PARK UNIVERSITY
2015
Graduate Catalog
2016

2015-2016 Graduate Catalog Amendments

(Revised 3/11/16)

ATTENDANCE

Delete the present policy.

Add:

ATTENDANCE

Policy change.

Graduate students are expected to attend all classes, laboratories and field work for which they are enrolled, and complete all work assigned by the instructor. This policy applies to all online and face-to-face classes.

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

2. Students who have not engaged in an academically-related activity within the first two weeks of class will be withdrawn from the course(s). International nonimmigrant students who are withdrawn from a course may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

3. An absence is a matter between the student and the instructor. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.

4. An Incomplete is issued at the discretion of the instructor and may not be issued to a student who has unexcused or excessive absences.

5. A grade of "F" earned by students receiving financial assistance will be reported to the appropriate agency. Instructors also will report when the last day an academically-related activity was performed for students who receive an "F".

WITHDRAWALS
Delete **Academic Withdrawal Policy** *and all under it*

Add:

WITHDRAWALS
Policy change.
Park University has two types of withdrawal from courses. An administrative withdrawal is initiated by the institution. An academic withdrawal is initiated by the student. If you have financial aid, administrative withdrawals and/or student-initiated withdrawals may affect that assistance. If the student is an international nonimmigrant student, either type of withdrawal may result in a loss of lawful nonimmigrant status.

Administrative Withdrawal
Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically-related activity in a class during the first two weeks of the semester/term.

In the case of an administrative withdrawal for failure to meet financial obligations, the University will initiate an administrative withdrawal.

If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Academic Withdrawal
Students are able to initiate an academic withdrawal until the last day of the semester/term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a "W". Students who withdraw after two-thirds of the way through the semester/term will receive a "WF". Refer to the grading policy for additional information. Refund of tuition is based on the date the student requested to be withdrawn (effective date). Students must officially withdraw through the Student Success Center or by e-mailing advising@park.edu.

GRADUATE SCHOOL WITHDRAWAL
In order to totally withdraw from the School of Graduate and Professional Studies, students must first initiate a withdrawal from all classes. Withdrawals must be requested in writing via correspondence, e-mail or fax. Withdrawals by telephone will not be accepted.

Delete all under **FINANCIAL ASSISTANCE** *on page 35.*

Add under **FINANCIAL ASSISTANCE**

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

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

Types of Federal Financial Aid For Graduate Students
Graduate and professional degree students may be eligible to receive aid from the following federal student aid programs:

- **The William D. Ford Federal Direct Loan (Direct Loan) Program**
  This is the largest federal student loan program. Under this program, the US Department of Education (ED) is your lender rather than a bank or other financial institution. There are two types of Direct Loans that graduate and professional degree students may receive:

  - **Direct Unsubsidized Loans**
    Eligible students may borrow up to $20,500 per school year. Graduate and professional students enrolled in certain health profession programs may receive additional Direct Unsubsidized Loan amounts each academic year. Contact your school's financial aid office for details.

  - **Direct PLUS Loans**
    Eligible graduate and professional degree students who need to borrow more than the maximum unsubsidized loan amounts to meet their education costs may apply for a PLUS loan. A credit check will be performed during the application process.

- **Teacher Education Assistance for College and Higher Education (TEACH) Grant**
  The TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. The TEACH Grant is different from other federal student grants in that it requires you to take certain kinds of classes to get the grant, and then to do a certain kind of job to keep the grant from turning into a loan.

- **Federal Work-Study (FWS) Program**
  The Federal Work-Study Program provides part-time jobs for undergraduate and graduate students with financial need. This program allows you to earn money to help pay education expenses. The program encourages community service work and work related to your course of study

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*Delete "***Satisfactory Academic Progress Policy/Financial Assistance for Graduate Students***" The Satisfactory Academic Progress Policy may be found at www.park.edu/finaid.*

GRADUATE CATALOG
2015-2016

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

Certified true and correct as to content and policy.

Jerry Jorgensen, Ph.D.
Provost and Senior Vice President

A Message from the Provost

Dear Graduate Students,

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

Founded in 1875 in Parkville, Mo., the University established a historical prominence and sound reputation as a quality higher educational institution that embraced diversity and inclusivity. Today, we are proud to extend that service, representing undergraduate and graduate students at 41 campus centers located nationally in 21 states and globally online. In addition to serving students from 103 countries and all 50 states, Park is pleased to provide convenient access to quality education programs for our brave men and women in uniform and their dependents. The University has enjoyed and educational partnership with the United States military that stretches over 90 years, and we look forward to continuing our services.

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

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

Welcome!

Jerry Jorgensen, Ph.D.
Provost and Senior Vice President
Park University

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A student enrolling in 2015-2016 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 website. Changes to programs and policies, addenda and errata are updated on the web version of the catalog as necessary. *The Park University Graduate Catalog* is available at www.park.edu/catalogs.

GRADUATE SCHOOL CONTACT INFORMATION

General inquiries should be directed to:
Park University
School of Graduate and Professional Studies
911 Main St., Suite 800
Kansas City, MO 64105
Telephone: (816) 559-5625
Fax: (816) 472-1173
E-mail: gradschool@park.edu
Application for admission is available at: www.park.edu/apply.

Laurie N. DiPadova-Stocks, Ph.D.
Dean
School of Graduate and Professional Studies
911 Main St., Suite 800
Kansas City, MO 64105
Telephone: (816) 559-5624
Fax: (816) 472-1173
E-mail: ldipadovastocks@park.edu

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

SCHOOL FOR EDUCATION

Michelle E. Myers, Ed.D., Dean
Park University
School for Education
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6335
Fax: (816) 741-4371
E-mail: michelle.myers@park.edu

Master of Education
Jan McKinley, Ed.D., Director
Park University
Graduate Education Programs
911 Main St., Suite 800
Kansas City, MO 64105
Telephone: (816) 559-5626
Fax: (816) 472-1173
E-mail: janis.mckinley@park.edu

SCHOOL OF BUSINESS

Brad Kleindl, Ph.D., Dean
Park University
School of Business
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6308
Fax: (816) 741-5218
E-mail: brad.kleindl@park.edu

Master of Business Administration
Jackie Campbell, MHL
Park University
Master of Business Administration
911 Main St., Suite 800
Kansas City, MO 64105
Telephone: (816) 559-5678
Fax: (816) 472-1173
E-mail: jackie.campbell@park.edu

Master of Healthcare Administration
Suzanne Discenza, Ph.D., Director
Park University
Master of Healthcare Administration
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5643
Fax: (816) 472-1173
E-mail: suzanne.discenza@park.edu

COLLEGE OF LIBERAL ARTS AND SCIENCES

Emily Donnelli-Sallee, Ph.D., Dean
Park University
College of Liberal Arts and Sciences
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6779
Fax: (816) 505-5454
E-mail: emilyd@park.edu

Master of Arts in
Communication and Leadership
J. Mark Noe, Ph.D., Director
Park University
Master of Arts in Communication and
Leadership
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6311
Fax: (816) 505-5454
E-mail: jmarknoe@park.edu

Master of Social Work
Walter Kisthardt, Ph.D., M.S.W., Director
Park University
Master of Social Work
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6586
E-mail: wkistardt@park.edu

HAUPTMANN SCHOOL OF PUBLIC AFFAIRS
James F. Pasley, Ph.D., Associate Dean
Park University
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Parkville, MO 64152-3795
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E-mail: james.pasley@park.edu

Master of Public Affairs
Rebekkah Johnson Stuteville, Ph.D.
Director
Park University
Master of Public Affairs
911 Main, Suite 900
Kansas City, MO 64105
Telephone: (816) 559-5634
Fax: (816) 472-1173
E-mail: rebekkah.stuteville@park.edu

INTERNATIONAL CENTER FOR MUSIC

Ingrid Stölzel, D.M.A., Director
Park University
International Center for Music
8700 NW River Park Drive
Parkville, MO 64152-3795
Telephone: (816) 584-6484
Fax: (816) 584-6551
E-mail: istolzel@park.edu

PARK'S PROMISE

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

Our Mission

Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective, and engage in lifelong learning and service to others.

Our Vision

Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

Core Values

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

Our Motto

Fides et Labor
(Faith and Work)

PARK UNIVERSITY SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES MISSION AND VISION

Mission Statement

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

Vision Statement

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

ACADEMIC CALENDAR FOR 2015-2016

Fall Semester (FAP) 2015
August 17 – December 11
Registration (confirmation deadline) . . . . Monday, August 10
Fall Recess . . . . Sunday-Sunday, October 11-19
Examination Period . . . . Sunday-Sunday, December 6-13
Mid-Year Commencement . . . . Saturday, December 12

Fall I Term (F1P) 2015
August 17 – October 11
Registration (confirmation deadline) . . . . Monday, August 10
Examination Period . . . . Sunday-Sunday, October 4-11
Labor Day (offices closed) . . . . Monday, September 7

Fall 2 Term (F2P) 2015
October 19 – December 13
Registration (confirmation deadline) . . . . Monday, October 12
Examination Period . . . . Sunday-Sunday, December 6-13
Veterans Day (offices closed) . . . . Wednesday, November 11
Thanksgiving Recess (offices closed) . . . . Thursday-Sunday, November 26-
                                                                 November 29

Spring Semester (SPP) 2016
January 11 – May 8
Registration (confirmation deadline) . . . . Monday, January 4
Spring Recess . . . . Sunday-Sunday, March 6-13
Examination Period . . . . Saturday-Sunday, May 1-8
Commencement. . . . . Saturday, May 7

Spring 1 Term (S1P) 2016
January 11 – April 29
Registration (confirmation deadline) . . . . Monday, January 4
Examination Period . . . . Sunday-Sunday, March 6-13
Martin Luther King Jr. Day (offices closed) . . . . Monday, January 18
President's Day (offices closed) . . . . Monday, February 15

Spring 2 Term (S2P) 2016
March 14 – May 8
Registration (confirmation deadline) . . . . Monday, March 7
Examination Period . . . . Sunday-Sunday, May 1-8

Two-Week Session "Maymester" (UMP) 2016
May 9 – May 20
Registration (confirmation deadline) . . . . Monday, May 2
Memorial Day (offices closed) . . . . Monday, May 30

Four-Week Session "Junemester" (UJP) 2016

June 6 – July 1

Registration (confirmation deadline) . . . . Tuesday, May 31

Eight-Week Summer Session (U1P) 2016

June 6 – July 31

Registration (confirmation deadline) . . . . Tuesday, May 31

Independence Day observed (offices closed) . . . . Monday, July 4

Four-Week Session "Julymester" (ULP) 2016

July 11 – August 4

Registration (confirmation deadline) . . . . Tuesday, July 5

TUITION AND FEES

(Subject to change by Park University)

Graduate Tuition . . . .$505/credit hour

Students may qualify for one of the following special graduate tuition rates:
   Military . . . .$385/credit hour
   (includes active duty, active duty dependents, reservists and National Guard)
   Veterans . . . .$445/credit hour
   (includes veterans and veteran dependents using G.I. Bill)

Applied and Performance Music Courses . . . .$552/credit hour
Homeland Security Courses — Face-to-Face . . . .$360/credit hour
Homeland Security Courses — Online . . . .$385/credit hour

Fees and Charges (all fees are nonrefundable)
   Application Fee (waived for Park University graduates) $50
   Diploma Fee & Other Graduation Charges $125
   Graduate Certificate Fee $125
   International Student Fee* $50
   Master of Business Administration Instructional Fee (per credit hour) $75
   Late Payment Charge $20
   Late Registration Fee (charged during Add/Drop Week) $50
   Official Transcript Fee (per copy) $10
   Hauptmann School of Public Affairs Professional Development Fee
                                 (per credit hour).$4
   Audit a course . . . . .50% of tuition
                                      and full fees
   Returned Check Charge $30
   Thesis Binding Fee (if applicable) $80
* *One-time fee applicable only to international nonimmigrant students*

Registration is not complete without full payment of tuition and fees. The following provisions may be available:
1. The first term each year that a student is to receive a guaranteed student loan, payment of 10 percent of tuition is due at the time of confirmation.
2. Enrollment in the 3 pay Payment Tuition Plan for 8 week courses or 4 pay Payment Tuition Plan for 16 week courses (contact the School of Graduate and Professional Studies student account representative for information).

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

HISTORY OF PARK UNIVERSITY

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University has developed into a comprehensive, independent institution that is a national leader in higher education. In 2000, Park achieved university status and now serves more than 20,900 students annually at 40 campus centers in 21 states and online, including campus centers in Parkville, Independence and Kansas City, Mo.; Austin, Texas; Barstow, Calif.; and military installations across the country.

Serving an ethnically diverse student population and non-traditional adult learners has, for many years, been central to Park's educational mission. Even in its first year, Park University enrolled women students as well as men, something that was unusual at the time; and two of the original 17 students were Native Americans. Park was also an early integrator when it welcomed African-American students to live in Park's residence halls in the 1950s.

Park continues to increase access to higher education by offering the quality undergraduate and graduate degrees students desire at locations, times and delivery formats that best serve their needs. In 2010, the University was ranked as the No. 1 value among private colleges and universities by *Parents & Colleges*, an online resource for parents of college-bound students — a distinction that was reaffirmed in 2012. In 2011 and 2013, Park was ranked the seventh most affordable private university/college in the nation, and first in the Midwest, for tuition and fees, according to *U.S. News and World Report*. Providing such access has developed considerable diversity among the student population, with more than 500 international students from more than 65 countries, and a 48 percent student representation from racial, ethnic and cultural groups typically underrepresented in colleges and universities. The University has repeatedly been recognized as one of the top 100 American colleges/universities in the nation graduating Hispanic, African-American and American-Indian students. In addition, extracurricular activities and championship-caliber athletic programs complement Park's outstanding scholastic programs.

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

Mackay Hall

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

ACCREDITATION

Park University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, (KAN214F), 30 N. LaSalle St., Suite 2400, Chicago, IL, 60602; (312) 263-0456. The State of Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102; (573) 751-3469 has approved the academic standards of Park University's teacher education programs. The Master of Social Work (MSW) program has been approved by the CSWE Commission on Accreditation at its February, 2015 meeting to enter the second year of Candidacy.

