Educational Administration 3 cr.**
Designed to give the prospective administrator an historical perspective of the evolution of educational systems and governance and the role of the principal

in guiding schools through the political, social, cultural and economic processes which impact American education.

- ED 515 Sociological Factors Affecting Education 3 cr.**
An opportunity to examine the changing sociological factors affecting American education. Problem solving approaches to these situations will be utilized.
- ED 516 Introduction to Graduate Research 3 cr.**
An introduction to both qualitative and quantitative research, including research design. The purpose of this course is to enable the educator to become an informed consumer of research. *Prerequisite: An intermediate college level statistics course.*
- ED 519 Diversity in the Classroom 3 cr.**
An attempt to look at changing classroom demographics and the implications for the classroom teacher. A wide variety of readings and activities will be used to introduce the teacher to the needs and culture of various groups.
- ED 520 Special Needs in the Classroom 3 cr.**
Designed to address the special needs of students being mainstreamed into the traditional classroom.
- ED 521 Introduction to Literacy 3 cr.**
An introduction to current theory and practice in the field of literacy. Current theories, professional terminology in the literacy field, theory-based literacy instruction models, classroom assessment tools, and current issues in the literacy field will be stressed. Designed for graduate education students who have no prior coursework in literacy methods. (Offered in 16-week format).
- ED 522 Legal Aspects of Special Education 3 cr.**
Review and analysis of current case law and litigation related to children with disabilities. Focus on the legal system that assures children with disabilities of a Free Appropriate Public Education with emphasis on due process procedures and other procedural safeguards, discipline, program accessibility, and application of Least Restrictive Environment alternative principles to special education programming.
- ED 526 Classroom Management Seminar 3 cr.**
Teachers will develop the knowledge and strategies necessary for successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent

discipline problems, what to do when problems occur and what to do to increase the possibility of management and social skills.

- ED 527 Growth and Development of Children and Adolescents 3 cr.**
A developmental approach to the study of the growth and development of children and adolescents. This course explores the cognitive, personality, emotional, social and physical changes that occur in children from conception through adolescence. It will review research on how children learn, solve problems, and function in home and school environments.
- ED 528 Theory and Practice in Literacy 3 cr.**
A survey of historical and current literacy theories, and how these theories have been and continue to be linked to literacy instruction in K-12 educational institutions. The course will also deal with the development of teachers' own theoretical orientations: how they develop and change over a career, and how they are reflected in the classroom. Professional resources for literacy professionals will be explored.
- ED 529 Cross-cultural Communication for Teachers 3 cr.**
A study of communication and culture that examines cultural variability in interpersonal relationships.
- ED 530 Adult Learning and Development 3 cr.**
This course will provide a foundation of knowledge about learning theory, teaching theory, and andragogy. The application and use of andragogy in a variety of contexts will be investigated and the student will have an opportunity to apply andragogy practices to their own field of adult education. Various approaches to literature on adult learning styles will be scrutinized and the implications for facilitating adult learning will be examined.
- ED 531 Literacy Across the Curriculum 3 cr.**
An exploration of new definitions of literacy and strategies for integrating literacies (including reading, writing, listening, speaking, viewing and visually representing) across subject areas in elementary, middle, and high schools. Literacy research will be examined, and students will create and present an instructional unit designed to integrate literacy skills in the context of subject area instruction in their own classrooms. *Prerequisite: ED 521 Introduction to Literacy, or at least one previous literacy class.*

- ED 532 Teaching and Learning: Theory into Practice 3 cr.**
 Current theories and research on the topics of learning, motivation, teacher thinking, and effective teachings are reviewed and updated. Classroom applications will be stressed; students must complete an application project in which they apply current theory in teaching and learning to an actual classroom problem.
- ED 533 Conflict Resolution in Schools 3 cr.**
 Focuses on the teacher's role as negotiator and mediator in disputes involving parents, students, colleagues and administrators.
- ED 534 Understanding Violent and Troubling Behavior:
 A Contextualized Approach 3 cr.**
 This course will help teachers identify their own implicit beliefs concerning the causes and treatments of violent and troubling behavior. Principles from educational psychology will provide the framework for course content. Emphasis will be placed upon the role of schooling while reflective inquiry will be offered as a constructive tool for dealing with troubling behavior.
- ED 536 Transition/Career Education for Students
 with Disabilities 3 cr.**
 Teachers will develop a coordinated set of activities designed for a student within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. We will acquaint teachers with the principles, methods and procedures of career development and transition for students with disabilities.
- ED 537 Introduction to Cross-Categorical Disabilities 3 cr.**
 Course content focuses on the identification and characteristics of students with mild/moderate disabilities: learning disabilities, mental retardation, physical disabilities, behavior disorders, and other health impairments. Basic methods will be presented for working with students in special education and integrated settings.
- ED 539 History and Ethnicity in America 3 cr.**
 Participants learn the background of various ethnic groups that have composed the American nation, with emphasis on the groups that may be found in their own school systems. We will discuss theories of ethnicity, survey groups and engage in individual research that should lead to more inclusive American history courses at the elementary, middle and secondary levels.

- ED 541 Middle School Philosophy and Organization 3 cr.**
 This course explores the unique nature of middle schools, middle school students, and middle school teaching, and looks at the history, theories, and philosophies that led to the development of today's middle schools. The organization and purpose of middle schools will be covered, as well as the special role middle schools play within the structure of K-12 education. The course stresses individual research, reflective inquiry, and the creation of each educator's individual philosophy of middle school education.
- ED 544 Teaching the At-risk Student 3 cr.**
 This course will help the teacher define the concept of the at-risk student and understand the characteristics of these students. Included will be identification of at-risk students and their needs. Emphasis will be on the factors affecting education, including the social and environmental concerns of students and teachers. Teachers will identify appropriate attitudes and strategies that will help them build positive relationships with at-risk students and an appropriate learning environment.
- ED 545 Teaching Reading to Linguistically Diverse Learners 3 cr.**
 This course is designed to acquaint students a broad range of skills, activities, and media that can be used to enhance the literacy development of linguistically diverse learners. Content will focus on current principles and practices associated with teaching diverse learners in grades K-12. Peer teaching activities will be structured around strategies that foster development of the ability to use the target language in the appropriate contexts.
- ED 546 Advanced Diagnosis and Remediation of Reading Difficulties 3 cr.**
 Explores characteristics, identification and intervention strategies appropriate for students with reading difficulties. Includes the study of formal and informal assessments, miscue analysis and recommendation for instructional materials. Examines both traditional and innovative means of teaching reading to students with disabilities. Teachers will practice administering, interpreting and reporting diagnostic results. *Prerequisite: ED 521 Introduction to Literacy, or at least one previous literacy course.*
- ED 547 Counseling Techniques with Exceptional Children and their Families 3 cr.**
 Survey course exploring the role and function of counseling including philosophies, theories and research. Designed to foster parent-teacher cooperation including communication and conflict resolution strategies

applicable to educationally related situations (including IEP conferences and regular parent-teacher conferences) with exceptional students, families and other professionals. The effects of exceptionalities upon the student with disabilities and his/her parents and siblings will be included.

