

# GRADUATE CATALOG

2004-2005

## Park University

8700 N. W. River Park Drive  
Parkville, Mo. 64152

Changing the World – One Degree at a Time

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 2004-2005.

Kindest regards,

Beverly Byers-Pevitts, Ph.D.  
President

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A student enrolling in 2004-2005 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](http://www.park.edu/grad)

## ***Contact Information:***

All general inquiries and application for admission should be sent to:

Office of Graduate and Professional Studies  
8700 N.W. River Park Drive  
Parkville, MO 64152-3795  
Telephone: (816) 584-6514  
email: [gradschool@park.edu](mailto:gradschool@park.edu)

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

Nicolas Koudou, Ph.D., Director,  
Master's in Business Administration  
8700 N.W. River Park Drive  
Parkville, MO 64152-3795  
Telephone: (816) 584-6843

Lawrence Ewing, Ph.D., Director,  
Master's in Education  
8700 N.W. River Park Drive  
Parkville, MO 64152-3795  
Telephone: (816) 584-6335  
FAX: (816) 741-4371

David Olson, Interim Director,  
Master's in Public Affairs  
934 Wyandotte Street  
Kansas City, MO 64105-1630  
Telephone: (816) 421-1125  
FAX: (816) 471-1658

# 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 2004-2005

## Fall 2004

Mon., Aug 16  
 Thu., Aug 19  
 Mon., Aug 23  
 Mon., Sep 6  
 Sat.-Sun., Oct 16-24  
 Sun., Oct 17  
 Mon., Oct 25  
 Thu., Nov 11  
 Thu.-Sun., Nov 25-28  
  
 Mon.-Sun., Dec 13-19  
 Fri., Dec 17  
 Sat., Dec 18  
 Sat., Dec 18  
 Sun., Dec 19

Registration (Confirmation Deadline)  
 Residence Halls Open  
 Classes Begin (Fall and Fall I)  
 Labor Day (no classes)  
 Fall Recess  
 Classes End (Fall I)  
 Classes Begin (Fall II)  
 Veterans Day (no classes)  
 Thanksgiving Recess  
 (Fall II classes will be held)  
 Examination Period  
 Food Service Closed after Dinner  
 Mid-Year Commencement  
 Residence Halls Close  
 Classes End (Fall and Fall II)

## Spring 2005

Mon., Jan 3  
 Thu., Jan 6  
 Mon., Jan 10  
 Mon., Jan 17  
 Mon., Feb 21  
 Sat.-Sun., Mar 5-13  
 Sun., Mar 6  
 Mon., Mar 14  
 Fri., Mar 25  
 Mon.-Sun., May 2-8  
 Fri., May 6  
 Sat., May 7  
 Sat., May 7  
 Sun., May 8

Registration (Confirmation Deadline)  
 Residence Hall Open  
 Classes Begin (Spring and Spring I)  
 Martin Luther King Day (no classes)  
 President's Day (no classes)  
 Spring Recess  
 Classes End (Spring I)  
 Classes Begin (Spring II)  
 Good Friday (no classes)  
 Examination Period  
 Food Service Closed after Dinner  
 Commencement  
 Residence Halls Close  
 Classes End (Spring and Spring II)

## Summer 2005

Mon., May 9  
 Mon.-Fri., May 16-27  
 Mon., Jun 6-Sun., Jul 31  
 Mon., Jun 6-Fri., Jul 1  
 Mon., Jul 11-Fri., Aug 5  
 Mon., Jul 4

Registration (Confirmation Deadline)  
 Session I (Two-Week Session)  
 Session II (Eight-Week Session)  
 Session III (Four-Week Session)  
 Session IV (Four-Week Session)  
 Independence Day (no classes)

## Fall 2005

Mon., Aug 15  
 Thu., Aug 18  
 Mon., Aug 22  
 Mon., Sep 5  
 Sat.-Sun., Oct 15-23  
 Sun., Oct 16  
 Mon., Oct 24  
 Fri., Nov 11  
 Thu.-Sun., Nov 24-27  
  
 Mon.-Sun., Dec 12-18  
 Fri., Dec 16  
 Sat., Dec 17  
 Sat., Dec 17  
 Sun., Dec 18

## Spring 2006

Mon., Jan 2  
 Thu., Jan 5  
 Mon., Jan 9  
 Mon., Jan 16  
 Mon., Feb 20  
 Sat. - Sun., Mar 4-12  
 Sun., Mar 5  
 Mon., Mar 13  
 Fri., Apr 14  
 Mon.- Sun., May 1-7  
 Fri., May 5  
 Sat., May 6  
 Sat., May 6  
 Sun., May 7