MEMBERSHIPS

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

The School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Hauptmann School of Public Affairs is a member of the Network of Schools of Public Policy, Affairs and Administration, an institutional membership organization which exists to promote excellence in public service education. The membership includes U.S. university programs in public affairs, public policy, public administration and nonprofit management. In addition, the MPA program is a partner with the American Society for Public Administration.

The Master of Healthcare Administration program is a Masters Program member of the Association of University Programs in Healthcare Administration, promoting excellence in health administration education. AUPHA is a sponsoring organization for the Commission on Accreditation of Healthcare Management Education.

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

GRADUATE STUDY AT PARK UNIVERSITY

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

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

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

Park University launched its first graduate program in 1982 with the **Master of Public Affairs** degree. This graduate program was developed by Jerzy Hauptmann Ph.D., long-time professor and dean, after whom the Hauptmann School of Public Affairs was named. Designed as a cross-sector degree with a values-grounded liberal arts base, the MPA degree prepares leaders for work and contributions in various sectors of society. Students develop skills needed to interface with organizations across sectors, while acquiring the knowledge base to work in a rapidly changing global community. The MPA program graduates leaders prepared to shape the future in these times of relentless change and to make a difference in their communities and in the world.

The **Master of Education** program was launched in 1995. Originally located at the Parkville Campus and taught in an accelerated format, this program was designed to serve the classroom teacher. Students are encouraged to utilize an action/reflection format in applying educational theory to their own classroom. In 2001, Park University added a degree program in Educational Administration to respond to a growing need for educational professionals certified in this area. A program in Adult Education was added in 2004. Selected programs are now available at the Parkville, Downtown Kansas City and Independence campuses, as well as online.

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

The **Master of Arts in Communication and Leadership** program, instituted in the fall of 2005, is designed for professionals who wish to build upon their current career skills or seek career advancement, and for students seeking preparation for doctoral work. The degree blends the practical and theoretical knowledge needed to serve in corporate settings, the military, the nonprofit sector, government, politics, or to continue in a doctoral program.

The **Master of Healthcare Administration** program, housed within the School of Business, was offered for the first time in the fall of 2006. This program is designed to prepare learners for the health challenges of a global society, by teaching them innovative approaches to healthcare leadership. Graduates of this program will find themselves prepared to deal with the evolving issues of today's healthcare environment in a wide variety of public, private and nonprofit organizations.

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

The **Master of Social Work** program is Park University's newest master's degree program. It is designed to prepare graduates with the knowledge, values and skills needed to deliver effective and efficient advanced social work practice with individuals, families, groups, organizations and communities.

GRADUATE PROGRAMS OFFERED ONLINE

During the fall of 2002, Park University began offering its graduate degree programs online. Currently, the Master of Business Administration (all concentrations), the Master of Public Affairs (all concentrations), the Master of Education (educational leadership, adult education, language and literacy, and teacher leadership), the Master of Arts in Communication and Leadership, and the Master of Healthcare Administration degrees 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 demonstrates the University's commitment to provide quality educational opportunities in a rapidly changing world to diverse student populations. As a result, graduate students enrolling at Park can complete their degrees in traditional classes, in online classes or by combining traditional and online classes, in a manner that suits their needs and enhances their educational experiences. *Note: International students wishing to complete a Park University degree entirely online may do so from their home countries. International nonimmigrant students present in the U.S. on F-1 or J-1 student visas are not eligible to pursue online degrees.*

ADMISSION TO THE SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

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

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

To be admitted, each applicant must hold a bachelor's degree from a regionally accredited United States institution of higher learning or a degree equivalent to a United States bachelor's degree from an accredited foreign institution. Any student wishing to receive transfer credit for coursework undertaken at a foreign institution must request a foreign credit evaluation from International Education Research Foundation (IERF). Students must submit their official foreign credentials and evaluation fee of $185.00 USD directly to IERF at www.ierf.org, and request a 'Detail Report with Course Level Identification'.

Graduate Admissions Requirements

The undergraduate grade point average required for admission is 2.75 on a 4.0 scale. Individual programs may have additional requirements such as appropriate entrance tests (for example, the GRE, www.gre.org [Park University's institutional code is 6177] www.mba.com). Although entrance test scores, by themselves, do not constitute the sole or final criteria for granting or denying admission to any student, each program that requires them may establish specific score requirements and consider them in combination with other criteria, for making admission decisions. Applicants who hold a master's degree are not required to submit scores from the GRE.

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

- An application for graduate admission (www.park.edu/apply)
- An application fee of $50
- An official transcript of the bachelor's degree, sent directly to the School of Graduate and Professional Studies by the issuing institution
- An official record of the score on the aptitude portions of the GRE and, if required by the program, is sent directly to the School of Graduate and Professional Studies by the testing agency.

All documents must be sent to:
Park University
Office of Graduate Admissions and Internationalization
911 Main St., Suite 900
Kansas City, MO 64105

Types of Admission

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

1. **Full Admission.** Applicants who meet all admission requirements and the Graduate Admissions office has received all necessary documents, are granted full admission.
2. **Provisional Admission.** Students may be admitted to a program on a provisional basis and their admission status will be classified as "provisional." The provisional status will be removed when applicants submit test scores or other required documents. Students accepted provisionally must submit complete and satisfactory records before completing 12 credit hours in the graduate program.
3. **Conditional Admission.** Students may be admitted to a program on a conditional basis and their admission status will be classified as "conditional." The conditional status will be removed when applicants complete all prerequisite course requirements for admission into a graduate program, where applicable.
4. **Probationary Admission.** In certain exceptional cases, a student who does not meet the minimum grade point average requirement, but who presents other evidence of ability to succeed in a graduate program, may be granted provisional admission by the director of the graduate program in which the applicant is applying, in concurrence with the dean of the School of Graduate and Professional Studies or designee. The probationary status may be removed after the student has demonstrated academic ability by maintaining a "B" average for the first six credit hours of graduate courses, with no grade lower than a "B".
5. **Non-Degree-Seeking Students.** Non-degree status is available to those with a bachelor's degree who wish to enroll in some graduate courses for their professional advancement, but who do not plan to complete a degree or certificate program. Non-degree-seeking students must have minimum 3.0 grade point average on a 4.0 scale in their bachelor's work to be considered for admission. Lower GPA's may be considered on an individual basis by the relevant program director. Applicants who are seeking non-degree status are not required to submit GRE or GMAT test scores. However, if/when they intend to apply these courses to a degree or certificate program, the student must submit a new application and submit the required test scores, if applicable. No more than 12 graduate credits earned in a non-degree status at Park University may be applied to a master's degree program and no more than six (6) graduate credits earned in a non-degree status at Park University may be applied to a graduate certificate program.
6. **Registered Auditors.** Those students who are interested in a particular course, but who are not taking it for a grade may audit the course. Only face-to-face courses may be audited.

Change of Graduate Programs at Park University

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

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

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

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

Park University Undergraduate Seniors

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

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

Early Access to MPA Program Courses

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, BPA students who have senior standing with a 3.6 GPA or higher may take up to 9 credit hours at the graduate level that count toward both the undergraduate and graduate degree. A student must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MPA credits under this option. See the *Master of Public Affairs* for complete information and requirements.

INTERNATIONAL STUDENT QUALIFICATIONS

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

Park University's School of Graduate and Professional Studies is located in Downtown Kansas City, Missouri as most classes will be provided at the Downtown campus. If you wish to be admitted conditionally to a graduate program, you will be required to take ESL classes through Language Consultants International (LCI) while home campus is located in Parkville, Missouri. Please be aware that Parkville, Missouri is approximately 15 minutes by car.

Admission standards for Graduate International Non-Immigrant Students

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

1. Application for Admission
2. Application fee of $100 (USD)
3. Submit official copies of academic credentials (including all previous college work) in native language and English translation
4. Submit proof of English Proficiency if seeking "full admission" (select one option)
   a. TOEFL – minimum score of 80, with a minimum score of 20 on each section for internet based test or 550 for paper based test
      (Park University TOEFL code is 6574)
   b. IELTS – minimum score of 6.0
      i. Conditional Admission – Admission to Park University does not require TOEFL or IELTS score or other test of English proficiency. However, prospective students will be required to take Intensive English Training program (ESL) through Language Consultants International (LCI) on main campus at Park University in Parkville, Missouri
      ii. English Proficiency Exemption Reasons
         - English speaking country
         - Completed an intensive English program at a U.S. accredited institution. Applicants will be required to submit Certificate of Completion in English as a Second Language (ESL)
         - Completed a degree in a U.S. accredited institution
5. Submit financial statements, financial guarantee - If you hold or intend to seek an F-1 Student or J-1 Exchange Visitor visa, you must provide financial documentation that must be issued within the last 12 months and funds shown must be in liquid assets (readily accessible). Bank statements may be in the country of origin's currency but must be equal to the required U.S. Dollar amount.
   a. If student is SACM sponsored, financial guarantee must be addressed to Park University
6. Submit Affidavit of Support Form
   a. The financial affidavit of support must prove your or your sponsor's willingness to pay for tuition, registration fees, books, and living expenses (if applicable) for the duration of your studies.
7. Submit colored copy of passport
8. If transferring from a school within the United States, the international student must submit the following:
   a. Copy of visa
   b. Copy of I-94 documentation
   c. Copy of I-20/DS-2019
   d. Transfer Form – this is completed after admission to Park University by both the prospective student and the international advising office at the current school attended.
9. For information regarding admission standards for international students email international@park.edu or gradschool@park.edu.

International Students: How to Apply
- Complete Online Application for Admission at www.park.edu
- Pay $100 USD application fee (non-refundable) by credit card or mail your check
- Submit official transcripts in a sealed envelope
- Submit TOEFL/IELTS for "full admission" for English Proficiency
- Notify International Student Admissions and Services at international@park.edu if the applicant is interested in "conditional admission".
- Submit Statement of Finances
- Submit Affidavit of Support form
- Submit colored copy of passport
- Transfer-In – submit copy of visa, I-94, and I-20/DS-2019, Transfer-In Form
- Mail your documents and/or application fee check to:
  > School of Graduate and Professional Studies
  > Park University
  > 911 Main St., Suite 900
  > Kansas City, MO 64105

Estimated Cost of Attendance for International Students (F/J visas) — 2015-2016

Graduate Program (Excluding MBA)	Fall Term	Spring Term	Total
Tuition/Fees	$2,880	$2,880	$5,760
Cost of Living	$5,000	$5,000	$10,000
Books (estimated)	$500	$500	$1,000
Health Insurance	$348	$348	$696
Estimated Total	**$8,728**	**$8,728**	**$17,456**

MBA Program	Fall Term	Spring Term	Total
Tuition/Fees	$3,330	$3,330	$6,660
Cost of Living	$5,000	$5,000	$10,000
Books (estimated)	$500	$500	$1,000
Health Insurance	$348	$348	$696
Estimated Total	**$9,178**	**$9,178**	**$18,356**

- Tuition and fees are subject to change.

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

IMPORTANT NOTICE FOR INTERNATIONAL APPLICANTS

All international non-immigrant applicants must have all required documents, application fee, financial documents, and meet all admission requirements in order for the Office of International Student Admission and Services to recommend your application for admission by the School of Graduate and Professional Studies. Once a decision is made, School of Graduate and Professional Studies will notify ISAS office to process the acceptance or denial decision. If you are admitted for graduate study, ISAS will issue your Form I-20.

Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions at (816) 559-5627 or gradschool@park.edu. Questions regarding Form I-20 and visa issues should be directed to the ISAS at (816) 584-6820 or international@park.edu.

Insurance for International Students

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

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 School of Graduate and Professional Studies and the Office of the Registrar. The following are not intended to be an exhaustive source of information on the policies and standards governing graduate education at Park University. Students may consult their academic advisors or the School of Graduate and Professional Studies for clarification and additional information.

The Graduate Academic Council, chaired by the dean of the School of Graduate and Professional Studies, recommends policies and procedures to govern graduate programs at Park University, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

Academic Honesty

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

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

1. Plagiarism involves the appropriation of another person's ideas, interpretation, words (even a few), data, statements, illustration or creative work, and their presentation as one's own. An offense against plagiarism constitutes a serious academic misconduct. Although offenses against academic integrity can manifest themselves in various ways, the most common forms of offenses are plagiarism and cheating. Plagiarism goes beyond the copying of an entire article. It may include, but is not limited to: copying a section of an article or a chapter from a book, reproduction of an art work, illustration, cartoon, photograph and the like and passing them off as one's own. Copying from the Internet is no less serious an offense than copying from a book or printed article, even when the material is not copyrighted.
Plagiarism also includes borrowing ideas and phrases from, or paraphrasing, someone else's work, published or unpublished, without acknowledging and documenting the source. Acknowledging and documenting the source of an idea or phrase, at the point where it is utilized, is necessary even when the idea or phrase is taken from a speech or conversation with another person.

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

The Academic Honesty Policy can be viewed at:
https://my.park.edu/ICS/Offices/Academic_Affairs/Academic_Honesty.jnz.

Possible Sanctions Against Academic Dishonesty

Depending on the seriousness of the offense, one or more of the following sanctions may be imposed on a student who violates standards of academic integrity (instructor's discretion):

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

When there is evidence of plagiarism in a comprehensive exam, final project or thesis, the instructor, evaluator or primary thesis advisor can:

a. Fail the student for the particular comprehensive exam, final project or thesis.
b. Determine that the student should not be allowed to retake the exam or rewrite the project or thesis.

Imposition of any of the following sanctions requires the approval of the dean of the School in which the student is enrolled:

a. Administrative withdrawal from the course.
b. Academic probation for a specified period of time.
c. Academic suspension for a specific period of time.
d. Dismissal from the program.
e. Expulsion from the University.
   i. The sanctions listed above may result in the violation of the lawful visa status of F-1 or J-1 students which may result in the Termination of their SEVIS Record.