- ED 548** **Evaluation of Abilities and Achievement** **3 cr.**
Overview of assessment of students, including formal and informal instruments and techniques, including portfolio. Norm-referenced tests of intelligence, language and perceptual-motor abilities will be demonstrated and discussed. Students will be instructed in the administration and interpretation of achievement assessments. Interpretation and educational implications will be stressed.
- ED 549** **Literacy Programs and Mandates** **3 cr.**
An in-depth analysis of current literacy programs and mandates in the United States. Students will critically examine current literacy programs representing various theoretical positions, analyze program components, compare and contrast various programs, and evaluate program effectiveness. Current literacy mandates (national, state, and local) will be examined and debated in depth, with special emphasis on the implications of such mandates for literacy instruction and their potential effects on children's literacy development. Strategies for maintaining professional integrity in a mandate-driven educational system will be explored.
- ED 550** **Epistemological Development** **3 cr.**
The course will explore views of epistemological development and reflective thought, with distinct emphasis on adults in higher education. Students will examine and investigate ways in which our own epistemic perceptions and metacognitive awareness affect learning and interactions with others, and will explore alternative ways of challenging adults to develop critical thinking skills.
- ED 556** **Methods of Teaching the Student with Cross-Categorical**
Disabilities **3 cr.**
A methods course designed to give teachers numerous examples of curricular and instructional methodologies in the teaching of elementary and secondary students with mild/moderate disabilities (with learning disabilities, mental retardation, behavior disorders, physical impairments and other health impairments) in the cross-categorical classroom. The application of classroom practices, teaching strategies, affective interactions and instructional modifications will be included.

- ED 557** **Language Development for the Exceptional Child** **3 cr.**
 A study for the special education teacher in the identification and referral of individuals with communication disorders. Explores language development in children and adolescents with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impaired are reviewed, and language arts strategies are developed
- ED 558** **Teaching Remedial Math** **3 cr.**
 This course will provide methods, techniques and innovations for the diagnosis and remediation of students having difficulty learning math through traditional methods. Teachers will develop accommodations for students with disabilities in both special and regular classroom settings.
- ED 560** **Educational Leadership** **3 cr.**
 The course will correlate leadership theory and a variety of educational/business contexts, and will identify methods for transferring this information toward the practice of teaching adult learners. Students will deliberate the role leadership has in case studies, participate in the activities and group work to further develop their own leadership insight and perspective, and create your own personal philosophy of leadership.
- ED 561** **Miscue Analysis** **3 cr.**
 This course looks at miscue analysis as a strategy for learning about and valuing readers' strengths. The course will examine the theories underlying miscue analysis as well as a range of procedures for implementing miscue analysis. Students will receive hands-on experience with miscue analysis procedures, both in an in-class workshop setting and with actual children. The use of miscue analysis data to inform classroom practice will be stressed.
- ED 565** **Issues in Early Childhood Education** **3 cr.**
 A critical examination of issues influencing early education. Topics will include both historical and contemporary views of childhood; trends and issues affecting teaching practices; social, educational, and economic policies shaping the care and education of young children; and professionalism.
- ED 570** **Critical Teaching for Social Change** **3 cr.**
 This course evaluates the work of the most cited critical educators in the field of education (Gramsci, Freire, and Shor) and analyzes the challenges to, and resources for, empowering adult educators toward social change and transformative action. This course will also compare the work of these leading theorists and apply their principles toward adult education in a variety of contexts.

- ED 575 Curriculum and Assessment in Early Childhood Education I 3 cr.**
The first course in a two-course sequence that explores historical foundations and current approaches to early childhood curriculum and assessment. Theoretical perspectives will be examined in the first course.
- ED 576 Curriculum and Assessment in Early Childhood Education II 3 cr.**
The second course in a two-course sequence that focuses on the inquiry approach of in-depth project work. Emphasis will be placed on action research with project work, and the documentation and assessment of children's learning.
- ED 580 Special Topics in Education 1-3 cr.**
Designed to allow for the introduction of special areas of interest in education. May be repeated for credit with a different topic.
- ED 585 Emergent Literacy in a Diverse Society I 3 cr.**
The first course in a two-course sequence that examines literacy development (speaking, listening, reading, and writing) in young children and explores the implications for teaching practices (birth-grade 3). This course focuses on the socio-cultural contexts of childhood literacy including the social worlds of the home, the community, and the classroom.
- ED 586 Emergent Literacy in a Diverse Society II 3 cr.**
The second course in a two-course sequence that reviews current literacy research; explores the implications of research for teaching practices; and examines approaches to planning, implementing, and evaluating engaging literacy experiences that build on the knowledge, skills, and dispositions that children bring to the classroom.
- ED 595 Play in the Early Childhood Curriculum 3 cr.**
An in-depth exploration of play as an integral component of early learning. Emphasis is placed on the roles of the teacher in observing play, developing and refining teaching strategies that support and extend children's play, and advocating for play in the early childhood curriculum.

- ED 597 Methodology in the Content Area 2 cr.**
 This course is to provide the student with the opportunity to identify appropriate techniques, methods, and practice in the area of certification. The areas of certification are
 a. English
 b. Social Studies
 c. Unified Science
 d. Mathematics
 e. Journalism
 On site observation and application may be required. *Prerequisites: ED 532 and ED 606.*
- ED 598 Methodology in the K-12 Content Area 2 cr.**
 This course is to provide the student with the opportunity to identify appropriate techniques, methods, and practice in the K-12 area of certification
 a. Art
 b. Spanish
 On site observation and application may be required. *Prerequisites: ED 532 and ED 606.*
- ED 600 Field Experience 10 cr.***
 A ten-week experience in directed teaching in an area school. The student will observe and be able to actually solo teach at least six weeks in an area school. It is designed for the person who is not employed as a teacher in a school and perhaps has no direct school experience. This course should be the last one in the students program. *Instructor Permission Required. (*Sixteen week term)*
- ED 602 Mentorship 2 cr.***
 This is a mentored teaching experience in the school and classroom where the student is employed as a teacher. This course is designed only for those who are already employed and working as a classroom teacher. At the beginning of the program the student must be assigned a mentor by the school who will work with the student throughout the program. There will be university supervision. The student who is in an actual teaching experience will enroll in this course early in the program. Mentorship will ideally be taken during the first year of the program. *Instructor Permission Required. *Must be repeated for two consecutive terms, excluding the summer, for a total of 4 credits. (Sixteen week term)*
- ED 606 Curriculum Theory and Practice 3 cr.**
 An overview of curriculum theory that discusses current issues in curriculum and gives the teacher the opportunity to develop useful curriculum.