## Summer 2006

Mon., May 8  
 Mon.-Fri., May 15-26  
 Mon., Jun 5-Sun., Jul 30  
 Mon., Jun 5-Fri., Jun 30  
 Mon., July 10-Fri., Aug 4  
 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	\$50.00
Auditing Registration Fee (per course)	50% of tuition and full fees
Bookkeeping Charge	\$20.00
Degree Candidacy Fee	\$20.00
Comprehensive Examination Fee	\$35.00
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
Express Processing Fee (To be processed within 24 hours)	\$15.00
Returned Check Charge	\$30.00

Tuition is due in **full** at registration 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 percent down at the time of registration.
3. Being enrolled in a prepayment plan such as AMS or TMS (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. (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. Park provided a building, some farmland, and initial financial backing and 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, 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. Regardless, 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. Park University now serves more than 21,000 students per year on campus centers located in Parkville, Independence, and Kansas City, Mo. and on 37 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.

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 Registrar and Admissions Officers, the National College and University Business Officers, and the National Association of International Educators.

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. This program is housed at the University's downtown campus to best serve the business and public service sectors of the greater Kansas City area. During the fall of 2001, this program was named the Hauptmann School for Public Affairs in honor of long-time Professor and Dean Jerzy Hauptmann.

The Master's of Education (**M.Ed.**) began in 1995. 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.

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 Fall 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 Center 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 800-acre Parkville campus is a site of great natural beauty, with woodlands, waterfalls and wildflowers. The oldest, the Hauptmann School for Public Affairs, which offers a Master's degree in Public Affairs, is housed in downtown Kansas City for the convenience of those who work downtown.

### 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 147,000 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](http://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.

## **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.

## **Bookstore**

All books required for Graduate courses are available for purchase at the Park University 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 job listings, the internet, and a telephone job service. The objective is to give students the skills 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.

## **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.

## **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.

## **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 representing 98 countries and U. S. Trust Territories. Qualified international students, defined as all students who are not United States citizens and who are in the United States legally, are encouraged to contact Graduate Admissions. Individualized assistance is provided for enrolled students by the International Student Services/Programs office on the Parkville campus.

All international students applying for admission to the Graduate School must meet all admission requirements and submit the results of the Test of English as a Foreign language

(TOEFL) taken no more than nine months before the date of application. A minimum score of 550 on the TOEFL is required. 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 exceptions to these rules.

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.

## 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. Mandatory coverage can only be waived in the following manner during the first 8 calendar days of a term. (1) Waiver must be made in person in the Business and Institutional Services Office located at the Parkville Campus, McKay building; (2) a copy of proof of existing coverage, including repatriation coverage, must be presented and attached to the waiver form (this must be provided at the start of each semester, in order to ensure continued coverage).

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 attending Graduate programs are required to contact the Office of International Student Services/Programs of Park University, Parkville, Mo. 64152. Telephone: (816) 584-6379.

## 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 ten minutes from the Parkville campus and the Kansas City International Airport is only fifteen minutes from Parkville. Kansas City is also served by railroad transportation and bus service.

# 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 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 Dean of the Graduate School for clarification and additional information.

## Graduate Academic Council

The Graduate Academic Council formulates policies and procedures that govern graduate programs at Park University to ensure their adherence to standards of excellence and best practices.

## Academic Honesty

Academic honesty is required of all members of a learning community. Hence, Park University will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from Park University.

Plagiarism, the appropriation or imitation of the language or ideas of another person and presenting them as one's original work, sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

## 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.

## Academic Records

The Registrar's Office maintains an academic record for each enrolled student. All official academic transactions are recorded. At the conclusion of each academic period, the Office of the Registrar issues to each student a grade report. 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.

## Appeal Policy

Graduate students may challenge the validity of a grade received and may petition for a change of that grade. The appeal process must be initiated within **four weeks** after the beginning of the next regular semester or term. All appeals in academic matters should be submitted in writing to the Dean or Director of the individual program. The final decision in the appeals process is made by the Dean of the Graduate School.

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.

## 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.

## Audit

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.)

## Interdisciplinary Graduate Work

Students must take the core courses in 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).

## Quality of Work

The official grades issued by Park University to the assessment of the 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 3.000 or higher is required for good academic standing.

A - Excellent	4 grade points
B - Good	3 grade points
C - Average	2 grade points
D - Poor	1 grade point
F –	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.

## 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 in order to receive academic credit for that course. To complete registration, an Enrollment Data Sheet must be completed and the proper payment of all tuition and fees made.