Procedure

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

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

Appeal

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

If the student is unsatisfied by the resolution offered by the program director, the student may request the School dean for a formal hearing, within 14 calendar days of the program director's response. Within 14 calendar days of receiving the hearing request, the School dean will appoint and formally charge a Hearing Committee. This committee will consist of two graduate faculty members from the same program, excluding the instructor and the program director, and a third graduate faculty member from another program. The Hearing Committee will then elect a chair and formally notify the student of the hearing. The hearing will occur within 14 calendar days of receiving the formal charge from the School dean. Both the student and the instructor will be given an opportunity to present their case to the Hearing Committee. Neither the student nor the instructor has the right to be represented by a legal counsel at this hearing. However, the student may choose another student, faculty or staff member to be present at the hearing, for advice. The adviser may not

address the committee members or witnesses. Based on the Committee's recommendation, which must be forwarded to the School dean, in writing, within seven calendar days, the School dean resolves the case, either by affirming the Committee's recommendation, modifying the sanction or dismissing the charges. The School dean's written decision must be mailed to the student, via certified mail, within seven calendar days of receiving the Hearing Committee's recommendation. The School dean's decision is final.

Academic Records

The Registrar's Office maintains an academic record for each enrolled student. All official academic transactions are recorded. Students may access their grades through the MyPark system. Any student may obtain extra copies of a complete transcript by filing an official request, along with payment of the transcript fee of $10 per copy. No transcripts will be issued unless a minimum of one completed Park University course appears on the transcript.

Academic Standards

1. Successful completion of all required coursework, with a cumulative grade point average of 3.0 or higher, is required for graduation. Additionally, students may have no grade lower than a "C" and no more than six (6) hours graded "C" in graduate courses taken at Park University at the time of graduation. While students are not permitted to repeat any course in which the student earns a grade "B" or better, a course in which a student earns a grade "C" or lower may be repeated one time. No more than six (6) credit hours may be repeated.
2. To have satisfactory graduate standing, a student must maintain a 3.0 GPA or better. A student who fails to maintain the required GPA will be placed on academic probation for two terms of attendance during which time the minimum GPA requirements must be met. Failure to meet minimum requirements by the end of the probationary period, or failing to maintain the required GPA after the probationary period, will result in suspension. A student can receive probation only one time during their graduate studies at Park University.

Quality of Work

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

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

GRADE APPEAL PROCEDURE

Course Grade Appeal

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

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

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

Informal Grade Appeal

It is the responsibility of the student to work to resolve the matter with their instructor informally within 30 calendar days subsequent to posting of grades. The instructor should correct the grade if an error was made or communicate with the student and explain the rationale for the grade. If the problem is not resolved informally in discussion with the instructor, the student may file an appeal by submitting, in writing and using the Grade Appeal Form (available in the Graduate School Office), to the appropriate graduate program director, within 45 calendar days subsequent to the posting of the grade. *Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the time limit constitutes waiver of the right to appeal.*
Exception: If the instructor is unavailable because of death, prolonged illness or absence, or is no longer employed with the University, the program director or designee shall handle the situation in place of the faculty. In such a situation, the program director or designee may correct an obvious error, or in consultation with a colleague who is knowledgeable in the discipline, make a grade adjustment if it is warranted.

Formal Grade Appeal

- S**tep 1:** If the problem is not resolved informally with the instructor, the student may appeal the grade formally to the appropriate graduate program director. The formal grade appeal request must be made in writing, using the Grade Appeal Form (see Appendix D) and submitted within 45 calendar days subsequent to the posting of grades in an attempt to resolve the matter. *Except in extraordinary circumstances that include medical emergency and military service, failure to appeal the grade within the deadline constitutes waiver of the right to appeal.* The appeal should clearly state

and document the informal effort made to resolve the problem, reasons for the appeal and relevant documents such as a copy of the course syllabus, copies of exams, quizzes, assignments, etc., which the student believes are necessary to support the appeal. The appeal may also include a statement as to what the student feels should be the appropriate grade. The appropriate program director will promptly notify, in writing, the faculty member of the appeal, requesting a written response, with all supporting documentation. The response and documentation should be received from the faculty member by the program director within five business days of receiving the notice. If the program director was the instructor of the course, the student files the appeal with the dean of the college or school in which the graduate program resides.

- **Step 2:** Within 10 business days of receipt of the appeal, the program director or designee shall make a recommendation for or against the grade change, with justification in writing, and send the recommendation to the dean of the school in which the student is enrolled.
- **Step 3:** Within 10 business days of receiving the recommendation, the dean of the school shall inform the student of the final decision. The dean reserves the right to appoint a grade appeal committee to assist in the decision-making process. If such a committee is appointed, a recommendation must be forwarded in writing to the dean of the school within five business days of completing the review. The dean resolves the case either by affirming the committee's recommendation or by modifying it if necessary. The dean will inform the student in writing of the final decision within five business days of receiving the committee's recommendation or after the dean has determined the outcome. *The dean's decision on the appeal is final with no other appeal process available for either the student or faculty member.*

Grade Change Policy

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

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

Incomplete Notations

The notation of "I" indicates that the coursework was not completed in the time allotted in the semester/term, through no fault of the student (as determined by the instructor). This notation may be issued only in exceptional situations and accompanied by appropriate documentation. Requests for Incompletes are initiated by the student. Incompletes may be issued only upon the approval of the instructor and with a "Contract for Incomplete," signed by the student and the instructor, before the end of the final examination. Once signed by the instructor and the student, the Contract is placed on file in the office of the program director, with a copy sent to the School of Graduate and Professional Studies office. An incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. The final assessment of the grade is postponed to no later than one 16-week semester or two 8-week terms after the last day of the semester/term in which the "I" was received. Failure on the part of the student to complete the work within the time limit will

result in a grade of "F". A student may submit a written request for one 30-day extension. Exceptions to the extension request can only be made upon review and approval of the dean of the appropriate school. After approval by the instructor, the request for extension is filed in the office of the program director, with a copy sent to the School of Graduate and Professional Studies office and the Registrar's office. The final assessment of the grade is submitted by the instructor and approved by the program director or dean.

Note: Students on financial aid or graduate assistantship are advised that an "I" (Incomplete) may suspend the student's financial aid or graduate assistantship.

Attendance

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 for two successive weeks, without approved excuse, will be reported to the director of the individual graduate program, and to the dean of the School of Graduate and Professional Studies, for appropriate action. Students with such a record of absences, without an approved excuse, will be administratively withdrawn from the class and notified that an "F" will be recorded, unless the student initiates official withdrawal from the class(es). International nonimmigrant students on F-1 visas who are administratively withdrawn from a course may be in violation of their lawful visa status which may result in the Termination of their SEVIS Record.

Auditing Courses

A student may audit courses for no credit, by paying one-half of the normal tuition and full fees for the number of credit hours being audited. Students are not eligible for federal financial aid for audited courses.

Classroom Conduct and Disciplinary Action

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

Comprehensive Exam

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

Continuous Enrollment

In most Park University graduate programs, continuous enrollment is expected. Continuous enrollment requires enrollment in at least one course. International nonimmigrant students on F-1 and J-1 visas must enroll full-time in each fall and spring semester. *If the student discontinues enrollment for two calendar years or more, readmission is required.* Should readmission be granted, it will be based upon the requirements and regulations effective at the time of the readmission. All requirements for a master's degree must be completed within seven years. Readmission for international students is required after one year.

GRADUATE STUDENT COURSE LOAD

Full-time graduate student status is met by enrolling in and completing six or more credit hours during a 16-week semester. *[NOTE: This definition of full-time status governs graduate assistantship awards.]* Enrollment in three to five hours in a 16-week term will constitute half-time graduate student status. Two credit hours of enrollment during the semester will constitute part-time status.

A semester is a 16 week timeframe during which courses are offered in both a 16-week term and in two 8-week terms. *[NOTE: At times, specialized term configurations are put into place to accommodate a course. These terms take place within the semester framework.]*

A minimum of six credit hours in any combination during a 16-week semester is considered full-time graduate enrollment by the School of Graduate and Professional Studies.

- This definition of full-time graduate student status does **_not_** meet the federally mandated full-time enrollment requirements for students receiving federal financial aid and/or student loans, or for international nonimmigrant students on F- or J-visas.
- The definition of full-time graduate student status mandated by the federal government for students receiving financial aid and/or student loans and for international nonimmigrant (F-1 and J-1) students **_supersedes_** the definition of the School of Graduate and Professional Studies for full-time graduate student status.

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

School of Graduate and Professional Studies full-time status requirement examples:

Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
Option #1 enrollment credit hours	2 three credit hour courses			**6**
Option #2 enrollment credit hours		1 three credit hour course	1 three credit hour course	**6**
Option #3 enrollment credit hours	1 three credit hour course	1 three credit hour course		**6**
Option #4 enrollment credit hours	1 three credit hour course		1 three credit hour course	**6**
Option #5 enrollment credit hours		1 one credit hour course	1 five credit hour course	**6**
Option #6 enrollment credit hours		1 two credit hour course	1 four credit hour course	**6**

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

Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
1st 16-weeks of enrollment credit hours	2 three credit hour courses			**6**
2nd 16-weeks of enrollment credit hours		1 three credit hour course	1 three credit hour course	**6**
Total Credit Hours for 2 consecutive 16 week periods				**12**

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

F-1 or J-1 Graduate Student Enrollment Options	16-week term	First 8-week term	Second 8-week term	Total Credit Hours Enrolled
1st 16-weeks of enrollment credit hours	4 three credit hour courses			**6**
2nd 16-weeks of enrollment credit hours		2 three credit hour courses	2 three credit hour courses	**6**
Total Credit Hours for 2 consecutive 16 week periods				**24**

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

These standards apply to all graduate programs at Park University.

Enrollment Adjustment Period

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

Graduate Academic Council

The Graduate Academic Council, chaired by the dean of the School of Graduate and Professional Studies, recommends policies and procedures to govern graduate programs at Park University, reviews and recommends changes to graduate program curriculum, and ensures that faculty, students and program administrators adhere to approved policies, procedures and best practices.

Transfer of Graduate Credit

No more than nine (9) hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements at Park University, unless such transfer is governed by interuniversity agreement. Transfer is granted only after an evaluation of the appropriateness of the courses by the program director. Other criteria that must be met in order for credits to be considered are:

1. Transfer course content is appropriate to the program. Only transfer credit earned from a regionally-accredited institution of higher education, or its equivalent, if the institution is a foreign university or college, is accepted.
2. The grade earned in the course is "B" or better.
3. The credits were not used for a previous degree.
4. The credit is not more than seven years old. A program director may waive this requirement on a course by course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
5. The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.

Interdisciplinary Graduate Work

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

Independent Study

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

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

Individualized Instruction

Individualized instruction is a method by which a course offered in this catalog may be completed in a tutorial mode. A student is allowed a maximum of nine (9) credit hours of individualized instruction during his/her Park University career if the conditions listed below are met. To qualify for an individualized instruction course, a student must:

1. Be a degree-seeking student at Park University in good academic standing with a grade point average of 3.0 or higher.
2. Have completed 25 percent of the degree requirements, unless an exception is granted by the program director or dean.

Approval for an individualized instruction course also requires the following:

1. That a substitute course cannot be determined.
2. That the course was not available in the immediately prior term.
3. That the course is not scheduled to be available in the next term.

If qualified, the student must request an Individualized Instruction Agreement through the program director. The Agreement must include the faculty member's name, specific course requirements and evaluation requirements, and must be submitted to the program director four weeks prior to the beginning of the term. The program director must approve all individualized study courses. All charges, regardless of funding, must be paid in full when the individualized study is approved.

Suspension

A student will be suspended from the program for any of the following reasons:

- Failure to meet the stipulations of probationary admission.
- Failure to raise grade point average to 3.0 in two terms of attendance after being placed on academic probation.
- Failure to maintain a 3.0 GPA after academic probation has been lifted.
- Repeating a course in which the student has earned a "C" or lower and fails to obtain a "B" or higher in the second attempt.
- Earning more than two grades of "C" or lower.
- Earning a grade lower than "C" after having already repeated six (6) hours.

A student who has been suspended from a graduate program at Park University will not be allowed to pursue further graduate study in any degree program offered by the University for three years. International nonimmigrant students on F-1 or J-1 visas who are suspended are in violation of their lawful visa status, which may result in the Termination of their SEVIS Record. Courses taken from other institutions will not be transferable if taken during the time of suspension from Park University. Readmission is at the discretion of the Program Director.

Readmission

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

Registration

Students admitted to graduate programs may register and confirm their classes at any time through the confirmation deadline of the term or semester. After that deadline, students will need to work with the Graduate School for enrollment and confirmation assistance. Students must be registered and confirmed for a course by the applicable deadlines, in order to avoid late charges and in order to receive academic credit for that course. To complete registration, fees must be paid in full or arrangement for payment made: 3 pay Payment Tuition Plan

for 8 week courses, 4 pay Payment Tuition Plan for 16 week courses, financial aid (TA, VA, loans) or employer authorization documents, before confirmation of a class. Students already confirmed for classes can add, drop or exchange courses, until day four (4) of the first week of classes. Students already confirmed for classes can drop courses until one week after the first day of the term. Starting the day after the confirmation deadline, students will be responsible for all related course fees should they wish to drop any enrolled course(s) through the 8th day of the term. Dropping after the 8th day, the student will also be responsible for a percentage of tuition as detailed in the catalog on page 32.

International nonimmigrant students on F-1 visas who are not enrolled full-time by this date will be in violation of their lawful visa status and will have their SEVIS Record Terminated for 'Failure to Enroll in a Full Course Load' (or 'Failure to Enroll' if the student is enrolled in 0 credit hours).

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.

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

Academic Withdrawal Policy
There are two types of withdrawals: official and administrative. An official withdrawal begins when the student initiates the withdrawal process. An administrative withdrawal occurs when the University initiates the process for non-attendance, non-payment, academic offenses or violation of other University policies. Both official and administrative withdrawals may occur only during the specified withdrawal period, and refunds will be based on the date the withdrawal was initiated. Withdrawal may require recalculation or return of federal financial aid received.