- a. elementary
- b. middle
- c. secondary
- d. early childhood
- e. adult education-upon approval of that concentration)

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| ED 608 | Assessment | 3 cr. |
| | A study of qualitative and quantitative tests and measurements including naturalistic, case study, and longitudinal methods of assessment. | |
| ED 610 | Issues and Research in Literacy | 3 cr. |
| | A critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. Issues to be focused upon will change every semester based upon current developments in the literacy field. The course will also include instruction in basic research design, and students will design an inquiry/research project for later implementation in a school setting or other educational setting during Practicum II. Should be taken in the latter half of the program. <i>Prerequisite: ED 528 Theory and Practice in Literacy.</i> | |
| ED 612 | School and Community Leadership | 3 cr. |
| | Designed to provide the prospective principal with an understanding of the role of schools in the larger community and how to incorporate stakeholders, partners, families and others into the development of a school where children can learn. The student will understand the balance between internal and external communication and the approaches to initiating school reform. | |
| ED 613 | Current Legal Issues for Educators | 3 cr. |
| | Designed to promote educator awareness of new developments and special concerns in the area of education law. Will focus on factual classroom situations with hidden legal issues. An application course. | |
| ED 614 | School Supervision | 3 cr. |
| | Designed to define the process of supervision by promoting human development and encouraging human relations in the process of supervising teachers and others in the educational environment. This course is designed to cover both clinical and practical approaches to improving the classroom teaching process. | |
| ED 619 | Multi-cultural Literature for Teachers | 3 cr. |
| | A seminar focused upon literature emerging from various American minority cultures with emphasis upon the teaching of such literature in elementary, | |

middle and secondary schools. Although there is an attempt to expose students to a wide variety of works, authors, and cultures, certain groups (e.g., African American, Hispanic, Native American) are prominent and major authors (e.g., Toni Morrison, N. Scott Momaday, Maxine Hong Kingston) are emphasized. Each student produces a research paper and a teaching package. Students present their research findings orally and demonstrate lessons from their teaching package.

- ED 624 Elementary Administration 3 cr.**
Designed to give the prospective principal an understanding of the principalship and the technical and managerial skills needed; also designed to give the student a basis for understanding the purpose of education and the role of leadership in a modern society.
- ED 625 Secondary School Administration 3 cr.**
Designed to introduce the concept of the modern high school and its organization and their implications for preparing for student performances, curriculum design and organization, student organization and activities, staffing, and supervision of students in the secondary program. In addition, the course will focus on technical and managerial skills, community relations and the leadership of the secondary school in our society emphasizing the community and cultural implications.
- ED 629 Critical Reflections Seminar 3 cr.**
One of two concluding courses in the Master of Education designed to complete the praxis model. This course is designed to focus on current issues in education and is the reflection part of the experience. Each participant will write a major paper and make a presentation of that paper. The paper must be related to the emphasis area. *Prerequisites: 15 hours in the program including ED 516 and ED 532.*
- a. elementary
 - b. middle
 - c. secondary
 - d. early childhood
 - e. (adult education-upon approval of that concentration)
- ED 630 Action Practicum 3 cr.**
One of two concluding courses in the Master of Education designed to complete the praxis model. This is the action/application of information learned in the program. Each student will develop and apply an educational plan utilizing new learning. The project must be related to the emphasis area. *Prerequisites: 15 hours in the program including ED 629.*
- a. elementary

- b. middle
- c. secondary
- d. early childhood
- e. adult education-upon approval of that concentration)

- ED 634 Directed Field Experience 3 cr.**
 Designed to provide the prospective principal an opportunity to spend 40 hours in an administrative field experience with a successful, practicing principal. The graduate student will be able to observe, participate and study the role of the principalship as a result of being in the actual school setting.
- ED 635 School Organization and Management 3 cr.**
 Designed to provide the prospective administrator knowledge of specific issues of organization and management of schools, such as operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, student discipline and various legal issues affecting operations.
- ED 641 Literacy Practicum I 3 cr.**
 This course involves structured fieldwork in an authentic educational setting, supervised by a University instructor. Students will work with individuals and/or small groups of children or young adults to assess and meet those learners' literacy needs. In consultation with the instructor, students will apply various assessment strategies with their assigned students, and, based on the resulting information, will plan literacy activities and recommendations for those students. Strategies for sharing information and recommendations with other professionals and families, both orally and in writing, will be included. Class members will meet periodically for peer feedback and collaboration. The course is most beneficial if it is taken after a substantial amount of graduate coursework has been completed. Students in the Special Reading Teacher/Literacy Coach track must have experience in Literacy Practicum I that involves working with learners from a different K-12 age level (age levels are elementary, middle school, and high school) than the age level they intend to work with for their Practicum II project. *Prerequisites: ED 546 Advanced Diagnosis and Remediation of Reading Difficulties, ED 561 Miscue Analysis.*
- ED 645 Evaluating and Assessing Teacher Performance 3 cr.**
 Designed to assist the prospective administrator in the evaluation and assessment of teacher performance. The course is designed to provide the student with knowledge of principles of effective instruction; preparing for the evaluation, assessing teacher behavior and student growth, organizing and communicating with individual teachers, vocabulary and clarity of writing,

speaking and listening skills. The course will focus on old examples of effective and not so effective evaluations of teachers by principals.

- ED 647** **Practicum in Cross-Categorical Disabilities** **3 cr.**
Provides supervised off-campus experience with students with cross-categorical disabilities in cooperating schools. Teachers will be expected to participate in the interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive instruction, and practical application of teaching strategies and behavior management techniques.
- ED 651** **Literacy Practicum II** **3 cr.**
This is the Master of Literacy Education's culminating course, its "capstone". The course will involve the implementation of an individualized inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, in consultation with and under the mentorship of a faculty advisor, to fit the student's individual goals. The project must involve active collaboration with stakeholders at the field site (educators, students, and families) and address an identified literacy need in the setting where it is conducted. Prior to enrolling in this course, as part of course requirements in Issues and Research in Literacy, the student must identify a literacy faculty member as mentor, prepare and present a proposal to that faculty member, and receive that faculty member's approval. The course will include a seminar that will meet for problem-solving and group feedback. At the end of the semester, projects will be presented both orally and in writing to peers and faculty. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. To be taken near the end of the program. Students in the Special Reading Teacher/Literacy Coach track must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school, and high school) from the age level of learners that were worked with in Practicum I. *Prerequisites: ED 610 Issues and Research in Literacy, faculty approval of project proposal (a course requirement of ED 610), ED 641 Literacy Practicum I.*
- ED 700** **Thesis Proposal** **3 cr.**
Designed as the first part of the thesis option sequence. Student is expected to prepare a formal proposal related to an area of interest for research under the direction of a committee Chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. (Offered in 16-week format)