## 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.

## Study Load

For the M.P. A. program, enrollment in eight (8) credit hours per semester constitutes a full load. Enrollment in four (4) credit hours constitutes a half-time load. Enrollment above eight (8) credit hours requires approval by the Program Director or Dean. Enrollment in four (4) credit hours of courses constitutes a full load in the eight week summer term. Students pursuing the degree

program without simultaneous employment (second career persons and foreign students) may enroll in a maximum of twelve (12) hours during a semester, or nine (9) hours during the summer term, with no possibility of an additional load. An exception to these limits may be granted when course PA 601 constitutes a part of the load.

Most students enrolled in the M.Ed. program will be full-time employed educators. Therefore, a full course load will be one three (3) credit hour course per eight week term. Completion of the entire degree is possible in ten terms, or two calendar years. In summer school, students may enroll in two three (3) credit hour courses.

Full-time enrollment in the M.B.A. program is six (6) credit hours per eight week term [or three (3) hours per term]. Half-time in the semester format is three (3) hours.

## 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 degree requirements must be completed within seven (7) years.

## Transfer Credits

Students transferring from other graduate institutions may request the granting of transfer credits. The request must be accompanied by an official transcript from the previously attended institution. Hours transferred are at the discretion of the Park University and must be requested at the time of application for admission.

In the M.B.A. program, a maximum of **six (6) hours of transfer credit may be granted.** An additional three hours of credit may be transferred through completion of the Fast Trac program.

In the graduate programs in Education, a maximum of six (6) credit hours may transfer for the Master of Education or Master of Arts in Teaching. To be considered for transfer, courses must be relevant to the appropriate degree or to the teaching field of the student. Field experience or practicum hours may not be transferred into the program.

In the M.P.A. degree, a maximum of seven (7) hours of transfer credit may be granted. Courses PA 601 and PA 602 cannot be replaced by transfer credit.

Transfer credit must be requested prior to the time of admission unless otherwise approved by the program director.

## Classroom Conduct and Disciplinary Action

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

## Satisfactory Academic Progress

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](http://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 Associate Vice President of Enrollment Management.

Standards for satisfactory academic progress are as follows:

## M.P.A. Graduate Students

	Fall or Spring Semesters		Summer Semester	
	Full Time	½ Time	Full Time	½ Time
Hours per Semester	8+ Hours	4-7 Hours	4+ Hours	2-3 Hours
Must Pass per Semester	8 Hours	4 Hours	4 Hours	2 Hours

## M.Ed./M.B.A. Graduate Students

	Fall or Spring Semesters		Summer Semester	
	Full Time	½ Time	Full Time	½ Time
Hours per Semester	6+ Hours	3-5 Hours	3 Hours	N/A
Must pass per semester	6 Hours	3 Hours	3 Hours	N/A

### 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. Courses may not be added or dropped by telephone. A student using Veteran's Administration educational benefits may drop a course without penalty by the VA during the Registration Adjustment Period.

### Academic Withdrawal Policy

Park University reserves the right to withdraw a student from a class(es) 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.

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 this date. If a student fails to initiate the withdrawal process, and is withdrawn for non-attendance, this is an administrative withdrawal. In this case, refunds will be based on the withdrawal date or the mid-point of the semester or term.

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

## 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%	

Students with financial assistance awards who withdraw from Park University will have financial assistance refunded in compliance with federal regulations as stated in the Federal Register. Park University 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.**

# 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 816-584-6514 for additional information.

For financial assistance purposes, need is the difference between the cost of attending Park University and all the 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](http://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. 2004-2005 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

**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 guaranteed 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.

## 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](http://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.

# 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. To help meet the educational needs of the business community in the Greater Kansas City area and beyond.
2. To offer an accessible program of quality for working professionals by providing evening, weekend, and summer courses.
3. To accommodate the needs of working professionals by offering many courses on an accelerated basis.
4. To prepare business professionals to work in a global environment that embraces diversity.
5. To help develop the technical and interpersonal communication skills, as well as analytical skills via a variety of means including individual study, group work, case discussions, and written and verbal presentations.
6. To provide opportunities for interaction with business leaders and other professionals in related fields.
7. To promote ethical sensitivity in management decisions impacting the environment, labor, the community and other stakeholders.
8. To promote forums in which students, alumni, business leaders and others may network and exchange ideas.
9. To expand opportunities for business scholarship.

## Admission Requirements

- A bachelor's degree from an accredited U. S. institution or the equivalent from a foreign institution.
- A minimum 2.5 cum GPA in the bachelor's degree.
- 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.