Park University reserves the right to withdraw a student from a class or classes if the student does not meet his/her financial obligation, or fails to attend classes. Any student failing to attend a class(es) for two consecutive weeks without approved excuse will be administratively withdrawn and notified 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. The attendance week for recording purposes runs from Monday through Sunday.

Both official and administrative withdrawals from a class must occur no later than the published withdrawal deadline. Students who request an official withdrawal prior to the withdrawal deadline will receive a "W". Students failing to request an official withdrawal by the deadline will receive the grade earned in the course. Students administratively withdrawn by the University will have a grade of "F" recorded.

International nonimmigrant students on F-1 and J-1 visas who drop below a full course of study will be in violation of their lawful visa status and may have their SEVIS Record Terminated.

In order to totally withdraw from the School of Graduate and Professional Studies, students must first initiate a withdrawal from all classes as specified above. Withdrawals must be requested in writing via correspondence, e-mail or fax. Withdrawals by telephone will not be accepted.

Course Back-Out Procedure

A student can request to be backed-out of a class when circumstances beyond a student's control have occurred, which prevent him/her from participating in the class in which he/she enrolled and confirmed. Examples of such circumstances include illness, death in the family or legal emergencies.

1. Student must submit a written request and provide documentation for the reason he/she is presenting as justification for a back-out.
2. Approval by program director and the appropriate school dean is required. International nonimmigrant students on F-1 and J-1 visas whose back-out would result in a drop below a full course of study (6 credit hours) must receive authorization to drop below a full course load from a Designated School Official (DSO) in the office of International Student Admissions and Services PRIOR to being backed-out of the class. Failure to receive a DSO's prior authorization to drop below a full course load violates lawful visa status and may result in the Termination of the student's SEVIS Record.
3. If the student received financial aid and has been approved for back-out, all of the financial aid received must be returned to Park University.

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 or other Title IV programs) and withdrew on or before completing 60 percent of the semester/term. If funds were released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants or loans released to the student.

Students who withdraw officially, or who are withdrawn administratively, from any or all hours in a term will have tuition refunded according to the following schedule:

Park University Tuition Refund Calculation Schedule

	16-Week Term	8-Week Term
Week 1	100%	100%
Week 2	80%	60%
Week 3	70%	40%
Week 4	60%	20%
Week 5	50%	0%
Week 6	40%	
Week 7	30%	
Week 8	20%	
Week 9	10%	
Week 10	0%	

When students with federal financial awards withdraw from Park University, the University will comply with the federal regulations as stated in the Federal Register. Park University distributes funds back to federal programs in the following order: Federal Loans: Unsubsidized Stafford, Subsidized Stafford, Perkins and other Title IV programs. Institutional awards are redistributed after the federal programs.

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

Minimum Graduation Requirements

In order to graduate with a master's degree, students must complete the following:
1. All necessary coursework with a 3.0 grade point average.
2. All program specific graduation requirements, which may include: comprehensive examinations, theses, portfolio, final project, internships, etc.
3. Application for graduation and fee payment.

Note: Students enrolled in their last class with satisfactory progress can participate in commencement ceremonies provided that all other University and program graduation requirements listed above are completed. The time limit for completing a master's degree at Park University is seven years. No course older than seven years, unless specifically approved by the graduate program director, will be applied to a master's degree program.

Application for Graduation Deadlines*

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

* Application for graduation is required in order to graduate. Deadlines may vary depending upon the program in which the student is enrolled. The student must be enrolled in the last credit hours no later than the term immediately following the commencement (for example, not spread out over multiple future terms). If there are special circumstances, the student can file a petition with Park University's Registrar's Office.

Commencement Ceremony Participation

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

Note: Students should contact the appropriate graduate school staff to confirm they have completed all requirements.

READING THE COURSE SCHEDULE

1. Semester/Term Codes:
   "FAP15" — indicates Fall — 16-week course
   "F1P15" — indicates Fall I — 8-week course
   "F2P15" — indicates Fall II — 8-week course
   "SPP16" — indicates Spring — 16-week course
   "S1P16" — indicates Spring I — 8-week course
   "S2P16" — indicates Spring II — 8-week course
   "UMP16" — indicates Maymester — 2-week course in May
   "U1P16" — indicates Summer — 8-week course
   "UJP16" — indicates Junemester — 4-week course in June
   "ULP16" — indicates Julymester — 4 week course in July
2. Section Codes:
   "DL" indicates online course
   "ED" indicates Master of Education course taught at Parkville Campus
   "ECH" indicates Master of Education course taught for Clay-Platte Cohort only (S1P15)
   "EDC" indicates Master of Education course taught for Clay-Platte Cohort only (SPP14)
   "EDD" indicates Master of Education course taught at Downtown Campus (SPP14)
   "EJH" indicates Master of Education course taught for Jackson County Cohort only (F1P14)
   "EKH" indicates Master of Education course taught for Jackson County Cohort only (S1P15)
   "EDK" indicates Master of Education course taught for Kansas City Cohort only
   "EJH" indicates Master of Education course taught for Jackson County Cohort only (F1P14)
   "SLH" indicates Master of Education course taught for St. Louis Cohort only (F1P14)
   "WP" indicates Master of Education course taught for West Platte Cohort only (S2P15)
   "GS" indicates Master of Public Affairs course taught at Parkville Campus
   "GSD" indicates Master of Public Affairs course taught at Downtown Campus
   "BE" indicates Master of Business Administration course taught at Austin Campus Center
   "EP" indicates Master of Business Administration course taught at El Paso Campus Center
   "MB" indicates Master of Business Administration course taught at Parkville Campus
   "MBD" indicates Master of Business Administration course taught at Downtown Campus
   "MC" indicates Master of Arts in Communication and Leadership course taught at Parkville Campus
   "MCD" indicates Master of Arts in Communication and Leadership course taught at Downtown Campus
   "MH" indicates Master of Healthcare Administration course taught at Parkville Campus
   "MHD" indicates Master of Healthcare Administration course taught at Downtown Campus
3. Abbreviations for days of the week:
   U-Sunday, M-Monday, T-Tuesday, W-Wednesday, R-Thursday, F-Friday, S-Saturday
4. "TBA" means that the class meeting time has not yet been scheduled. If the first meeting of the class is not indicated in the schedule, the student needs to contact the instructor to verify a time.
5. "ARR" means the student needs to contact the instructor to arrange a time

FINANCIAL ASSISTANCE

Application for Financial Assistance

Preference will be given to those whose files are completed 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 fully admitted to Park University as a degree seeking student. *Note: Items are available online at www.park.edu/finaid; international nonimmigrant students are not eligible for federal financial aid.*

An award notification e-mail will be sent, advising the student of his/her eligibility for aid, when the following have been received in the Office of Student Financial Services on the Parkville Campus:

- Free Application for Federal Student Aid — The output document can be in the form of the Student Aid Report or Institutional Student Information Report, which is retained by the University, from data produced from the FAFSA.

Financial assistance is awarded annually to qualified students who make satisfactory progress (see policy on *Satisfactory Academic Progress for Financial Aid*). FAFSA applications must be submitted each academic year.

Assistance with Educational Expenses

The Office of Student Financial Services administers and coordinates programs of assistance from federal and private sources. To increase graduate educational opportunities for eligible students, more information is available on the School of Graduate and Professional Studies website (www.park.edu/grad). You may also contact SFS at (816) 584-6290 or contact the Graduate School offices at (816) 559-5625 for additional information. The calculation of expected family contribution 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 resources. Financial assistance programs are designed to supplement family resources by bridging the gap between cost and the family's ability to pay.

Graduate Loan Programs

Federal Direct 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 10-year repayment terms, with a minimum monthly payment of $50. All Direct Stafford loans disbursed on or after July 1, 2006 have a fixed rate. Loans disbursed on or before June 30, 2006 continue to have a variable rate that changes annually after July 1. Please check with the Office of Student Financial Services for additional information on the federal loan program. *This aid must be repaid.*

Federal Direct Stafford Loan and Federal Direct Grad Plus Stafford Loan (unsubsidized) — To be considered for eligibility, the student must be enrolled at least half-time (3 hours in 16 week semester, 2 hours in 8 week term), complete the FAFSA, not be in default on a previous student loan or owe any refund on any federal grant. First-time borrowers at Park University must also be informed of their rights and responsibilities as a borrower through a federally required entrance interview. A master promissory note must be signed. Interest begins to accrue when the funds are disbursed. Students can (1) pay their interest while in school; (2) pay their interest during the 6-month grace period; or (3) postpone interest payments and have it added to the principal when repayment begins, after the 6-month grace period ends. Federal Direct Stafford Loan eligibility must be used in its entirety before the Federal Direct Grad Plus Stafford Loan is certified.

Satisfactory Academic Progress Policy / Financial Assistance for Graduate Students
The Satisfactory Academic Progress Policy may be found at www.park.edu/finaid.

SCHOLARSHIPS

Scholarship selections begin in the spring for the following award year. The priority deadline for the Endowed Scholarship Application, with autobiography/personal statement and two letters of recommendation (some scholarships require that the recommendation letters be from educators and/or supervisors) is Feb.1 each year; however, applications are accepted year-round.

Applications and brochures with more detailed information are available in the Office of Student Financial Services (located on the Parkville Campus) or from the scholarship coordinator, who may be reached at (816) 584-6294.

Since some scholarships require students to demonstrate financial need, it is recommended that students complete the Free Application for Federal Student Aid. (International nonimmigrant students are eligible to receive institutional scholarships, but are not eligible to complete the FAFSA and may need to provide alternative documentation to demonstrate financial need.) For a complete list of available scholarships, visit www.park.edu/scholarships.

GRADUATE ASSISTANTSHIPS

Graduate assistantships serve three objectives: to provide students with a meaningful professional experience that will enhance their career goals; to allow students to provide a service to a department within the University; and to provide students with assistance in financing their education. *Note: This is not a needs-based award and is not designed to provide students with all funding for their degree; students should expect to have additional financial resources. International nonimmigrant students are eligible to receive graduate assistantships.*

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

Categories of Assistantships
Graduate assistants are enrolled in different graduate degree programs and provide academic and program support. GA responsibilities may be administrative in nature. Graduate assistantships are divided into two categories: general graduate assistantships and graduate research assistantships.

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

Compensation
All graduate assistants receive a modest monthly stipend and some tuition assistance.
See www.park.edu/grad for further information regarding graduate assistantship requirements, application procedures and other information.

EQUAL OPPORTUNITY

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

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

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

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

Temporary Disability Guidelines

In the case of temporary disabilities, every effort will be made to provide reasonable accommodations for the duration of any disability. To insure prompt and appropriate action, the 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 at www.park.edu/disability.

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 educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act officer concerning alleged failures by the institution to comply with the Act.

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of FERPA. Copies of the policy can be found in the office of the registrar. Questions concerning FERPA may be referred to the Registrar's Office at (816) 584-6275.

GRADUATE CERTIFICATE PROGRAMS

A graduate certificate program consists of a logically sequenced and academically coherent subset of courses, derived from a given discipline or related disciplines. Intended to prepare students for professional practice in certain applied fields, graduate certificates provide important preparation and credentialing in our increasingly dynamic employment environment. A graduate certificate comprises fewer credits than a master's degree. Courses taken toward a certificate program may eventually or simultaneously transfer to a graduate degree depending upon the requirements of the particular degree to which a student wishes to apply the credits.

Courses selected for a graduate certificate program are courses approved or offered for credit at the graduate level at Park University, and, when completed, they represent a structured, coherent body of knowledge. In most instances, the required credit hours will range between 12 and 15. The exception is the Graduate Certificate in Applied Music, described below. No more than 25 percent of the hours required for a certificate program may be transferred from another institution.

General criteria for admission to any graduate certificate program include:

- An earned baccalaureate degree from a regionally accredited college or university, or its foreign equivalent.
- Minimum cumulative grade point average of 2.75 on a 4.0 scale, as established by the graduate program associated with the certificate.

Note that graduate students who are currently enrolled in a graduate program may simultaneously pursue a graduate certificate program, with the permission of their adviser. Certificate-seeking students who are not degree-seeking students will be classified as certificate students for the purpose of keeping University-wide enrollment data. Certificate students will have access to University-wide facilities, subject to the rules governing those facilities. Additional admission requirements as noted, for each certificate. Federal financial aid eligibility is contingent upon certificate approval through the institution's Program Participation Agreement.

In addition, certificate students are not automatically eligible for admission to the related graduate program. If they wish to pursue a graduate degree, they must submit an application, meeting all the entrance requirements for that program. Certificate courses may be applied toward completion of an appropriate master's degree; courses taken in pursuit of a completed master's degree cannot be applied to a certificate.

A student graduates from a certificate program when all program requirements are completed and has maintained a 3.0 grade point average. A document suitable for framing may be issued by the department(s) or school that offers the certificate program.

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

Graduate Certificate in Business and Government Leadership

The Business and Government Leadership Certificate is housed within the Hauptmann School for Public Affairs. This certificate is designed for those who wish to improve their ability to navigate and lead across the business and government sectors of society. This certificate advances the skills students need to lead and manage in the private and public sectors.

Required courses . . . . **12 cr.**
    PA 509   Leadership Development and Organizations . . . . .3 cr.
    PA 521   Business, Government and Society . . . . .3 cr.
    PA 522   World Economics and Comparative Capitalism . . . . .3 cr.
    PA 523   Global Macroeconomic Theory . . . . .3 cr.

Course Descriptions

PA 509   Leadership Development and Organizations . . . . **3 cr.**
This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria.

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   World Economics and Comparative Capitalism . . . . **3 cr.**
A critical study of the theoretical and philosophical foundations of the private enterprise system in the U.S., its evolution, history, performance and future.

PA 523   Global Macroeconomic Theory . . . . **3 cr.**
A systematic study of contemporary issues and problems, domestic and global; and critical analysis of policies and practices affecting such problems.