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| ED 701 | Thesis | 3 cr. |
| | Designed as the final sequence of the thesis option. Following approval of the thesis proposal, student will begin the data collection phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee, and the Dean of the Graduate School. (Offered in 16 week format). The thesis in its final version must be submitted to the Graduate School. | |
| ED 799 | Thesis Continuous Enrollment | 1 cr. |
| | Arranged with Chair when additional time is needed to complete thesis requirements. (Offered in 16-week format – may be repeated) | |
| FI 615 | Managerial Finance | 3 cr. |
| | Develops students' ability to apply the principles of finance and analytical techniques to a firm's short- and long-term investment and financial decisions. Uses assigned readings and case studies. | |
| FI 640 | Investment Management | 3 cr. |
| | An analysis of various debt, equity, and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets, and other securities will be applied to each individually and in the context of portfolio management. | |
| HA 511* | Management and Leadership in Health Care/Health Services Settings | 3 cr. |
| | Course is designed for an in-depth study of a range of issues or related problems being faced by practicing managers in the rapidly changing health care/health service industry. Special emphasis will be placed on the issues' relevance and their utilitarian values to the participants. Examples of issues which are of concern include rural or urban health, managed care ethical issues, and in integrating technology. | |
| HA 516 | Health Care Financial Applications | 3 cr. |
| | Designed to introduce health care financial management applications in budgetary control and financial planning used in a variety of health care settings. | |
| HA 517 | Health Care Law | 3 cr. |
| | Course designed for an in-depth analysis of health care/health service law and its effect on the relationships among the patient, the patient's family, the | |

provider, and other interested third parties. Analysis of cases is the primary method of study.

- HA 518*** **Health Care/Health Service Delivery Systems
in the United States** **3 cr.**
An analysis of American health care/health service delivery systems, including governmental and non-governmental agencies at the national, state and local levels, and current issues.
- HA 520*** **Health Care/Health Services Seminar** **3 cr.**
Course designed to assist students in integrating and synthesizing previous course work in health care/health service administration. This is a capstone course, which will assist students in understanding concepts they will experience in their profession. Current trends and problems in health care/health service administration will be emphasized. A formal paper is required.
- HA 521** **Special Topics in Health Care/Health Services
Administration** **1-3 cr.**
Designed to explore topics of current interest in health care/health service administration. The course may be offered for 1, 2, or 3 credits, and may be repeated for a different topic.

*Core courses for healthcare/health services management concentration.

- IB 625** **International Finance** **3 cr.**
Study of the international monetary environment and financial planning for corporations with overseas operations. Analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Examinations of financial aspects of multinational business, including foreign investments, trade and transfer of funds.
- IB 660** **International Business Management** **3 cr.**
This course provides broad knowledge and stimulates the interpersonal and intercultural management skills necessary for international managers. While learning to identify cultural aspects of verbal and nonverbal behavior of persons from different cultures, students will come to recognize cultural differences that can cause difficulties in management situations. The culture of contract negotiations in Japan, Europe and Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management.

- IS 605 Data Management 3 cr.**
The concepts, principles, issues and techniques for managing corporate data resources and ensuring data integrity. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining. The basic SQL commands will be utilized.
- IS 610 Systems Engineering Planning and Control 3 cr.**
Survey of software engineering paradigms, software project planning and risk analysis, software analysis and design methodologies, software quality assurance and testing, software configuration management, and computer-aided software engineering tools that are useful for business applications. Group project on structured analysis utilizing Rapid Application Development and prototyping.
- IS 620 Computer Security, Risk Management and Control 3 cr.**
Explore the threats and risks present in organizations due to the pervasive use of technology. Learn risk evaluation techniques and identify security and control techniques used to minimizing threats and risk to the organization. Computer and information security topics emphasized include threat techniques, protective techniques, risk analysis, contingency planning, password techniques, encryption, network protocol, and intercept devices. Includes a term project/paper.
- IS 640 Project and Change Management 3 cr.**
Project integration, scope, time, cost, quality control, and risk management. Managing the changes in organizations resulting from introducing or revising information systems and the IS specialist role in change management. Exploring objectives and techniques of planning, organizing and managing complex information systems development projects.
- MG 520 Entrepreneurial Project Management 3 cr.**
This course represents an overview of the business macro environment that is at the core of the philosophy of continuous improvements. Particular attention is directed to explaining how the application of this philosophy has stimulated the transformation of many work environments at the end of the 20th century and the beginning of the 21st century. Throughout the course, process and project management materials and innovations are demonstrated and then used in field projects to integrate theory with practice.

- MG 525 Entrepreneurship in the Global Economy 3 cr.**
 This course offers students the skills and knowledge useful for developing and implementing a new global business. Using the concept of a start up entrepreneurship, we examine the key factors in creating a new business, which has a global market focus. This includes businesses started in the European Union, China, India and Russia or other countries as well as businesses started in the United States that market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-U.S. country. Investigating opportunities through trade allows both the extension of traditional business to e-commerce as well as the creation of new business offers. The course is developed to promote skills needed to: assess the viability of a new business concept; understand the conditions of e-commerce readiness for specific countries, grasping unique opportunities, creating cultural awareness; understand technical issues involved in a global e-commerce business; analyze opportunities and evaluate the outcome of an opportunity; analyze competitive environment, market potential; and identify sources of financial support for the new venture.
- MG 620 Leadership in Organizations 3 cr.**
 Discusses leadership in organizations, problem solving techniques and communication, coordination, and human relation skills required for managerial success. Topics covered include principles and practices of management functions such as planning, organizing, motivating, and controlling.
- MG 630 Human Resource System 3 cr.**
 An extensive analysis of components of the human resource system. This course is oriented to professional human resource managers and researchers. Topics include strategic human resource management, staffing systems (e.g., recruitment, selection, training, job design), reward systems (e. g., compensation, employee benefits, promotion), and human resource technology (e.g., job analysis, applied measurement, utility analysis). Integration of human resource system components is emphasized.
- MG 632 Legal, Social, and Ethical Environment 3 cr.**
 An examination of the nature of the legal environment from the viewpoint of the social and moral bases of law. Emphasis is given to the operation of our legal system and its significance in decision functions of management.
- MG 655 Entrepreneurship and Small Business Management 3 cr.**
 Fundamentals of profit analysis, financial planning and management control for small business. Topics covered include evaluation of product policies, marketing and pricing strategies, and organizational structure and control

mechanisms. Included also are investment requirements of operating a business and alternative ways of financing, including bank loans, mortgage financing, venture capital and public stock offerings.