## Non-Degree-Seeking Students

Park University Seniors may be admitted with special permission (with 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.

## Probationary Admission

Applicants who fail to meet one or more of the requirements for regular admission may be admitted on probation, provided additional evidence of capacity to perform satisfactory work is presented. Such evidence might include superior performance of post-baccalaureate work, exceptional GMAT scores or GRE scores, and other achievements such as years of relevant work experience.

Students entering on probation will remain on probation until the completion of 9 hours of graduate-level, graded courses ("A" and "B" only) with at least a 3.0 average. Probationary status may affect financial aid.

## Requirements for Graduation

1. Completion of 36 credit hours of graduate core and electives with no more than 6 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. GPA of at least 3.0 with no more than two grades of "C" in graduate courses taken at Park.
3. Passing of comprehensive exam with a grade of "B" or better. The comprehensive exam may be repeated one time. A third attempt may be permitted by the Graduate Dean upon the recommendation of the M.B.A. Director.

## Common Body of Knowledge:

Applicants who have not completed the Common Body of Knowledge coursework may complete this requirement by taking the indicated undergraduate courses, or their equivalents. 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:

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.
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**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 interesting 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 M.B.A. 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.

## 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.
- 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.

# MASTERS 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 21<sup>st</sup> 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.

In graduate education our goal is to contribute to the empowerment of educators so they can become change agents in their environment and advocates for their students. We use 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 as we continually renew ourselves and our practice.

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. We encourage 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, we have set 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

The 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 teacher 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, preservice 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.

## Requirements for Graduation

Successful completion of 36 credit hours, with no grade lower than a "C," in the required courses with a cumulative GPA of 3.0 or higher. Additionally, no more than six hours of "C" may be applied toward degree requirements. A course in which a student earns lower than a "C" must be repeated and a "B" or higher must be earned. A student who fails to meet the preceding requirement or who has more than two "C's" or lower grades will immediately be withdrawn from the program.

## Non-Degree-Seeking (Visiting) Students

It is possible to take classes as a non-degree seeking student; however, the number of credit hours enrolled as a non-degree seeking student is limited to twelve academic hours.

## 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. We are committed to the belief that education can improve the lives of students and in turn positively impact our society.

As practicing educators ourselves we are aware of the demanding schedule that teachers maintain. Therefore, the Graduate programs have been designed to be friendly to the working professional. They are 36-hour degrees, offered in an eight week format, one night per week. Because of the intensive format, we offer flexibility in enrollment by allowing a student to stop out for a term with no penalty when the student returns.

We strive to utilize the educational experiences of the students in the program. The degree is designed to allow educators to explore issues, design curriculum and learn new strategies and techniques that will enable them to become more effective educators. We hope that they will gain experience in becoming reflective educators, learning to apply theory and new research into their educational practice.

Full-time enrollment is one course per eight week term and two courses in the summer. It is possible to 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. We use a praxis model that ties theory and practice together in each course. We strive to develop reflective educators who can be change agents in the lives of their students, in their school and communities. The program culminates in an Action Practicum and Critical Reflections Seminar.

The degree requires eighteen hours of core courses and eighteen hours of electives. The student may choose electives from a rotating selection. We also offer special topics and short courses so we can address pressing educational needs of teachers. In addition to a "design your own" general elective emphasis, we also offer these specific emphasis areas - multiculturalism, education law, and at-risk education. These courses are designed to help the teacher meet the critical needs of a changing society.

There are no tracks for emphasis area or for level. All levels may be taught in classes, with the level emphasis coming from the practical applications each should make. It is assumed courses will require an application component. The application component is necessary if this is to be truly a practical teaching degree.

### Admission Requirements

- A Bachelor's degree in education from an accredited institution or hold a valid state teaching certificate.
- 2.75 minimum GPA 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)

**Note:** 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 Curriculum

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

<b>Core:</b>			<b>18 hrs.</b>
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.

<b>Electives</b>	<b>18 hrs.</b>
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## 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 — 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 —

### 9 Hours Elective, 9 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 course:

ED	544	Teaching the At-Risk Student	3 hrs.
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#### Two of the following courses:

ED	519	Diversity in the Classroom	3 hrs.
ED	520	Special Needs in the Classroom	3 hrs.
ED	526	Advanced Classroom Management	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	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 *Thesis Standards and 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 630 and ED 640.