Graduate Certificate in Creative and Life Writing

The Graduate Certificate in Creative and Life Writing, housed in the Department of English and Modern Languages within the College of Liberal Arts and Sciences, is a one-year program for prose writers. The certificate program is designed to engage students in the methods and challenges of producing creative prose of publishable quality. Students take most classes in their chosen focus area — fiction or creative nonfiction — but complete common core courses at the beginning and end of the program.

Core courses . . . . **6 cr.**
    EN 515   Reading for Writers . . . . .3 cr.
    EN 525   Writing for Publication . . . . .3 cr.

Electives . . . . **6 cr.**
    EN 516   Creating Fiction . . . . 3 cr.
    EN 517   Advanced Fiction Writing . . . . 3 cr.
or
    EN 518   Creative Nonfiction. . . . . 3 cr.
    EN 519   Advanced Creative Nonfiction. . . . . 3 cr.
Total credits . . . . **12 hours**

Program Completion Requirements

Minimum grade point average of 3.0 with a passing grade in all courses. An Application of Graduation is required before a completion statement is posted to the transcript.

Course Descriptions

EN 515   Readings for Writers . . . . **3 cr.**
The course studies the processes involved in crafting imaginative literature, with a close focus on examples of writers deliberating on the various methods and techniques of prose narrative. The course investigates fiction and nonfiction prose, and encourages students to experiment in both genres in order to identify a preferred focus genre in the program.

EN 516   Creating Fiction . . . . **3 cr.**
This studio course presents a craft-based approach to the structure, development and technique of fictional narratives. The primary texts in the course are student manuscripts, and a premium is placed on revision and peer/instructor evaluation. *Prerequisite: EN 515.*

EN 517   Advanced Fiction Writing . . . . **3 cr.**
This advanced studio course will focus on the development and elaboration of a craft-based approach to creating fictional narratives and culminate in the creation of a heavily revised work of publishable quality. *Prerequisites: EN 515 and EN 516.*

EN 518   Creative Nonfiction . . . . **3 cr.**
This studio course presents a craft-based approach to the structure, development and technique of nonfiction narratives. The primary texts in the course are student manuscripts, and a premium is placed on revision and peer/instructor evaluation. *Prerequisite: EN 515.*

EN 519   Advanced Creative Nonfiction . . . . **3 cr.**
This advanced studio course will focus on the development and elaboration of a craft-based approach to the genre and culminate in the creation of a heavily revised work of publishable quality. *Prerequisites: EN 515 and EN 518.*

EN 525   Writing for Publication . . . . **3 cr.**
This course is an investigation of the requirements and best practices of literary publication. The course will present students with the various methods of publication available to creative writers, and address particular trends and conventions of the publishing industry. The course culminates in the development of a publication portfolio. *Prerequisites: EN 515; EN 516 and EN 517 or EN518 and EN519.*

Graduate Certificate in Disaster and Emergency Management

The Graduate Certificate in Disaster and Emergency Management complements the existing graduate programs offered by the University's Hauptmann School for Public Affairs. The public's continued concern for efficient governmental response to natural and man-made disasters, along with the recent significant investment in emergency management activities, requires knowledgeable public managers, including managers transitioning from other areas of expertise. The array of potential hazardous events that now confront public managers includes Homeland Security issues, failures of complex technology and a wide range of natural hazards. Students possessing a Graduate Certificate in Disaster and Emergency Management will be well-prepared to engage the public policy issues surrounding these community hazards.

Foundation courses . . . . **6 cr.**
    PA 552   Public Policy and Disaster . . . . .3 cr.
    And select one:
    PA 551   Principles of Disaster and Emergency Management. . . . . .3 cr.
    PA 553   Disaster and Society. . . . . .3 cr.

Theory integration courses *(select four):* . . . . **8 cr.**
    PA 581   Global Hazard Reduction . . . . .2 cr.
    PA 582   Disaster, Disease and Public Health. . . . . 2-3 cr.
    PA 583   Technology, Accidents and Organizations .2 cr.
    PA 584   Continuity of Government Operations . . . . .2 cr.
    PA 585   Natural Hazards and the Urban Environment . . . . .2 cr.
    PA 586   Planning for Emergencies and Disasters. . . . . .2 cr.
    PA 589   Theoretical Principles of Terrorism . . . . .2 cr.
Total credits . . . . **14 hours**

Course Descriptions

PA 551   **Principles of Disaster and Emergency Management**. . . . . **3 cr.**
This course covers concepts of organizing society to manage emergencies and disasters. It explores governmental and non-governmental approaches to coping with natural and technological hazards.

PA 552   **Public Policy and Disaster** . . . . **3 cr.**
The history, development and implementation of disaster-related public policy are discussed. The course addresses the local, state and federal levels, and their interactions during policy development and implementation. It also explores the role of emergency managers as policy advocates at all levels of government.

PA 553   **Disaster and Society** . . . . **3 cr.**
This course provides an interdisciplinary survey of disaster theory from sociological, geographical and public policy perspectives.

PA 581   **Global Hazard Reduction**. . . . . **2 cr.**
Natural and man-made threats, their causes and societal responses to mitigate the risks and impacts are discussed. Strategies from all world regions are reviewed.

PA 582   Disaster, Disease and Public Health . . . . 2 - 3 cr.
Discusses the rolls of public health and healthcare organizations in preparing for mitigating, responding to and recovering from disasters and other emergencies. The course will utilize disaster and emergency management concepts to evaluate community wellness and resiliency related to naturally-occurring and man- made health threats.

PA 583   Technology, Accidents and Organizations . . . . .2 cr.
A study of technological systems, their failures, and the causative and preventive roles played by organizations are featured.

PA 584   Continuity of Government Operations. . . . . .2 cr.
This course covers 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.
This course is an in-depth study of the sustainability of urban areas in the face of diverse natural hazards. It 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 are presented. In addition, the course reviews integrated planning for all hazards and all phases of disaster.

PA 589   Theoretical Principles of Terrorism . . . . 2 - 3 cr.
This course discusses the sociological, psychological, and political theories associated with terrorism with application to disaster and emergency management. The course analyzes extremist beliefs and ideologies as a means to understanding terrorist motives and behaviors. The course applies theoretical concepts of terrorism to the disaster and emergency management principles of planning, mitigation, response, and recovery. The course considers the impact of domestic and international terrorism on public administration organizations at the federal, state and local levels. *(Note that the three credit hour offering is currently designed for students who are taking the course as part of the Graduate Certificate in Homeland Security. Students should contact their advisor before registering for this course to determine whether to enroll in the two credit hour or three credit hour offering. This course replaces PA 587 for students operating under previous degree plans.)*

Graduate Certificate in Finance

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

Required Courses. . . . . **12 hours**
    MBA 615   Managerial Finance . . . . .3 cr.
    MBA 625   International Finance. . . . . .3 cr.
    MBA 640   Investment Management . . . . .3 cr.
    MBA 644   Financial Markets and Institutions. . . . . .3 cr.

Course Descriptions

MBA 615   Managerial Finance . . . . **3 cr.**
This course covers a comprehensive analysis of financial management issues faced by financial managers. Topics include capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other relevant topics. *Prerequisite: MBA 515.*

MBA 625   International Finance . . . . **3 cr.**
This course focuses on the study of the international monetary environment and financial planning for corporations with overseas operations. The course also covers the analysis of the effects of change rate fluctuations, currency restrictions and tax regulations on international financial planning. It also examines the financial aspects of multinational business, including foreign investment, trade and transfer of funds. *Prerequisite: MBA 615.*

MBA 640   Investment Management . . . . **3 cr.**
This course provides an analysis of various debt, equity and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets and other securities will be applied to each individually and in the context of portfolio management.

MBA 644   Financial Markets and Institutions. . . . . **3 cr.**
This course provides an overview of the distinguishing characteristics of different types of financial markets and institutions, as well as current issues affecting their structure and governance.

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

Required courses . . . . **12 hours**
    MBA 526   Corporate Management in the Global Environment . . . . 3 cr.
    MBA 610   Advanced Seminar in International Marketing . . . . 3 cr.
    MBA 660   Strategic Global Business Management . . . . 3 cr.
    MBA 670   Special Topics in Business . . . . 3 cr.

Course Descriptions

MBA 526   Corporate Management in the Global Environment . . . . **3 cr.**
This course focuses on cross-disciplinary business policy aspects of commercial enterprise, evaluation of firms' strategic and competitive behavior from a global dimension in the 21st century; managerial decision-making based on interdisciplinary nature and the role of the economy in the context of globalization.

MBA 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; and 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.

MBA 660   Strategic Global Business Management . . . . 3 cr.
This course provides broad knowledge and understanding of 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 the Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management.

MBA 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, such as entrepreneurial research, entrepreneurial education or entrepreneurial investments.

Graduate Certificate in Health Services Management and Leadership

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

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

Foundation courses . . . . 6 cr.
    HA 511   Leadership and Management in Healthcare Systems . . . . .3 cr.
    HA 518   Organization of Healthcare Delivery Systems . . . . .3 cr.
Theory integration courses (select two courses): . . . . 6 cr.
    HA 509   Management of Health Information Systems. . . . . .3 cr.
    HA 515   Marketing and Consumer-Driven Healthcare . . . . .3 cr.
    HA 516   Healthcare Finance . . . . .3 cr.
    HA 517   Legal and Ethical Issues in Healthcare Administration. . . . . .3 cr.
    HA 521   Special Topics in Healthcare Administration . . . . 1 to 3 cr.
    HA 532   Healthcare Services and Systems for Diverse Populations. . . . . .3 cr.
    HA 533   Managerial Epidemiology . . . . .3 cr.
    HA 537   The Policy and Politics of Healthcare. . . . . .3 cr.
    HA 557   Nursing Dimensions of Healthcare Administration . . . . .3 cr.
    HA 573   Quality Improvement and Outcomes Assessment . . . . .3 cr.

HA 580	The Pharmaceutical Basis for Healthcare Delivery . . . . 3 cr.
HA 603	Healthcare Research Methods for Managerial Decision-Making . . . . 3 cr.
HA 604	Healthcare Economics and Payment Systems. . . . . 3 cr.
HA 611	Mediation, Negotiation and Conflict Management . . . . 3 cr.
HA 615	Healthcare Strategic Management . . . . 3 cr.

Total credits . . . . 12 hours

Course Descriptions

HA 509   Management of Health Information Systems . . . . 3 cr.
This course advances the learner through a discussion of the history, present state, and future trends in the industry. The course provides a managerial perspective of the issues related to the planning, selection, and operation of healthcare information systems. Many of the key acts and laws that regulate secure handling of patient specific data are introduced in the course. Electronic healthcare record systems are identified as critical tools in improving quality of care in the healthcare process. While adding key elements of the science of information technology, this course also highlights the importance of the basic review and safeguarding of healthcare data, change management, budgeting, and personnel management. Healthcare leaders are further expected to manage various aspects of information technology effectiveness through a complete understanding of the industry regulatory requirements and technology trends.

HA 511   Leadership and Management in Healthcare Systems . . . . 3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits.

HA 515   Marketing and Consumer Driven Healthcare. . . . . 3 cr.
Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients and families want. This involves market research, market analysis, product design, product development, promotion and delivery; physician, patient, family and employee satisfaction, and understanding how these factors drive the health care market.

HA 516   Healthcare Finance . . . . 3 cr.
Financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively.

HA 517   Legal and Ethical Issues in Healthcare Administration. . . . . 3 cr.
The course studies the legal framework of health services and health care delivery, as well as the ethical issues confronted by health care administrators in various health care settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPAA), informed consent, and patient rights and patient advocacy.

HA 518   Organization of Healthcare Delivery Systems . . . . **3 cr.**
The course provides an overview of the development of the current status of the health care system in the U.S., its organizational structure and operation of the various health care organizations, governmental as well as non-governmental, at the federal, state and local levels. The course examines the structure and issues of the major health care delivery systems (national and international), including outpatient clinics, physician's offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies and the insurance industry. Grounded in the past and focused on the future of American health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of health care services in an international competitive marketplace.

HA 521   Special Topics in Healthcare Administration . . . . **1 - 3 cr.**
This course is designed primarily for Master of Healthcare Administration students and will focus on contemporary management issues in health care. The course will be offered when need and interest are present.

HA 532   Healthcare Services and Systems for Diverse Populations . . . . **3 cr.**
This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.

HA 533   Managerial Epidemiology. . . . . **3 cr.**
Epidemiology is the study of the distribution and determinants of health in populations, and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

HA 537   Health Policy and Politics. . . . . **3 cr.**
This course addresses the momentous changes that health care is facing in the U.S. and around the world. Fueled by population growth and socioeconomic trends, political systems will, and must, respond to the new demands of health care. With a challenging and insightful analysis and evaluation of the political, professional and consumer demands, this course will help learners prepare for the leadership expectations global systems changes will require.

HA 557   Nursing Dimensions of Healthcare Administration . . . . **3 cr.**
Nursing care is a major force in health care delivery and leadership. The course will focus on how nursing systems are organized and the leadership roles that nurse's play in health care delivery systems. The current and evolving leadership roles of the nursing profession will be covered, along with the overall organization of health care systems.

HA 573   **Quality Improvement and Outcomes Assessment in**
    Healthcare Settings . . . . **3 cr.**

The course will familiarize students with outcomes-based quality improvement methodologies. Focus will be on the techniques of measuring customer satisfaction, implementing quality management programs, and adherence to best practices and standards. It will also focus on patient safety and the infrastructure needed to create a culture of safety in health care organizations.

HA 580   **The Pharmaceutical Basis for Healthcare Delivery** . . . . **3 cr.**

The use of pharmaceuticals and medical devices in health care has become a major driver in both the clinical and administrative functions of health care leadership. Knowledge of, and the ability to manage, the professional constituents and vendors in these areas is critical to the success of health care organizations and the patients and doctors that are served by them. This course focuses on critical elements of the administration and role of pharmacy and medical devices.