- MG 670** **Special Topics in Business** **3 cr.**
In this course, current topics in business will be extensively discussed. These may include business ethics, labor relations, financial planning or any of a wide variety of subjects in the business curriculum. For example:
- Entrepreneurial Research
 - Entrepreneurial Education
 - Entrepreneurial Investments
- MG 675** **Entrepreneurship Seminar** **3 cr.**
This is a capstone course for entrepreneurial and small business management. It assists students in investigating crucial facets of self employment ventures. The course materials deal with the acquisition and development of resources at each level in the entrepreneurial process, from identification of opportunity to harvesting. Thus, students are asked to develop a business plan for testing the most critical aspects of establishing and maintaining an enterprise. Students' own skills and interests are assessed and compared with successful entrepreneurial profiles. Case analysis and classroom discussions are the delivery modes used to deal with a variety of problems at different levels of a new venture.
- MG 695** **Business Policy and Strategy** **3 cr.**
An integration of applied research for managerial decisions and actions that determine the long-run performance of a corporation. Focus includes strategy formulation, implementation, evaluation, and control. Topics covered include development of an integrated operations strategy, analysis of cases, and completion of a major project involving research and investigations.
- MK 575** **Marketing Research Strategies** **3 cr.**
Basic market research information and techniques. Includes research studies for selected marketing activities involving design development, information collection, data analysis, and reporting of findings.
- MK 610** **Advanced Seminar in International Marketing** **3 cr.**
This course provides tools for marketing management decision processes and marketing systems in the global environment; application to multinational business operations and strategy development; marketing techniques of foreign market entry (Import-Exports, Joint Ventures, Licensing and

Management Contracts). Emphasis is on marketing mix and how it is adapted to the global environment.

MK 615

Green Marketing

3 cr.

Environmental marketing course dealing with issues related to the environment. Topics covered are centered around the theoretical basis, managerial perspective, public policy viewpoint, or for empirical evidence. This course also covers a wide array of topics from segmentation to product, advertising, and distribution strategies and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing.

MK 630

Strategic Marketing Planning and Decision-Making **3 cr.**

The analysis, planning, implementation, and control of marketing programs designed to achieve the organizational objectives of potential consumers. Decision making in organizations dealing with consumer markets is provided. Important insights from the behavioral sciences are considered in light of decision objectives to develop capability in creation and management of consumer-oriented marketing campaigns.

PA 500

Professional Service Courses

A - Professional Written Communications

1-3 cr.

The course will have an intensive review of correct and efficient writing skills and their application to various forms of professional written communications such as feasibility reports, progress reports, proposals, surveys, and inter-office communications. A grade of Pass or Fail will be assigned for these courses and will not affect the cumulative grade point average.

B - Professional Oral Communications

1-3 cr.

The course will review and further develop skills in professional oral communications. How to develop and present oral reports, interpersonal communications, the use of visual aids, etc. will be among the concerns of the course. A grade of Pass or Fail will be assigned for these courses and will not affect the cumulative grade point average.

C - Introduction to Basic Quantitative Skills

1-3 cr.

The course will review and further develop skills in basic quantitative areas. Topics include the number system, basic operations, fractions, decimals, percentages, and elementary algebra. A grade of Pass or Fail will be assigned for these courses and will not affect the cumulative grade point average.

D - Introduction to the Internet

1-3 cr.

A workshop conducted in a computer lab environment designed to familiarize the student with Internet resources related to the area of public affairs. A grade of Pass or Fail will be assigned for these courses and will not affect the cumulative grade point average.

PA 501

Public Affairs Concepts and Theory

3 cr.

An introduction to the field of public affairs and to the current problems in the area. Public affairs will be related to concepts of organizational theory and organizational behavior with an emphasis on the special nature of public organizations. The emphasis areas of the M.P.A. program and their interrelationships will be explained.

PA 502

Public Affairs Methodology

3 cr.

A study of the theoretical background of various analytical techniques of social science research, with emphasis on application to problems of administration in business, industry, government, and nonprofit organizations. *Prerequisite: PA 501*

PA 503

Emerging Issues in Public Affairs

3 cr.

Analysis of a selected current issue in the field of public affairs. This course will be offered when need and interest are present. The topic of the course will vary.

PA 504

Independent Study in Public Affairs

1 to 3 cr.

A course designed to allow the student to substitute individualized instruction for a regular course. May be used only to replace theory or integration courses. The course may be taken only twice. Permission of the Director is required.

PA 505

Technology and Public Affairs

1 cr.

An examination of the implications of technology (IT) in public affairs. Focus will be placed on the role of IT in organizations, especially government, on implications of IT for the public affairs professional and on government's role in information technology. Discussion of practical utilization of IT will include IT strategic planning, current use of technology and the future of technology with consideration of its impact on government organizations and the public. *Prerequisite: Passing the Internet Literacy Test.*

PA 507

Workshop on Current Issues in Public Affairs

1 cr.

A seminar type workshop meeting on two successive Saturdays to discuss current issues. Two of these workshops may replace any integration course

provided that one of them is in the student's major program area. The course may be taken only twice.

- PA 511 Management of Public Organizations 3 cr.**
An analysis of the processes by which public administrators convert inputs into policies with an introduction to problems of policy analysis. The common and distinctive elements of management on the several levels of government are studied. The management philosophy of public organizations is highlighted with the impact of technological changes considered.
- PA 512 Environmental Inputs in Public Organizations 3 cr.**
A study of the interrelationships between public organizations and their internal and external environment, including its global dimensions. The environments will also be analyzed as the framework for the demands and supports facing public organizations, with special emphasis on ideas of citizen participation, intergovernmental relations and political influence. The mutual relationships between politics and administration will be stressed, including issues of contracting out and privatization.
- PA 513 Evaluation and Impact of Public Organizations 3 cr.**
An examination of the evaluation of the output of public organizations, the criteria and methodology of the evaluation. An attempt to discover how public policies impact on the environment and the role of these outcomes for future actions of public organizations. The relationship of evaluation to monitoring performance will be analyzed. *Prerequisite: PA 502.*
- PA 521 Business, Government and Society 3 cr.**
A study of the business firm as a social institution, with emphasis on the changing purposes of social action; ethical problems in management; and social responsibilities of the business manager.
- PA 522 Economics of the Private Enterprise System 3 cr.**
A critical study of the theoretical and philosophical foundations of the private enterprise system in the United States, its evolution, history, performance and future.
- PA 523 Macroeconomic Problems and Policies 3 cr.**
A systematic study of contemporary issues and problems, domestic and global; critical analysis of policies and practices affecting such problems.