## 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. This degree was created to help meet the current teacher shortage by offering an opportunity for those possessing a bachelor's degree to seek certification in a master's degree program. Potential elementary teachers may take appropriate coursework but it will not lead to complete elementary certification. The candidate will have a bachelor's degree in the field in which they wish to certify. Park University certifies at the middle and secondary level in English, journalism (secondary only), math, social studies, unified science, art (K-12), and Spanish (K-12). If a candidate lacks hours in the subject area they must remedy these deficiencies, which are not designed as part of this degree. Graduate or undergraduate content courses may be used.

Because our master's programs are offered in the evening eight week format, the courses are more accessible to working adults, however the coursework is intensive. 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, but less than a 3.0 and not lower than 2.75, he/she may begin the certification program as a non-degree seeking student taking up to 12 credit hours with a letter of recommendation from their principal. If they bring the GPA to 3.0 they may be admitted as degree seeking. If a student needs content area work it should be completed before taking graduate level education courses.

## 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.
2. A Missouri passing score on the subject area Praxis exam 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. A 3.0 cumulative GPA (on a four point scale).
4. Three letters of reference, professional preferred, attesting to suitability for teaching, addressing issues of character, personality, commitment, and ability to function under stress.

<b>Courses required for the degree:*</b>	<b>36 hrs.</b>
ED 499 Bridge to Education **	1 hr.

<b>Foundations of Teaching</b>	<b>18 hrs.</b>
ED 513 Law for Educators	3 hrs.
ED 520 Special Needs in the Classroom	3 hrs.
ED 526 Advanced Classroom Management	3 hrs.
ED 527 Growth and Development of Children & Adolescents	3 hrs.
ED 532 Teaching and Learning: Theory into Practice	3 hrs.
<b>One of the following:</b>	
ED 515 Sociological Factors Affecting Education or	
ED 519 Diversity in the Classroom	3hrs.

<b>Methods and Techniques</b>	<b>14 hrs.</b>
ED 491 Technology for Teachers	3 hrs.
ED 531 Literacy Across the Curriculum	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 36 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 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.

## Requirements for Graduation

In addition to graduation requirements stated previously, 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.

# 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. Because we anticipate most of our students will be employed educators, we will not encourage them 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 GPA 2.75 (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.

## Requirements for Graduation

In addition to graduation requirements stated previously, 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.

### Curriculum

**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	Student Growth and Development	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.
<b>One of the following two courses</b>			
ED	624	Elementary Administration <b>or</b>	
ED	625	Secondary School Administration*	3 hrs.
ED	634	Administrative Field Experience	3 hrs.
ED	635	School Organization	3 hrs.
ED	645	Evaluation and Assessment of Teachers	3 hrs.

**\*NOTE:** Those 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	541	Middle School Philosophy and Organization	3 hrs.
ED	546	Advanced Diagnosis and Remediation of Reading Difficulties	3 hrs.

## 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. Because we anticipate most of our students will be employed educators we will not encourage them 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 GPA of 2.75 (on a 4.0 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 3.0 (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 2-page philosophy of education and how that led him/her to desire a degree and certification in special education.

## Requirements for Graduation

In addition to graduation requirements stated previously, 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. A student must meet all state certification requirements. Additional coursework may be necessary for certification depending on previous preparation.

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

# Master of Education

## Adult Education Emphasis

(Approval pending)

### 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.

### Admissions Requirements

- Hold a Bachelor's Degree from an accredited institution.
- 2.75 minimum GPA in Bachelor's 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).

## Degree Requirements

This 36-hour program is offered in an eight week term format (5 terms available per year – Fall I, Fall II, Spring I, Spring II, and Summer).

### Core Courses: 18 hrs.

ED	515	Sociological Factors Affecting Education	3 hrs.
ED	516	Introduction to Graduate Research	3 hrs.
ED	532	Teaching and Learning: Theory into Practice	3 hrs.
ED	606	Curriculum, Theory and Practice	3 hrs.
ED	629	Critical Reflection Seminar	3 hrs.
ED	630	Action Practicum	3 hrs.

### Adult Education Core Courses: 15 hrs.

ED	500	Foundations of Adult Education	3 hrs.
ED	530	Adult Learning and Development	3 hrs.
ED	550	Epistemological Development	3 hrs.
ED	560	Educational Leadership	3 hrs.
ED	570	Critical Teaching for Social Change	3 hrs.

### Elective Area Courses (One course from the following):

ED	491	Technology for Teachers	3 hrs.
ED	495	Statistics	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.

## 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.

## Graduation Requirements

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

# Master of Education Early Childhood Education Emphasis

(Approval pending)

## 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 GPA in Bachelor's 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. A listing of core courses and early childhood emphasis courses, with course descriptions, follows.