HA 603   **Healthcare Research Methods for Managerial Decision-Making** . . **3 cr.**

The healthcare industry emphasizes the utilization of evidence to support operational and clinical decision-making when appropriate and feasible. To this end, this course seeks to empower students by giving them the knowledge and ability to follow the research process as a means of making well-informed decisions. The course topics will include problem identification and research question and hypothesis development, literature review, use of theory in research, research design and methodology, hypothesis testing, interpretation of results, and addressing ethical issues in research. This course will also provide tangible examples of how research supports managerial decision-making as in the case of program design and evaluation and quality management.

HA 604   **Healthcare Economics and Payment Systems** . . . . **3 cr.**

The course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries.

HA 611   **Mediation, Negotiation and Conflict Management** . . . . **3 cr.**

Mediation, negotiation and conflict resolution with physicians, nursing and allied health staff, patients, and their families are critical components of leadership. The course focuses on learning preventative approaches to conflicts and disputes, and development of professional skills in negotiating, mediating and managing conflicts. This course will include methods for patient, employee and physician satisfaction assessment, and continuous improvement.

HA 615   **Healthcare Strategic Management** . . . . **3 cr.**

In order to maintain a competitive advantage in the highly dynamic environment, it is necessary that healthcare administrators possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires the leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional level vision, mission, and values statements, analyze and draw meaningful conclusions from internal and external assessments using a variety of established tools and techniques, formulate well-conceived strategies and present realistic implementation and monitoring plans.

Graduate Certificate in Homeland Security

The graduate certificate in homeland security is for students who are interested in learning more about homeland security issues while gaining the necessary knowledge and critical thinking skills to advance their careers. A number of homeland security issues will be addressed, including analysis of domestic and international threats; mitigation or prevention of threats; and response to terrorism through an understanding of pyschosocial, behavioral, criminological, and emergency management theories.

Required courses . . . .**9 cr.**
    PA 552   Public Policy and Disaster . . . . .3 cr.
    PA 588   Current Issues in Homeland Security. . . . . .3 cr.
    PA 589   Theoretical Principles of Terrorism . . . . .3 cr.
Elective courses *(select one):*. . . . . **3 cr.**
    PA 551   Principles of Disaster and Emergency Management. . . . . .3 cr.
    PA 553   Disaster and Society. . . . . .3 cr.
Total Credits . . .12 hours

Course Descriptions

PA551 Principles of Disaster and Emergency Management. . . . . .3 cr.
This course examines concepts of organizing society to manage emergencies and disasters. Explores governmental and non-governmental approaches to coping with natural and technological hazards.

PA552   Public Policy and Disaster . . . .**3 cr.**
This course examines the history, development and implementation of disaster-related public policy while addressing the local, state and federal levels, and their interactions during policy development and implementation. The role of emergency managers as policy advocates at all levels of government is also explored.

PA553   Disaster and Society . . . .**3 cr.**
This course provides and interdisciplinary survey of disaster theory from sociological, geographical and public policy perspectives.

PA588   Current Issues in Homeland Security. . . . .**3 cr.**
An interdisciplinary survey of contemporary issues in homeland security designed to help learners understand the "cross-talk" between the various disciplines in the homeland security project as well as the influences, demands, and interactions of the law. In addition to the agencies within the Department of Homeland Security, the homeland security mission requires support from local, state, tribal, and federal law enforcement. As such, this course is intended to address the interoperability, collaboration, and law related to domestic and international criminal terrorists.

PA589   Theoretical Principles of Terrorism . . . .**3 cr.**
This course discusses the sociological, psychological, and political theories associated with terrorism with application to disaster and emergency management. The course analyzes extremist beliefs and ideologies as a means to understanding terrorist motives and behaviors. The course applies theoretical concepts of terrorism to the disaster and emergency management principles of planning, mitigation, response, and recovery. The course considers the impact of domestic and international terrorism on public administration organizations

at the federal, state and local levels. *(Note: the three credit hour offering is currently designed for students who are taking the course as part of the Graduate Certificate in Homeland Security Students should contact their advisor before registering for this course to determine whether to enroll in the two credit hour or three credit hour offering. This curse replaces PA587 for students operating under previous degree plans.)*

Graduate Certificate in the Leadership of International Healthcare Organizations

The Leadership of International Healthcare Organizations graduate certificate provides students with knowledge and skills related to the administrative and management aspects of international health. This certificate also provides a relevant education for students within the Master of Healthcare Administration program by adding an international health focus. It offers an additional and unique educational opportunity for students in the Master of Business Administration and Master of Public Affairs programs who have an interest in international health.

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

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

Additional Admission Requirements

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

Course Requirements

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

Foundation Course
HA511	Leadership and Management in Healthcare Systems	3 cr.

Theory integration courses *(choose three courses)* . . . . **9 cr.**
HA 532	Healthcare Services and Systems for Diverse Populations	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 537	Health Policy and Politics	3 cr.
HA 604	Healthcare Economics	3 cr.
MBA 660	Strategic Global Business Management	3 cr.
PA 503	Emerging Issues in Public Affairs	3 cr.
PA 545	Management of Nonprofit Organizations	3 cr.

Total credits . . . . **12 hours**

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

HA 511   Leadership and Management in Healthcare Systems . . . . 3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban health care, managed care, ethics of health care, integrating technology, and leadership styles and traits.

HA 532   Healthcare Services and Systems for Diverse Populations . . . . 3 cr.
This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.

HA 533   Managerial Epidemiology. . . . . 3 cr.
Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems, identify solutions to prevent disease, and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management
of health care organizations

HA 537   Health Policy and Politics. . . . . 3 cr.
This course addresses the momentous changes that health care is facing in the U.S. and around the world. Fueled by population growth and socioeconomic trends, political systems will, and must, respond to the new demands of healthcare. With a challenging and insightful analysis and evaluation of the political, professional and consumer demands, this course will help learners prepare for the leadership expectations global systems changes will require.

HA 604   Healthcare Economics and Payment Systems . . . . 3 cr.
This course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry, including current and future payment systems for health care, such as HMOs, Medicare, Medicaid and comparisons to other countries.

MBA 660   Strategic Global Business Management . . . . 3 cr.
This course provides broad knowledge and understanding of the interpersonal and intercultural management skills necessary for international managers. While learning to understand 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 the Middle East is emphasized. The economic, political and legal aspects of global business are discussed in the context of international management.

PA 545   Management of Nonprofit and Nongovernmental Organizations. . 3 cr.
An overview of management principles and practices, with the common and distinctive
elements of nonprofit management compared to that of public and business organizations
in the U.S. and to civil society and non-governmental organizations in the global context..
Different approaches within nonprofit management are viewed historically and in current
practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation and
regulation, the nature of governance processes, marketing to multiple stakeholders, variations
in the mix of services and funding sources, and the use of volunteers. Ethical relationships
and the impact of technology within the nonprofit organization are also examined.

Graduate Certificate in Management Information Systems

The Graduate Certificate in Management Information Systems is housed within the School
of Business. This certificate provides students with a foundation in the use of information
systems, which support business processes and the strategic needs of organizations, as well as
system analysis for redesign and enhancement.

Required Course . . . .**3 cr.**
    MBA 605   Management Information Systems . . . . .3 cr.
Theory Integration Courses *(choose three courses)*. . . . .**9 cr.**
    MBA 606   Strategic Information Systems . . . . .3 cr.
    MBA 607   Systems Analysis and Design . . . . .3 cr.
    MBA 608   Topics in Information Systems. . . . . .3 cr.
    MBA 609   Database Management Systems . . . . .3 cr.
Total credits . . . . **12 hours**

Course Descriptions
MBA 605   Management Information Systems . . . .**3 cr.**
This course is developed as a framework for analyzing the use of information by firms
along with examples of different types of information systems. It explores the theoretical
foundations of information systems and their development uses, operations, management,
control, structure and impact. The analysis of information functions within the organization,
the nature and characteristics of computerized information systems, usage of information
systems and technology to change the organizational structure and/or work process and
culture will be addressed. Information system analysis and design are also stressed through
case study and projects.

MBA 606   Strategic Information Systems . . . .**3 cr.**
This course focuses on the usefulness of information technology to achieve a competitive
advantage, efficient operations and effective decision-making. It explores the usage of
information systems and technologies in enterprises and analyzes their roles, functions and
effects on competitive and organizational operational strategies.

MBA 607   Systems Analysis and Design . . . .**3 cr.**
This course focuses on in-depth assessment of the methodology, tools and techniques
involved in designing an information system for an enterprise, including a detailed study
of the systems' development life cycle. The course requires reviewing and analyzing cases
and exercises. A final project will be required, including analysis and design of an actual
information system.

MBA 608   Topics in Information Systems . . . .**3 cr.**
This capstone course focuses on the integration and synthesis of previous knowledge in
information systems. Utilizing information systems and technology to address topics
and problems in many functional areas such as marketing, accounting, human resources
and management information are stressed. The adaptation of information systems and
technologies to meet the needs of the ever-changing business environment will also be
addressed. Case studies will reinforce lectures.

MBA 609   Database Management Systems . . . .**3 cr.**
This course explores the techniques used to design databases and database management
systems. Principles for determining database requirements, components and architectures are
addressed. Topics include data dictionaries, use of case tools in developing databases, data
integrity, security and privacy issues, user interface and innovative programming languages
will be covered. A final project involving the design of an actual corporate database is
required.

Graduate Certificate in Music Performance
The Graduate Certificate in Music Performance program is offered through Park University's
International Center for Music. This two-year certificate program — with applied emphasis
in piano, violin, viola or cello — is designed for students who want to pursue a non-degree
course of study concentrating almost exclusively on performance. Minimum graduate credit
hours required for the certificate are 24. Additional admission requirements in addition to
the general rules that are applicable for admission to the School of Graduate and Professional
Studies at Park University, specific admission requirements are:
- Bachelor of Music or related undergraduate degree from a U. S. institution, an
  equivalent bachelor's degree from an accredited foreign institution of higher
  education, or equivalent professional experience as determined by the faculty of the
  International Center for Music.
- An audition before the music faculty. In approved situations, a recording may be
  submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history, at the time
of application. This is an advanced program of study at the graduate level, supervised and
approved by the graduate faculty of Park University.

Course Requirements

MU 501	Applied Music A	6 cr.
MU 510	Applied Music B	6 cr.
MU 520	Applied Music C	6 cr.
MU 530	Applied Music D	6 cr.

Total credits . . . . **24 hours**

Course Descriptions

MU 501   Applied Music A . . . . **6 cr.**
This course involves an in-depth analysis and selection of new repertoire to be learned during the semester. Students have two private lessons per week, as well as scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions.

MU 510   Applied Music B . . . . **6 cr.**
A continuation of MU 501.

MU 520   Applied Music C . . . . **6 cr.**
A continuation of MU 510.

MU 530   Applied Music D . . . . **6 cr.**
A continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire.

Graduate Certificate in Nonprofit Leadership

The Graduate Certificate in Nonprofit Leadership program, housed within the Hauptmann School for Public Affairs, prepares students for leadership positions in the nonprofit and philanthropic sectors. Graduates with this certificate command key skills and understanding found necessary to equip them for challenging work in these sectors. Graduates of this certificate program will be able to:
- Exhibit key skills needed to lead and manage nonprofit organizations.
- Develop cross-sector understanding and skills to help network nonprofit organizations and attract resources.
- Assess ethical dimensions of decisions of nonprofit leaders.
- Create strategies to help nonprofits fulfill their unique missions.
- Identify and attract possible funding sources for nonprofits.

Required Courses . . . . **9 cr.**

PA 509	Leadership Development and Organizations	3 cr.
PA 545	Management of Nonprofit Organizations	3 cr.
PA 600	Ethical Foundations of Authority and Responsibility	3 cr.

Elective *(select one)* . . . . **3 cr.**

PA 542	Social Policy	3 cr.
PA 543	The Nonprofit and Nongovernmental Sectors	3 cr.

Total credits . . . . **12 hours**

PA 509   Leadership Development and Organizations . . . . **2 - 3 cr.**
This highly interactive course, grounded in organization theory, examines organizations
from a cross-sector perspective. The inherently contradictory nature of organizations
and the leadership competencies associated with these contradictions are explored, using
organizational effectiveness frameworks. Students embark on developing managerial
leadership competencies associated with organizational effectiveness criteria.

PA 542   Social Policy . . . .**3 cr.**
This course examines policies intended to address community needs and how the policies
get set. Students review community needs, organizations, services and inter-organizational
arrangements designed to implement policies in such areas as social welfare, health and
mental health, employment and training, crime prevention and cultural endeavors. The role
of individual values and responsibility, as well as the mobilization of community efforts to
address problems, paying attention to their global implications, are explored.

PA 543   The Nonprofit and Nongovernmental Sectors . . . .**3 cr.**
This course reviews the role and functions of the philanthropic and nonprofit sector,
including history and trends in the field, and the legal and regulatory environment. The
relationship of the nonprofit sector to the public and business sectors is examined, with
attention to the related role of public and for-profit entities in delivering community services.
*PA 543 may only be taken by students operating under a previous degree plan or taking it as
an elective for the Certificate in Nonprofit Leadership. Certificate students should contact their
advisor before enrolling in this course.*

PA 545   Management of Nonprofit and Nongovernmental Organizations. . **3 cr.**
This course provides an overview of management principles and practices, with the common
and distinctive elements of nonprofit management compared to public and business
organizations in the U.S. and to civil society and non-governmental organizations in the
global context. Different approaches within nonprofit management are viewed historically
and in current practices. Critical nonprofit functions are emphasized, such as nonprofit
incorporation and regulation, the nature of governance processes, marketing to multiple
stakeholders, variations in the mix of services and funding sources, and the use of volunteers.
Ethical relationships and the impact of technology within the nonprofit organization are also
examined.

PA 600   Ethical Foundations of Authority and Responsibility. . . . . **2 - 3 cr.**
This course examines fundamental ethical theories, issues, strategies and dilemmas in
public service as they relate to issues of power, authority and responsible decision-making in
organizations.