- PA 542 Social Policy and Community Services 3 cr.**
 An examination of policies intended to address community needs and how those policies get set. Reviews community needs, organizations, services, and inter-organizational arrangements designed to implement policies in such areas as social welfare, health and mental health, employment and training, crime prevention, and cultural endeavors. Considers the role of individual values and responsibility as well as the mobilization of community efforts to address problems, paying attention to their global implications.
- PA 543 The Nonprofit Sector 3 cr.**
 A review of the role and functions of the philanthropic and nonprofit sector, including history and trends in the field, the legal and regulatory environment. The relationship of the nonprofit sector to the public and business sectors is examined, with attention to the related role of public and for-profit entities in delivering community services.
- PA 545 Management of Nonprofit Organizations 3 cr.**
 An overview of management principles and practices, with the common and distinctive elements of nonprofit management compared to public and business organizational management. Different approaches within nonprofit management are viewed historically and in current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and regulation, the nature of governance processes, marketing to multiple stakeholders, variations in the mix of services and funding sources, and the use of volunteers. Ethical relationships and the impact of technology within the nonprofit organization are also examined.
- PA 551 Principles of Disaster and Emergency Management 3 cr.**
 Concepts of organizing society to manage emergencies and disasters. Explores governmental and non-governmental approaches to coping with natural and technological hazards.
- PA 552 Public Policy and Disaster 3 cr.**
 The history, development and implementation of disaster-related public policy. Addresses the local, state and federal levels and their interactions during policy development and implementation. Explores the role of emergency managers as policy advocates at all levels of government.
- PA 553 Disaster and Society 3 cr.**
 An interdisciplinary survey of disaster theory from sociological, geographical, and public policy perspectives.

- PA 571 Government Regulation of Business 2 cr.**
 An examination of the processes, goals, and effects of regulation of business firms by the several levels of government. Topics include antitrust policy, regulation of public utilities, transportation, securities, banking, health and other areas of economic activity. Economic and legal appraisal of public policy.
- PA 575 Developing Human Resources 2 cr.**
 The management of relations between an organization and its work force; substantive issues and current practices in human resource management and development. A critical review of government's role in human resource development programs. Achieving harmony in labor-management relations.
- PA 576 The Global Environment of Business 2 cr.**
 Economic, political, legal and cultural aspects of the environment of international business. Issues, problems, constraints and the role of governments affecting the conduct of international economic relations.
- PA 578 Principles of Public Relations 2 cr.**
 Principles, methods, current practices and techniques employed in the public relations programs of government, civic and public service organizations; the study of mass media as publicity channels; ethics of public relations; application of methods of effective communication.
- PA 579 Corporate Finance: Concepts and Strategies 2 cr.**
 The study of selected techniques and their application in financial management, including financial analysis and planning, cash flow management, long-term financing, dividend policy and capital budgeting.
- PA 581 Global Hazard Reduction 2 cr.**
 Natural and manmade threats, their causes, and societal responses to mitigate the risks and impacts. Strategies from all world regions are reviewed.
- PA 582 Disaster, Disease, and Public Health 2 cr.**
 Integrated concepts of protecting vulnerable individuals and communities from the health consequences of disasters and emergencies.
- PA 583 Technology, Accidents, and Organizations 2 cr.**
 A study of technological systems, their failures, and the causative and preventive roles played by organizations.

- PA 584** **Continuity of Government Operations** **2 cr.**
 Strategies to insure the continuous delivery of government services during emergency and disaster situations with a specific emphasis on the local level, but including issues pertinent to the state and federal levels.
- PA 585** **Natural Hazards and the Urban Environment** **2 cr.**
 A study of the sustainability of urban areas in the face of diverse natural hazards. Provides global perspectives on past experiences and future risks.
- PA 586** **Planning for Emergencies and Disasters** **2 cr.**
 Tools and techniques utilized by government to prepare for emergencies and disasters. Review of integrated planning for all hazards and all phases of disaster.
- PA 587** **Government Response to Terrorism** **2 cr.**
 Examines government responses to terrorism with a specific emphasis on non-law enforcement issues facing local and state government. Legal and regulatory frameworks, organizational concepts and interoperability issues related to preparedness and response to chemical, biological and radiological threats.
- PA 591** **Planning Nonprofit/Community Services** **2 cr.**
 A description of community needs and problems along with a survey of methods for assessing community needs, defining the type, quantity and quality of services desired by prospective clients and funding sources, analyzing existing services and resources, and assessing external factors (e.g., legal, political, economic and social) which may affect prospects for the proposed services. Goals and objectives emerging from the planning process are viewed as the foundation for program management and accountability.
- PA 593** **Financing Nonprofit/Community Services** **2 cr.**
 An examination of alternative funding sources for community and non-profit services, and the optimal mix of funding sources for a given service and clientele. A variety of fundraising methods are reviewed, as well as organizational characteristics and capabilities which contribute to successful fund-raising. Attention is given to non-monetary resources such as in-kind contributions of goods and services, and cooperative ventures.
- PA 594** **Financial Management for Nonprofit/
 Community Organizations** **2 cr.**
 A survey of methods for budgeting income and expenses; financial record keeping; laws and regulations and tax provisions governing financial

management controls, cost analysis, financial reports, and preparation for audits.

- PA 595** **Communications and Marketing for
Nonprofit/Community Organizations** **2 cr.**
An overview of the preparation of an annual public relations plan; intra-organizational communications, development of public relations materials, (e.g., brochures, newsletters, annual report, news releases, advertising), communication with news media, funding sources and others; interpersonal communication skills; impact of organizational actions and reputation on public support.
- PA 596** **Monitoring and Evaluation of Nonprofit/
Community Services** **2 cr.**
Methods for determining information needs for program management; implementation of a management information system; monitoring of service delivery; and methods of program evaluation and utilization of evaluation findings. Evaluation issues are considered in the context of ethical standards as well as criteria of program effectiveness and efficiency.
- PA 597** **Community Leadership** **2 cr.**
An examination of the various leadership roles structured in and around nonprofit organizations that operate in a community for the public interest. These include boards of directors, executive and administrative leaders, program directors, and officers in entirely voluntary organizations. Positional and personal power, group dynamics, communication processes in and outside the organization are analyzed. Approaches to identification and development of community organization leaders are surveyed.
- PA 601** **Applied Projects in Public Affairs** **4 cr.**
Supervised readings, conferences, fieldwork, rotating work assignments, internships and research. The project will be individualized depending on the background, current position and interests of the student. *Prerequisite: 21 hours academic credit or approval of HSPA Director. Students must contact their area coordinator/instructor as soon as possible as they register for this course.*
- PA 602** **Seminar in Public Affairs** **3 cr.**
A seminar aiming at correlation of the academic and practical experiences of the degree candidates. Each student will prepare a series of papers emphasizing various expectations to be faced in professional work, such as

analysis, critique, evaluation, implementation, and research. *Prerequisite: 21 hours academic credit and completion or enrollment in PA 601.*

ANNUAL SECURITY REPORT

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

Park University encourages the accurate and prompt reporting of crimes and emergencies. At the Parkville campus such incidents should be reported to Park University Department of Public Safety. All other Park sites should officially report such incidents to the local policing authority with a follow-up report to the Site Administrator who will funnel these to the Director of Public Safety for reporting purposes.