### Courses currently offered in the existing Master of Education

<b>Program</b>			<b>18 hrs.</b>
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	629	Critical Reflections Seminar	3 hrs.
ED	630	Action Practicum	3 hrs.

### Early Childhood Courses (birth-through grade three) 18 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.

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

### Graduation Requirements

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

## Course Descriptions

- 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 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 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.
- 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 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.

- 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 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 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.*
- ED 602**                      **Mentorship**                      **4 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 the first year in the program commencing in Fall I. *Instructor Permission Required.*
- 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)
- ED 608**                      **Assessment**                      **3 cr.**  
 A study of qualitative and quantitative tests and measurements including naturalistic, case study, and longitudinal methods of assessment.
- 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 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 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)
- 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).

## Education Advisory Board

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Asst. Supt./Park Hill School District

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Teacher/Student Rep.

Ms. Dorothy Curtis  
Teacher/K.C., MO School District

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Park Hill Special Education Teacher (retired)

Ms. Debbie Kirkpatrick  
Elementary Teacher, Park Hill School District

Ms. Gale Lee  
Principal, De La Salle Education Center

Dr. Patricia Hutchens-McClelland  
Associate Dean, School of Education, Park University

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Graduate Student/Teacher

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Asst. Prof. of Education, Park University

Ms. Marietta West  
Principal, Mt. Washington German Magnet

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Teacher, North Kansas City

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Principal, Independence School District
- Dr. Deborah Theiss  
Principal, Center School District
- Mr. Brad Welle  
Principal, Liberty School District

# MASTER OF PUBLIC AFFAIRS

The Hauptmann School for Public Affairs believes the Master's of Public Affairs (M.P.A.) degree is to serve the professional advancement of middle managers in the fields of government, business, industry and the nonprofit sector. Graduates of the program will be able to promote rationality, responsibility and responsiveness in their organizations within a framework of the highest ethical values. The School operates within the framework of the basic values and ideas underlying the American social, political and economic systems. The study of public affairs will make it possible for the students to understand the American system better, to see its opportunities as well as its shortcomings, and to recognize that the future direction of the system will be influenced and affected by what they do or fail to do.

Public affairs is understood to be the field of study which shows the interrelationships between the activities of government (at all its levels) with other elements of the social and economic systems. The public manager, or any other person involved in government, or positions related to government, has to learn to view government and administration in this broad perspective of interrelationships.

## Vision Statement

Graduates of the Hauptmann School for Public Affairs will be professionals who have learned to integrate theory with application and become leaders in improving management in government, business, and nonprofit sectors of society.

## Mission

The mission of the Hauptmann School for Public Affairs is to offer a professional program of study, founded on the liberal arts tradition that provides its graduates with the knowledge, skills and values that are necessary for leadership and service to government, business and nonprofit sectors of society.

## Goals

### Academic Program

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.

## **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.

## **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 this to the world of the Internet.
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.

The student will concentrate in one of the six program areas: (a) public management, (b) government-business relations, or (c) nonprofit and community services management, (d) management of information systems (e) health care/health services management or, (f) disaster and emergency management (approval pending). In the selected area a coordinated overview will be presented in three courses taught by academicians. Qualified practitioners will inform the students of current developments and trends in the same area through theory/practice integration courses. Six of these integration courses will be available in each area. The student will select four of these for the purpose of supplementing practical knowledge.

The postulated unity of the public affairs field then leads to an excursion into one of the other program areas. The student will be required to select one theory and one integration course relevant to the chosen program area.

An applied project or projects will be 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. The project will be supervised by a program coordinator or a faculty member closely related to the student's interests, e.g. law enforcement, public relations, etc. Especially at this stage, but also throughout the entire program, the student's academic advisor will be in close contact with the student's employer to assure that the direction of the study satisfies the needs of the government agency or private organization.

Just as the cornerstone of the curriculum assumes the unity of the public affairs area, so does its capstone. It is a seminar for all students regardless of program area. This seminar will focus on presentation of student research 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.

Details of the design are described in the following rules and regulations.

## Admission Requirements for Degree-Seeking Students

1. Bachelor's degree from an accredited institution, with no less than a 2.5 grade point average (based on a 4.0 scale) in the last sixty (60) semester hours of undergraduate study. 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. Requirements 2 and 3 may be adjusted for International students.

Prospective students experiencing delay in gathering the required transcripts and letters may be admitted conditionally. 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.