Graduate Artist Diploma in Music Performance

The Graduate Artist Diploma in Music Performance is offered through Park's International Center for Music. This is a unique two-year program — with applied emphasis in piano, violin, viola or cello — is open to only a few highly gifted artists who have demonstrated exemplary artistic achievement in their academic/professional career, and is the most advanced course of study in music offered at Park University. This course of study is to prepare students for a concert/stage career, or a major appointment in the professional or academic arena. Additional admission requirements, in addition to the general rules that are applicable for admission to the School of Graduate and Professional Studies at Park University, are:

- Bachelor of Music or related undergraduate degree from a U. S. institution, an equivalent bachelor's degree from an accredited foreign institution of higher education, or equivalent professional experience as determined by the faculty of the International Center for Music.
- An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history at the time of application. This is an advanced program of study at the graduate level, supervised and approved by the graduate faculty of Park University.

Course Requirements

MU 560	Applied Music	6 cr.
MU 570	Applied Music	6 cr.
MU 580	Applied Music	6 cr.
MU 590	Applied Music	6 cr.
Total credits		**24 hours**

Course Descriptions

MU 560   Applied Music. . . . . 6 cr.
This course places emphasis on developing repertoire and is designed to develop both artistry and professionalism. Students will be prepared for major competitions as well as auditions for professional appointments in the professional and academic arena.

MU 570   Applied Music. . . . . 6 cr.
A continuation of MU 560.

MU 580   Applied Music. . . . . 6 cr.
A continuation of MU 570.

MU 590   Applied Music. . . . . 6 cr.
A continuation of MU 580.

MASTER'S THESIS PROCEDURES

The writing of a thesis is a highly valued academic exercise especially suitable for students who wish to continue their graduate education in pursuit of a doctorate degree after completing the master's degree. The thesis is traditionally regarded as the culminating activity in a master's degree program. Students may earn up to six hours of graduate credit for writing a thesis, earned through fixed or variable credit courses, depending on the graduate program offered. Continuous enrollment for an additional one hour is possible, with the approval of the thesis committee chair.

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

Thesis Committee

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

Thesis Procedures

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

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

- Key concepts and definition of the project. Concisely and clearly state what the project intends to accomplish. What are the basic questions to be explored?
- Significance of the study. Why should the scientific community be interested in this study? What contribution will it make to the discipline, the profession and society?
- Review of relevant literature. How does your research relate to the work of others? Where are the gaps in literature? What do you hope to add to the literature?
- Methodology. How do you plan to approach the subject? What is your methodology and what instruments or procedures will you use to gather the data/information that you would need to address the questions? What is the justification for the use of this methodology? Do you have the resources to conduct the study, such as access to people, data, archives, collections, time, etc.?

- Plan of work and timetable. Present a realistic timetable including specific dates by which you plan to complete specific facets of the research. It will help you and the Committee to decide if you can realistically complete the project.
- Bibliography. Present a working bibliography that includes scholarly books and articles. You will revise and expand this bibliography as you continue with your project.

Proposal Defense and Submitting the Proposal to the School of Graduate and Professional Studies

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

Submitting the Proposal

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

Human Subjects Protection and IRB Review

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

Data Collection

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

Thesis Defense

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

Enrollment in XX 799 (1 cr.)

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

SCHOOL OF BUSINESS

Brad Kleindl, Ph.D., Dean, School of Business
Jackie Campbell, M.H.L., Director Master of Business Administration
Suzanne Discenza, Ph.D., Director Master of Healthcare Administration

The School of Business at Park University is one of the largest not-for-profit business schools in the United States, and is accredited by the Accreditation Council for Business Schools and Programs. Students in the School of Business can take courses at any of the University's Kansas City area locations or online. In addition, the School of Business delivers education to its campus centers throughout the U.S.

In keeping with our mission, Park School of Business faculty members are academically qualified with the appropriate terminal degrees, as well as have relevant work experience at the managerial, executive and professional levels. Faculty members seamlessly integrate business theory and practice, and students are the beneficiaries of these unique experiences.

Mission
The School of Business at Park University's mission is to provide quality, innovative, application-based learning to prepare a diversity of learners who can support free enterprise in a socially responsible manner in a global community.

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

Values
The School of Business at Park University's values foster:
- Inclusivity
- Direct faculty and learner interaction
- Quality education
- Flexibility in education delivery
- Critical thinking
- Support of free enterprise
- Ethical behavior, civility and respect
- Global citizenship

MASTER OF BUSINESS ADMINISTRATION

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

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

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

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

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

Park's MBA program offers the following concentrations:
- Executive MBA
- Finance
- General Business
- Human Resource Management
- International Business
- Management Information Systems

Mission Statement

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

Vision Statement

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

Core Values (Strategic Objectives)
- Support diversity
- Foster integrity of effort
- Promote ethics, honesty and fairness

- Integrate the changing global environment
- Understand business theory and application
- Develop strong written and oral communication skills

Admission Requirements
- A bachelor's degree from a regionally accredited college or university in the U.S., or from an accredited foreign institution of higher learning.
- Minimum 3.0 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Two letters of recommendation from professionals who can attest to the applicant's academic preparation, enthusiasm for graduate level study and interest in business administration.
  - One letter should be from a current or former supervisor from the current (or last) position of employment. This requirement may be adjusted for international students at the discretion of the program director.
- Admissions essay detailing the applicant's academic, career goals and educational history. The essay, written in English, must be exclusively the original work of the applicant and no more than 400 words in length. The essay should be submitted electronically to gradschool@park.edu.
- Students with a GPA below 3.0 may be considered for probationary admission if they provide one of the following, in addition to the above admission requirements:
  - Evidence of a minimum of three years of meaningful professional experience, including uncompensated service.
  - Written documentation, such as letters from employer(s) or organization(s).
  - Peregrine Academic Services pre-test may be required at the request of the program director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study. However, applicants with degrees other than business will be required to satisfy components required by accreditors if not already achieved through coursework or testing before the time of admission.

Park University Undergraduate Seniors/Non-Degree-Seeking Students
Park University seniors with a 3.6 cumulative grade point average, while completing their bachelor's degree, may be admitted to take up to nine (9) graduate credit hours in a non-degree-seeking status. Financial aid will not be available for courses taken as a non-degree-seeking student. These credits will be applied to the appropriate graduate program, after the student has received his/her undergraduate degree and has been admitted to a graduate program. Please contact the Graduate Admissions office at (816) 559-5630 for more information.

Please compare this to the 4+1 Undergraduate-to-MBA option later in this section.

Graduation Requirements

- Completion of a total of 33 credit hours of graduate coursework, which includes 12 hours of electives or courses within a specific area of concentration.
- No more than nine (9) credit hours may be transferred from other institutions. The transfer of coursework must be completed prior to admission into Park University's MBA program.
- Students must apply for graduation within the established deadlines (see Application for Graduation Deadlines in the Academic Policies section).

Format of Courses

Courses are offered online and face-to-face in a mix of eight-week and four-week sessions, to allow the student to complete the 33-hour degree in 15 months. Students are urged to check the course schedule or consult with their adviser to determine the recommended course sequence and which courses are offered in each format.

Degree Requirements - General MBA (No Concentration).

Core . . . . **21 cr.**

MBA 515	Accounting for Management Decisions	3 cr.
MBA 526	Corporate Management the Global Environment	3 cr.
MBA 527	Ethics and Social Responsibility	3 cr.
MBA 615	Managerial Finance	3 cr.
MBA 630	Strategic Marketing	3 cr.
MBA 674	Quantitative Analysis for Management Decisions	3 cr.
MBA 695	Strategic Management	3 cr.

Electives *(choose four)* . . . . **12 cr.**

MBA 507	International Economics	3 cr.
MBA 509	Economic Development	3 cr.
MBA 520	Entrepreneurial Project Management	3 cr.
MBA 525	Entrepreneurship in the Global Economy	3 cr.
MBA 575	Marketing Research Strategies	3 cr.
MBA 605	Management Information Systems	3 cr.
MBA 606	Strategic Information Systems	3 cr.
MBA 607	Systems Analysis and Design	3 cr.
MBA 608	Topics in Information Systems	3 cr.
MBA 609	Database Management Systems	3 cr.
MBA 610	Advanced Seminar in International Marketing	3 cr.
MBA 611	Green Marketing	3 cr.
MBA 616	Advanced Managerial Accounting	3 cr.
MBA 620	Leadership in Organizations	3 cr.
MBA 621	Advanced Corporate Finance	3 cr.
MBA 625	International Finance	3 cr.
MBA 633	Human Resource Management	3 cr.
MBA 634	Planning and Staffing	3 cr.
MBA 635	Training Development and Evaluation	3 cr.
MBA 636	Change Management and Conflict Resolution	3 cr.
MBA 637	Compensation Management	3 cr.
MBA 640	Investment Management	3 cr.
MBA 641	Fixed Income Securities	3 cr.
MBA 642	Financial Derivatives	3 cr.

MBA 643	Entrepreneurial Finance. . . . . .3 cr.
MBA 644	Financial Markets and Institutions. . . . . .3 cr.
MBA 655	Entrepreneurship and Small Business Management. . . . . .3 cr.
MBA 660	Strategic Global Business Management . . . . .3 cr.
MBA 670	Special Topics in Business . . . . .3 cr.
MBA 675	Entrepreneurship Seminar. . . . . .3 cr.

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

The general MBA program offers the flexibility to tailor electives to the student's professional interests. Ample choices allow a broad choice or a focus, such as finance, entrepreneurship, global business or information systems. Alternatively, the student may select one of the following formal areas of concentration:

A. International Business Concentration

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

Course Requirements. . . . . 12 cr.

MBA 507	International Economics . . . . .3 cr.
MBA 610	Advanced Seminar in International Marketing. . . . . .3 cr.
MBA 625	International Finance. . . . . .3 cr.
MBA 660	Strategic Global Business Management . . . . .3 cr.

B. Management Information Systems Concentration

The MBA Management Information Systems concentration offers a unique combination of business intelligence and industry standards through practical project-oriented instruction. The rationale is to produce quality MBA graduates with in-depth knowledge and hands-on understanding of the essentials of managing today's information technology systems. Students study the foundations of business so they can apply management information system technology to create efficient, effective business enterprises capable of completing in a global setting.

Course Requirements   **12 cr.**
Core

| MBA 605 | Management Information Systems . . . . .3 cr. |

Electives *(select three)*

MBA 606	Strategic Information Systems . . . . .3 cr.
MBA 607	Systems Analysis and Design . . . . .3 cr.
MBA 608	Topics in Information Systems. . . . . .3 cr.
MBA 609	Database Management Systems. . . . . .3 cr.

C. Finance Concentration

The MBA Finance concentration provides MBA graduates with broad professional competence and skills for careers in executive positions at financial institutions and other organizations. This concentration offers students extensive understanding of core skillsets in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary for modern corporate finance positions and as consulting. By incorporating critical strategies and

techniques in areas such as investment and commercial banks, financial, general management consulting, venture capital and private equity firms, and corporate finance within 500 large-cap companies, graduates are primed for financial challenges in national and international arenas. This concentration allows students to tailor their program to their professional goals and prepare for career opportunities such as:

- *Investment Management.* Prepares candidates for a career as a security analyst, money manager, brokerage firm analyst, insurance company representative or other financial job function.
- *Corporate Financial Management.* Prepares candidates to be financial managers with responsibilities in risk management, strategic planning, budgeting, financial forecasting, cash management, credit administration, investment analysis and funds procurement.

Course Requirements. . . . . **12 cr.**
Core
MBA 621   Advanced Corporate Finance. . . . . .3 cr.
MBA 625   International Finance. . . . . .3 cr.
MBA 640   Investment Management . . . . .3 cr.
Electives *(select one)*
MBA 641   Fixed Income Securities . . . . .3 cr.
MBA 642   Financial Derivatives . . . . .3 cr.
MBA 643   Entrepreneurial Finance. . . . . .3 cr.
MBA 644   Financial Markets and Institutions. . . . . .3 cr.

D. Human Resource Management Concentration

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

Course Requirements. . . . . **12 cr.**
Core
MBA 634   Planning and Staffing . . . . .3 cr.
MBA 635   Training, Development, and Evaluation . . . . .3 cr.
MBA 636   Change Management and Conflict Resolution . . . . .3 cr.
MBA 637   Compensation Management . . . . .3 cr.

Executive MBA

Graduates of the Executive Master of Business Administration program focus on projects designed to develop an ability to think critically and to understand global business strategies linking North America with the rest of the world.

The Executive MBA includes:
- An academic curriculum designed to sharpen business executives' critical thinking with a global perspective.

- An accelerated course of study that can be completed in just one year.
- Opportunities to network with American and international business executives and leaders through formal and informal networking events.

Course Requirements. . . . . 33 cr.
Core

MBA 515	Accounting for Management Decisions. . . . . .3 cr.
MBA 526	Corporate Management in the Global Environment . . . . .3 cr.
MBA 527	Issues in Ethics and Social Responsibility. . . . . .3 cr.
MBA 615	Managerial Finance . . . . .3 cr.
MBA 625	International Finance. . . . . .3 cr.
MBA 630	Strategic Marketing . . . . .3 cr.
MBA 674	Quantitative Analysis for Management Decisions . . . . .3 cr.
MBA 695	Strategic Management . . . . .3 cr.

Electives

MBA 507	International Economics . . . . .3 cr.
MBA 610	Advanced Seminar in International Marketing. . . . . .3 cr.
MBA 660	Strategic Global Business Management . . . . .3 cr.

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

4+1 Undergraduate-to-MBA

Park University's School of Business offers an innovative and exciting 4+1 MBA program. The curriculum allows academically talented business students to complete both their Bachelor of Science in Business degree and Master of Business Administration degree in five years.

The accelerated format of the 4+1 Undergraduate-to-MBA program will save students time and reduce the cost of earning an MBA. Students completing the program will be better prepared to enter the workforce in higher level management positions upon graduation.

Students accepted into the 4+1 Undergraduate-to-MBA program can earn a validated course for graduate credit for up to four of the undergraduate courses listed below:

Undergraduate Course*	MBA Course	Example Graduate Assignment
AC 315 Cost Accounting	MBA 515 Accounting for Management Decisions	Additional Comprehensive Exam
IB 451 Seminar on International Business	MBA 526 Corporate Management in the Global Environment	Additional Term Paper
FI 360 Financial Management	MBA 615 Managerial Finance	Additional Case Analysis
MK 411 Marketing Management	MBA 630 Strategic Marketing	Additional Term Paper
HR 353 Introduction to Human Resource Management	MBA 633 Human Resource Management	Additional Term Paper

* Only four 4+1 courses may be substituted for relevant graduate courses.