Park University's campuses are open campuses. Park personnel do not have arrest authority. Any crime or emergency which may occur off-campus, but at an officially recognized activity of a student organization, should be reported as if it had happened on campus.

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

Student orientation videos and periodic bulletin listings and announcements help inform students and employees throughout the year about crime prevention and campus security procedures and practices.

Harassment Free Policy Statement

Park University strongly denounces sexual assault in any form and advocates the immediate reporting of any incident to campus authority. Institutional personnel will assist the student in such notification if so requested. Confidentiality will be maintained to the extent provided by rules, regulations and legislation.

Individuals, groups and organizations that desire information or programs that address sexual assaults and how to prevent such incidents should contact the Director of Public Safety (816-741-2000, Ext. 6226). A file containing such information is maintained in the Home Campus library. The Student Counseling Center (Ext. 6237) will also assist in referrals to counseling and mental health agencies for victims.

In all cases, the protection of any physical evidence is of utmost importance.

The Vice President for Student Services will assist student victims with changes in academic schedules and living arrangements as is reasonable and within Park University's control. All campus disciplinary procedures involving a student are the responsibility of the Vice President for Student Services.

Within the guidelines of University procedures, the accuser and the accused may have other individuals present during discipline hearings. Both the accuser and the accused shall be informed of the school'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 expulsion from the University.

Policy: Incidents of Crime Reports

A crime report is to be completed for each incident as it occurs. An annual report is compiled by the Home Campus for distribution at the Resident Centers. Complete crime statistics for the past three years can be found at <http://www.ope.ed.gov/security>.

Procedure: Incidents of Crime Reports

1. All incidents should be officially reported to the local policing authority with a follow-up report to the Center Administrator/Coordinator.
2. The Administrator/Coordinator will then submit these reports to the Director of Public Safety for reporting purposes.
3. The Annual Crime Report should be posted at the Resident Centers with copies available for students who may request them.

Park University Crime Statistics
January 1, 2001 through December 31, 2001
Number of Incidents

| Site | Murder | Non-Forcible Sex Assault | Forcible Sex Assault | Aggravated Assault | Burglary | Auto Theft | Robbery | Arson | Drug Violations | Liquor Violations | Weapons Violations |
|-------------------|--------|-----------------------------|-------------------------|-----------------------|----------|------------|---------|-------|-----------------|----------------------|-----------------------|
| Austin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Barstow | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Beaufort | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Blythe | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Camp Pendleton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cherry Point | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Corpus Christi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Davis Monthan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DSCC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DIST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fairchild | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F.E. Warren | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Bliss | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Irwin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Leonard Wood | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Meyer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand Forks AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Henderson Hall | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hill AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Holloman AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Independence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kelly | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lackland AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laughlin AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Little Rock AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Luke AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Malmstrom AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Metro Park | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Moody AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mountain Home AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkville | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 |
| Quantico | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Scott AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sikeston | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tinker | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Whiteman AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wright-Patterson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Park University Crime Statistics
January 1, 2002 through December 31, 2002
Number of Incidents

| Site | Murder | Non-Forcible Sex Assault | Forcible Sex Assault | Aggravated Assault | Burglary | Auto Theft | Robbery | Arson | Drug Violations | Liquor Violations | Weapons Violations |
|-------------------|--------|--------------------------|----------------------|--------------------|----------|------------|---------|-------|-----------------|-------------------|--------------------|
| Austin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Barstow | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Beaufort | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Blythe | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Camp Pendleton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cherry Point | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Corpus Christi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Davis Monthan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DSCC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DIST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fairchild | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F.E. Warren | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Bliss | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Irwin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Leonard Wood | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Meyer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand Forks AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Henderson Hall | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hill AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Holloman AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Independence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kelly | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lackland AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laughlin AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Little Rock AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Luke AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Malmstrom AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Metro Park | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Moody AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mountain Home AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkville | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 3 | 3 | 0 |
| Quantico | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Scott AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sikeston | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tinker | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Whiteman AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wright-Patterson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Park University Crime Statistics
January 1, 2003 through December 31, 2003
Number of Incidents

| Site | Murder | Non-Forcible Sex Assault | Forcible Sex Assault | Aggravated Assault | Burglary | Auto Theft | Robbery | Arson | Drug Violations | Liquor Violations | Weapons Violations |
|-------------------|--------|--------------------------|----------------------|--------------------|----------|------------|---------|-------|-----------------|-------------------|--------------------|
| Austin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Barstow | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Beaufort | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Blythe | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Camp Pendleton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cherry Point | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Corpus Christi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Davis Monthan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DSCC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DIST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fairchild | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F.E. Warren | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Bliss | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Irwin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Leonard Wood | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fort Meyer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand Forks AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Henderson Hall | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hill AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Holloman AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Independence | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kelly | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lackland AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laughlin AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Little Rock AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Luke AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Malmstrom AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Metro Park | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Moody AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mountain Home AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkville | 0 | 0 | 0 | 1 | 6 | 0 | 0 | 0 | 2 | 1 | 0 |
| Quantico | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Scott AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sikeston | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Tinker | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Whiteman AFB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wright-Patterson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FACULTY 2005-2006