## 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.

## Academic Progress and Probation

The Hauptmann School requires satisfactory progress toward the M.P.A. degree. Satisfactory progress is defined as maintaining a grade point average of 3.0. Students failing to meet this requirement will be placed on academic probation and continue on probation until a cumulative grade point average of 3.0 or higher is obtained.

The student has to achieve the 3.0 average no later than four courses after the beginning of probation.

To be removed from the probation list the student has to raise the grade point average to 3.0 during the succeeding regular semester (not counting the summer term).

A student placed on probation for two consecutive regular semesters will be asked to withdraw from the school or change to non-degree status.

Automatic academic dismissal will occur when: (a) the 3.0 average is not achieved during the prescribed period or (b) when a third grade of "C" is earned.

## 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.

## Admission to Degree Candidacy

In the final week of enrollment in PA 501, Public Affairs Concepts and Theory, each student will be given the Degree Candidacy Examination in class. This examination, which will be in essay format, is designed to ascertain the student's critical thinking and writing skills. The test will be administered and graded by the PA 501 instructor. For the purposes of degree candidacy the test will be graded as pass/fail and the PA 501 instructor will report the results of the test to the M.P.A. Director. The PA 501 instructor may use this examination as the final for the PA 501 class.

If the written test shows deficiencies, an oral interview with the Director and the appropriate Area Coordinator will follow. This interview will determine whether degree candidacy will be denied, or granted conditionally with specific conditions (i.e. relevant course work) and after successful retake of the written test.

## Non-Degree-Seeking Students

Special admission requirements (available upon request) apply to the following categories of non-degree-students:

1. Non-degree-students - Students with a bachelor's degree who intend to use some of the offered courses for their professional advancement, but do not plan to complete the M.P.A. degree.
2. Park University Seniors - Admitted with special permission. Not more than six (6) hours per year for graduate credit, or six (6) hours per semester for undergraduate credit.
3. Registered auditors - Students interested in the course, but not pursuing it for a grade.

## Comprehensive Examination

During the enrollment in PA 602, or as soon afterwards as possible, each student will have to pass a written and an oral comprehensive examination. The written examination will consist of a segment emphasizing the major program area (120 minutes - 65% of grade) and a second segment related to the secondary area (40 minutes - 20% of grade), and a third segment dealing with the correlation of the student's areas of study and public affairs in general (25 minutes - 15% of grade).

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 of (one) 1 hour duration and will be given normally in the second week preceding graduation. The candidate must pass both examinations with at least a "B" grade.

Letter grades will be assigned for both examinations and placed on the student's academic record.

## Summary of Graduation Requirements for the M.P.A. Degree

1. Completion of thirty-six (36) semester hours of prescribed courses;
2. An overall Grade Point Average of at least 3.0;
3. No course grade below "C" and no more than 2 (two) grades of "C"; and
4. Passing of the comprehensive examinations with at least "B" grades.

## 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.

- |    |   |        |
|----|---|--------|
| 1. | Public affairs core courses (PA 501 and PA 502) | 6 hrs. |
| 2. | Technology and Public Affairs (PA 505)          | 1 hr.  |
| 3. | Applied project (PA 601)                        | 4 hrs. |
| 4. | Seminar in public affairs (PA 602)              | 3 hrs. |

### Courses in Program Area A - Public Management 22hrs.

- |    |  |        |
|----|--|--------|
| 1. | Three theory courses (PA 511, PA 512, PA 513)  | 9 hrs. |
| 2. | Four of six theory/practice integration courses<br>(PA 561, PA 562, PA 563, PA 564, PA 565, PA 566)  | 8 hrs. |
| 3. | One theory course from another area<br>(PA 521, PA 522, PA 523 or PA 542, PA 543, PA 545)  | 3 hrs. |
| 4. | One theory/practice integration course from the<br>same area as selected in point 3 above<br>(PA 570, PA 571, PA 575, PA 576, PA 578, PA 579<br>or PA 591, PA 593, PA 594, PA 595, PA 596, PA 597) | 2 hrs. |

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

- |    |   |        |
|----|---|--------|
| 1. | Three theory courses (PA 521, PA 522, PA 523) | 9 hrs. |
|----|---|--------|

- |    |  |        |
|----|--|--------|
| 2. | Four of six theory/practice integration courses<br>(PA 570, PA 571, PA 575, PA 576, PA 578, PA 579)  | 8 hrs. |
| 3. | One theory course from another area<br>(PA 511, PA 512, PA 513 or PA 543, PA 545)  | 3 hrs. |
| 4. | One theory/practice integration course from the<br>same area as selected in point 3 above<br>(PA 561, PA 562, PA 563, PA 564, PA 565, PA 566<br>or PA 591, PA 593, PA 594, PA 595, PA 596, PA 597) | 2 hrs. |