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INDEX

| | |
|--|--|
| <p>Academic Calendar 7</p> <p>Academic Honesty..... 20</p> <p>Academic Policies..... 20–29</p> <p>Academic Records..... 22</p> <p>Academic Standards..... 23</p> <p>Academic Warnings..... 23</p> <p>Academic Withdrawal Policy..... 23</p> <p>Accreditation 10</p> <p>Administrative Information 115–23</p> <p style="padding-left: 20px;">Board of Trustees..... 120–21</p> <p style="padding-left: 20px;">Emeriti Faculty..... 119</p> <p style="padding-left: 20px;">Executive Staff 121</p> <p style="padding-left: 20px;">Graduate School Staff..... 122</p> <p style="padding-left: 20px;">Program Directors 122</p> <p>Admission to the Graduate School 17–20</p> <p>Application for Financial Assistance 30</p> <p>Assistantships..... 34–37</p> <p>Attendance..... 23</p> <p>Auditing Courses 24</p> <p>Bookstore..... 12</p> <p>Career Development Center..... 13</p> <p>Certificate Programs 39–41</p> <p style="padding-left: 20px;">Certificate in Health Care/Health Services Management and Leadership 40</p> <p style="padding-left: 20px;">Certificate in Music with Concentration in Piano 40</p> <p>Classroom Conduct and Disciplinary Action 24</p> <p>Comprehensive Exam 24</p> <p>Contact Information 5</p> <p>Core Values..... 6</p> <p>Counseling..... 13</p> <p>Course Description 82–109</p> <p>Course Load 24</p> <p>Crime Reports, Incidents of-Policy 111</p> <p>Crime Reports, Incidents of-Procedure .. 111</p> <p>Disability Guidelines 38–39</p> <p>Educational Rights and Privacy..... 39</p> | <p>Email Account See Pirate Email</p> <p>Enrollment Adjustment Period 25</p> <p>Equal Opportunity 37–39</p> <p>Facilities and Services 12–17</p> <p>Federal Perkins Loan..... 30</p> <p>Fees See Tuition and Fees</p> <p>Financial Assistance 29–33</p> <p>Grade Appeal..... 25</p> <p>Graduate Academic Council 20</p> <p>Graduate Study at Park University..... 11</p> <p>Harassment Free Policy Statement 110</p> <p>History of Park University..... 10</p> <p>Insurance for International Students..... 19</p> <p>Interdisciplinary Graduate Work..... 25</p> <p>International Student Services..... 18–19</p> <p>Library..... See McAfee Memorial Library</p> <p>Loan Programs 30–31</p> <p>Mackay Hall 13</p> <p>Master in Educational Administration.. 62–64</p> <p style="padding-left: 20px;">Admission Requirements..... 62</p> <p style="padding-left: 20px;">Graduation Requirements 63</p> <p style="padding-left: 20px;">Purpose 62</p> <p style="padding-left: 20px;">Required Courses..... 63</p> <p>Master of Arts in Teaching..... 64–67</p> <p style="padding-left: 20px;">Admission Requirements..... 65</p> <p style="padding-left: 20px;">Courses Degree Requirements 65–66</p> <p style="padding-left: 20px;">Degree/Certification Requirements 65</p> <p style="padding-left: 20px;">Graduation Requirements 66</p> <p style="padding-left: 20px;">Purpose 64</p> <p>Master of Business Administration..... 43–48</p> <p style="padding-left: 20px;">Admission Requirements..... 44</p> <p style="padding-left: 20px;">Certificate in Health Care/Health Services Management and Leadership..... 47</p> <p style="padding-left: 20px;">Common Body of Knowledge (Prerequisites)..... 45</p> <p style="padding-left: 20px;">Concentrations Entrepreneurship..... 48</p> |
|--|--|

| | |
|---|-------|
| Health Care/Health Services | |
| Management..... | 47 |
| International Business..... | 46 |
| Management Information Systems | 48 |
| Degree Requirements | 45 |
| Format of Courses..... | 45 |
| Goals | 43 |
| Graduation Requirements | 44 |
| Undergraduate Seniors | 44 |
| Master of Education..... | 52-55 |
| Admission Requirements | 52 |
| Degree Requirements | 53 |
| Emphasis Areas | 53-55 |
| General Studies | 53 |
| Multi-Cultural Education | 54 |
| School Law..... | 54 |
| Teaching At-Risk Students..... | 54 |
| Format of Courses..... | 53 |
| Thesis Option | 55 |
| Undergraduate Credit..... | 53 |
| Undergraduate Seniors | 52 |
| Master of Education Adult Education | |
| Emphasis..... | 59-61 |
| Admission Requirements | 60 |
| Graduation Requirements | 60 |
| Purpose | 59 |
| Required Courses | 60 |
| Student Learning Goals..... | 59 |
| Master of Education Early Childhood | |
| Education Emphasis..... | 61-62 |
| Admission Requirements | 61 |
| Degree Requirements | 61 |
| Graduation Requirements | 62 |
| Purpose | 61 |
| Master of Education with Emphasis in | |
| Special Education with Certification .. | 55-57 |
| Admission Requirements | 55 |
| Curriculum..... | 56 |
| Graduation Requirements | 56 |
| Purpose | 55 |
| Master of Literacy Education | 57-58 |
| Admission Requirements | 57 |
| Curriculum | 58 |
| Graduation Requirements | 58 |
| Purpose | 57 |
| Master of Public Affairs..... | 69-81 |
| Admission Requirements..... | 72 |
| Comprehensive Examination..... | 73 |
| Courses in Program Areas | |
| Certificate in Health Care/Health | |
| Services Management and | |
| Leadership | 78 |
| Disaster and Emergency | |
| Management | 79 |
| Government-Business Relations.... | 75 |
| Health Care/Health Services | |
| Management | 78 |
| Management of Information Systems | |
| | 77 |
| Nonprofit & Community Services | |
| Management | 76 |
| Public Management..... | 74 |
| Courses of Study..... | 73-81 |
| Format of Courses..... | 73 |
| Goals | 70-71 |
| Goals-Academic | 70 |
| Goals-Community Involvement | 70 |
| Goals-Learning Setting..... | 70 |
| Graduate Record Examination | 72 |
| Graduation Requirements | 73 |
| HSPA Fee..... | 72 |
| Mission | 69 |
| Program Design..... | 71 |
| Service Courses | 81 |
| Undergraduate Seniors | 73 |
| Vision..... | 69 |
| Masters Programs in Education..... | 49-68 |
| Education Advisory Board | 67 |
| Educational Administration Advisory | |
| Board..... | 68 |
| General Information..... | 51 |
| Goals | 49 |
| Graduate Education Objectives..... | 50 |
| Graduation Requirements | 51 |

| | |
|---|--|
| Master in Educational Administration See Master in Educational Administration | Pirate Email 15 |
| Master of Arts in Teaching See Master of Arts in Teaching | Prerequisites 26 |
| Master of Education See Master of Education | President's Letter 2 |
| Master of Education Adult Education Emphasis See Master of Education Adult Education Emphasis | Quality of Work 26 |
| Master of Education Early Childhood Education Emphasis See Master of Education Early Childhood Education Emphasis | Readmission 27 |
| Master of Education with Emphasis in Special Education See Master of Education with Emphasis in Special Education with Certification | Recreation and Intramurals..... 16 |
| Master of Literacy Education. See Master of Literacy Education, See Master of Literacy Education | Refund Calculation Schedule 27 |
| Mission 49 | Refund Policy..... 27 |
| Vision..... 49 | Registration..... 28 |
| McAfee Memorial Library..... 13 | Responsible Conduct of Research and Scholarship 28 |
| Memberships 11 | Satisfactory Academic Progress for Financial Aid 31 |
| Minor/Specialization..... 25 | Scholarships 33-34 |
| Mission Statement 6 | Security Report 110-14 |
| Motto..... 6 | Senior Citizen Discount 9 |
| Online Graduate Programs..... 12 | Special Terms 28 |
| OPEN-Online Park Enrollment Network ... 13 | Specialization..... See Minor/Specialization |
| Other University-Wide Facilities..... 15 | Suspension 28 |
| | Table of Contents..... 3-4 |
| | Thesis Procedures 41-42 |
| | Time Limit for Enrollment 29 |
| | Transfer of Graduate Credit 29 |
| | Transportation..... 16 |
| | Tuition and Fees 9 |
| | University Administration 120-23 |
| | Values 6 |
| | Vision Statement..... 6 |
| | Withdrawals . See Academic Withdrawl Policy |