## **Courses in Program Area C - Nonprofit & Community**

### **Services Management 22hrs.**

- |    |  |        |
|----|--|--------|
| 1. | Three theory courses (PA 542, PA 543, PA 545)  | 9 hrs. |
| 2. | Four of six theory/practice integration courses<br>(PA 591, PA 593, PA 594, PA 595, PA 596, PA 597)  | 8 hrs. |
| 3. | One theory course from another area<br>(PA 511, PA 512, PA 513 or PA 521, PA 522, PA 523)  | 3 hrs. |
| 4. | One theory/practice integration course from the<br>same area as selected in point 3 above<br>(PA 561, PA 562, PA 563, PA 564, PA 565, PA 566<br>or PA 570, PA 571, PA 575, PA 576, PA 578, PA 579) | 2 hrs. |

## **Courses in Program Area D - Management of Information**

### **Systems 23 hrs.**

- |    |  |         |
|----|--|---------|
| 1. | Three theory courses from one of other three areas<br>(PA 511, PA 512, PA 513 or PA 521, PA 522, PA 523<br>or PA 542, PA 543, PA 545)  | 9 hrs.  |
| 2. | Four theory/practice integration courses<br>(IS 605, IS 610, IS 620, IS 640)*<br>* completion of these four courses will also satisfy the<br>PA 505 Core requirement   | 12 hrs. |
| 3. | One theory/practice integration course from another area<br>(PA 561, PA 562, PA 563, PA 564, PA 565, PA 566<br>or PA 570, PA 571, PA 575, PA 576, PA 578, PA 579<br>or PA 591, PA 593, PA 594, PA 595, PA 596, PA 597) | 2 hrs.  |

## **Courses in Program Area E - Health Care/Health**

### **Services Management 23 hrs.**

- |    |   |        |
|----|---|--------|
| 1. | Three theory courses from one of other three areas<br>(PA 511, PA 512, PA 513 or PA 521, PA 522, PA 523<br>or PA 542, PA 543, PA 545) | 9 hrs. |
| 2. | Four theory/practice integration courses  |        |

- (HA 511, HA 518, HA 520, and one of the following:  
HA 516, HA 517, or HA 521) 12 hrs.
3. One theory/practice integration course from another area  
(PA 561, PA 562, PA 563, PA 564, PA 565, PA 566  
or PA 570, PA 571, PA 575, PA 576, PA 578, PA 579  
or PA 591, PA 593, PA 594, PA 595, PA 596, PA 597) 2 hrs.

## **Courses in Program Area F - Disaster and Emergency Management 22 hrs.**

1. Three theory courses (PA 551, PA 552, PA 553) 9 hrs.
2. Four of seven theory/practice integration courses  
(PA 581, PA 582, PA 583, PA 584, PA 585,  
PA 586, PA 587) 8 hrs.
3. One theory course from another area  
(PA 511, PA 512, PA 513 or PA 521, PA 522, PA 523  
or PA 542, PA 543, PA 545) 3 hrs.
4. One theory/practice integration course from the same  
area as #3 above  
(PA 561, PA 562, PA 563, PA 564, PA 565, PA 566  
or PA 570, PA 571, PA 575, PA 576, PA 578, PA 579  
or PA 591, PA 593, PA 594, PA 595, PA 596, PA 597) 2 hrs.

**NOTE:** An M.P.A. graduate who is interested in a second program area must complete all 22 hours of this area (as listed above). The completion of this second area will be noted on the transcript.

## **Course Descriptions**

- 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 integration technology.
- HA 516 Health Care Financial Applications 3 cr.**



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.
- 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.
- 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.**  
Application of statistical techniques to the quantitative aspects of the social sciences and public affairs. The design and analysis of survey research. Emphasis on government data sources analysis. 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 legal system and its effect on the work of public organizations. Discussion of the basic elements of administrative law as it applies to public organizations.

- PA 570**                      **Community Economic Development**                      **2 cr.**  
An examination of concepts, processes, strategies, plans and techniques of economic development in local communities; economic and legal issues affecting development; the politics and management of community economic development programs. Emphasis on the study of successful public-private sector partnership models.
- 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 the nonprofit organization 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. Approached 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 Program Coordinator.

- 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.

## 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.

### 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.
- 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.
- 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.
- 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.

# Park University 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.

### **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, 1999 through December 31, 1999**  
**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	5	2	0	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, 2000 through December 31, 2000**  
**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	1	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	11	1	0	2	4	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, 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

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