4+1 MBA Program Undergraduate Admission Requirements

Undergraduate students with at least 60 undergraduate credit hours may apply for admission into the 4+1 Undergraduate-to-MBA program. Acceptance will be based on factors that indicate the ability for high-level academic activity. Admission to the program will be granted if the following requirements are met:

- Students must apply after completing 60 undergraduate credit hours toward their Bachelor of Science degree.
- After completing 75 undergraduate credit hours, and after acceptance into the 4+1 program, students may begin taking a 4+1 undergraduate course.
- Students must maintain a cumulative grade point average of 3.0 or better (based on a 4.0 scale).
- Transfer students and international students may apply to the 4+1 MBA program if they meet the required criteria.

4+1 MBA Program Requirements

4+1 Undergraduate-to-MBA students must successfully complete the corresponding undergraduate courses in their chosen undergraduate program. Once admitted into the 4+1 MBA program, and at the end of these courses, the student will also be required to complete a graduate assignment related to the course to earn credit toward their MBA. This assignment will be graded by School of Business graduate faculty.

The following policies apply to receive the graduate credit waiver:

- Students will pay the School of Business 4+1 MBA fee.
- Students must earn a "B" or better in undergraduate 4+1 courses.
- Students must successfully complete the additional graduate assignment graded by the graduate faculty.
- Students must apply to the School of Business MBA program within two years of graduating with their undergraduate degree. After two years, the MBA core courses can no longer be counted.

Admission into the 4+1 Undergraduate-to-MBA Program

Students who are enrolled in the 4+1 Undergraduate-to-MBA program are not guaranteed admission into the MBA program. Admission into the MBA program is determined after the student has successfully completed their undergraduate degree and applied to the MBA program. The MBA program will track 4+1 MBA students and courses awarded as a validated course. To receive graduate credit, the 4+1 Undergraduate-to-MBA student must apply to Park University's MBA program within two years of their undergraduate graduation. Once a Park 4+1 MBA student is admitted into Park's MBA program, the director of the Master of Business Administration program will apply the validated 4+1 course(s).

MBA Course Descriptions

MBA 507   International Economics. . . . . 3 cr.
This course entails analysis of the theory, structure and policies of international economic and financial institutions. Topics include international trade, trade policies, international finance issues and exchange rates.

MBA 509   Economic Development . . . . 3 cr.
This course focuses on the 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 is fostered or stymied by domestic and/or international governmental policies.

MBA 515   Accounting for Management Decisions . . . . **3 cr.**
This course emphasizes the accounting data and techniques employed by management professionals for decision-making in for-profit and not-for-profit businesses and governmental organizations to analyze, evaluate and convey their economic events and reporting status. Areas covered include cash flow analysis, financial statement analysis, variable costing, product costing, cost prediction, cost-volume-profit considerations, operational budgeting, variance analysis, return on investment and capital budgeting decisions. The course uses accounting case studies and a term project to evaluate the student's comprehension of the material.

MBA 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.

MBA 525   Entrepreneurship in the Global Economy . . . . **3 cr.**
This course offers students the skills and knowledge for developing and implementing a new global business. Using the concept of a start-up entrepreneurship, we examine the key factors in creating a new business which has a global market focus. This includes businesses started in the European Union, China, India, Russia or other countries, as well as businesses started in the U.S. 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 entities. The course is developed to promote skills needed to: assess the viability of a new business concept; understand the conditions of e-commerce readiness for specific countries; grasping unique opportunities; 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; analyze market potential; and identify sources of financial support for the new venture.

MBA 526   Corporate Management in the Global Environment . . . . **3 cr.**
This course focuses on cross-disciplinary business policy aspects of commercial enterprise through evaluation of firms' strategic and competitive behaviors from a global dimension; managerial decision-making based on the interdisciplinary nature and the role of the economy in the context of globalization.

MBA 527   Ethics and Social Responsibility . . . . **3 cr.**
This course explains the importance and rationale of ethical decision-making in business environments as well as the skills and analysis necessary to succeed in professional careers. Ethical standards such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a value-oriented business approach to provide a better understanding of legal implications.

MBA 575   Marketing Research Strategies . . . . 3 cr.
This course is an introduction to basic market research information and techniques. The focus includes research studies for selected marketing activities involving design development, information collection, data analysis and reporting of findings.

MBA 605   Management Information Systems . . . . 3 cr.
This course is developed as a framework for analyzing the use of information by firms along with examples of different types of information systems. It explores the theoretical foundations of information systems and their development uses, operations, management, control, structure and impact. The analysis of information function within the organization, the nature and characteristics of computerized information systems, usage of information systems and technology to change the organizational structure and/or work process and culture will be addressed. Information system analysis and design are also stressed through case study and projects.

MBA 606   Strategic Information Systems . . . . 3 cr.
This course focuses on the usefulness of information technology to achieve a competitive advantage, efficient operations and effective decision-making. It explores the usage of information systems and technology in enterprises and analyzes their roles, functions and effects on competitive and organizational operational strategies.

MBA 607   Systems Analysis and Design . . . . 3 cr.
This course focuses on in-depth assessment of the methodology, tools and techniques involved in designing an information system for an enterprise, including a detailed study of the system's development life cycle. The course requires reviewing and analyzing cases and exercises. A final project will be required, including analysis and design of an actual information system.

MBA 608   Topics in Information Systems . . . . 3 cr.
This capstone course focuses on the integration and synthesis of previous knowledge in information systems. Utilizing information systems and technology to address topics and problems in many functional areas such as marketing, accounting, human resources and management information are stressed. The adaption of information systems and technology to meet the needs of the ever-changing business environment will also be addressed. Case studies will reinforce lectures.

MBA 609   Database Management Systems . . . . 3 cr.
This course explores the techniques used to design databases and database management systems. Principles for determining database requirements, components and architectures are addressed. Topics such as data dictionaries, use of case tools in developing databases, data integrity, security and privacy issues, user interface and innovative programming languages will be covered. A final project involving the design of an actual corporate database is required.

MBA 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; and marketing techniques of foreign market entries (import/exports, joint ventures, licensing and management contracts). Emphasis is on marketing mix and how it is adapted for the global environment.

MBA 611   Green Marketing . . . . **3 cr.**
This is an environmental marketing course dealing with issues related to the environment. Topics covered are centered around the theoretical basis, managerial perspective, public policy viewpoint, or for empirical evidence of environmentalism. This course also covers a wide array of topics from segmentation of product, advertising and distribution strategies, and from a micro to a macro perspective. It represents an excellent tool for understanding and researching environmental marketing.

MBA 615   Managerial Finance . . . . **3 cr.**
This course covers a comprehensive analysis of issues faced by financial managers. Topics include capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other relevant topics. *Prerequisite: MBA 515.*

MBA 616   Advanced Managerial Accounting . . . . **3 cr.**
The course places emphasis on modern accounting trends and contemporary controversial related topics. Because accounting revolves around information access and dissemination, the course will utilize the Internet, a major force in information access and dissemination. As part of this course, teams will create and use a formal website that includes hyperlink pages addressing the various aspects of financial analysis. *Prerequisite: MBA 515.*

MBA 620   Leadership in Organizations. . . . . **3 cr.**
The course discussions will focus on leadership in organizations, problem-solving techniques and communication, coordination, and human relation skills required for managerial success. Topics covered include principles and practices of management functions such as planning, organizing, motivating and controlling.

MBA 621   Advanced Corporate Finance . . . . **3 cr.**
The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews theory and empirical evidence related to investment and financing policies of a firm and attempts to develop decision-making in these areas. This course serves as a complement and supplement to MBA 615 (Managerial Finance). Some areas of financial management not covered in MBA 615 are covered in MBA 621. These may include leasing, mergers and acquisitions, corporate reorganizations, financial planning and working capital management, and other selected topics. Other areas that are covered in MBA 615 are covered more in-depth and more rigorously in this course. These include investment decision-making under uncertainty, cost of capital, capital structure, pricing of selected financial instruments and corporate liabilities, and dividend policy. *Prerequisite: MBA 615.*

MBA 625   International Finance . . . . **3 cr.**
This course focuses on the study of the international monetary environment and financial planning for corporations with global operations. The course also covers the analysis of the effects of exchange rate fluctuations, currency restrictions and tax regulations on international financial planning. Furthermore, it examines the financial aspects of multinational business, including foreign investment, trade and transfer of funds. *Prerequisite: MBA 615.*

MBA 630   Strategic Marketing . . . . 3 cr.
An introduction to 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.

MBA 633   Human Resource Management. . . . . 3 cr.
This course is an extensive analysis of human resource management in the modern organization. Major functional areas including strategic human resource management, employment, compensation, benefits, employee and labor relations, training and development, and human resource planning, as well as personnel policy and procedures are discussed.

MBA 634   Planning and Staffing. . . . . 3 cr.
This course examines concepts, strategies and current issues in recruitment, talent acquisition, selection and training. The course involves the use of quantitative methods to analyze the impacts of legal compliance, diversity, technology, outsourcing, restructuring and downsizing, on the effective strategic management of human resources. *Prerequisites: MBA 674.*

MBA 635   Training, Development and Evaluation . . . . 3 cr.
This course examines concepts, strategies and current issues in the training and development of talent and subsequent downstream effects. The course involves the use of quantitative methods to analyze the impact of training and development on organizational and strategic human resource management outcomes and their effectiveness. *Prerequisites: MBA 674.*

MBA 636   Change Management and Conflict Resolution. . . . . 3 cr.
This course examines concepts, strategies and current issues in change management and conflict resolution, and subsequent downstream effects. Quantitative methods are used to analyze the impact of change and other interventions on organizational and strategic human resource management outcomes, and their effectiveness. *Prerequisites: MBA 674.*

MBA 637   Compensation Management. . . . . 3 cr.
This course examines theory, concepts, strategies and current issues in the design and implementation of compensation and benefit systems, and subsequent downstream effects. The course involves the use of quantitative methods to analyze the impact of compensation and benefit systems on organizational and strategic human resource management outcomes and their effectiveness. *Prerequisites: MBA 674.*

MBA 640   Investment Management . . . . 3 cr.
This course provides an analysis of various debt, equity and derivative investment vehicles. Various theories of valuation of stocks, bonds, options, futures, real assets and other securities will be applied to each aspect individually and in the context of portfolio management.

MBA 641   Fixed Income Securities . . . . **3 cr.**
This course is a rigorous study of fixed income securities, including default-free bonds, floating rate notes and corporate bonds. Closely related financial instruments such as forwards and futures on fixed income securities, bond options and interest rate swaps are also examined, in addition to analyzing specific types of fixed income securities. There will be an examination of the tools used in bond portfolio management. *Prerequisites: MBA 615 and MBA 640.*

MBA 642   Financial Derivatives . . . . **3 cr.**
This course provides the student with the necessary skills to value and to use options, futures and related financial contracts. The financial derivatives are one of the constantly changing and widely-used instruments in today's financial markets. This course will provide rigorous fundamental valuation and explore the strategic and tactical dimensions of derivatives. The topics that will be covered include the valuation of futures contracts on stock indices, on commodities and Treasury instruments; the valuation of options; empirical evidence; strategies with respect to these assets; dynamic asset allocation strategies, of which portfolio insurance is an example; swaps; and the use (and misuse) of derivatives in the context of corporate applications. *Prerequisites: MBA 615 and MBA 640.*

MBA 643   Entrepreneurial Finance . . . . **3 cr.**
This course will familiarize you with topics in entrepreneurial finance. It focuses on applying financial theories and principles to small firms. There is special emphasis on specific issues that confront small businesses through their life cycle of development, start-up, expansion, maturity and harvesting. The course introduces the main financial issues affecting start-up companies, venture capital markets, private equity and debt financing, valuing small companies and harvesting methods. The course is divided into two parts — part one covers "small business survival skills," including assessing financial performance, financial planning, identifying external financing needs and business valuation; part two addresses the issues and challenges associated with financing for entrepreneurial enterprises. *Prerequisite: MBA 615.*

MBA 644   Financial Markets and Institutions. . . . . **3 cr.**
This course provides an overview of distinguishing characteristics of different types of financial markets (such as money markets, bond markets, derivatives markets) and institutions (such as commercial banks, investment banks, insurance companies, mutual funds and pension funds), as well as current issues affecting their structure and governance. *Prerequisites: MBA 615.*

MBA 655   Entrepreneurship and Small Business Management . . . . **3 cr.**
This course introduces fundamentals of profit analysis, financial planning and management control for small businesses. Topics include evaluation of product policies, marketing and pricing strategies, and organizational structure and control mechanisms. Investment requirements of operating a business and alternative ways of financing, including bank loans, mortgage financing, venture capital and public stock offerings are discussed.

MBA 660　　　Strategic Global Business Management . . . . 3 cr.
This course provides broad knowledge and understanding of 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 the Middle East is
emphasized. The economic, political and legal aspects of global business are discussed in the
context of international management.

MBA 670　　　Special Topics in Business. . . . . 3 cr.
In this course, current topics in business are extensively discussed, including business ethics,
labor relations, financial planning or any of a wide variety of subjects in business curriculum,
such as entrepreneurial research, entrepreneurial education or entrepreneurial investments.

MBA 674　　　Quantitative Analysis for Management Decisions . . . . 3 cr.
This course covers the concepts, tools and methods of economic analysis relevant to
decision-making occurring within and across firms, with emphasis on the economic way
of approaching business decisions. Attention is given to the analysis of factors determining
market demand and supply, as well as factors affecting short- and long-run production and
costs, strategic pricing policies in the presence of marketing power and interaction of firms
within various market structures.

MBA 675　　　Entrepreneurship Seminar . . . . 3 cr.
This capstone course addresses 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 opportunities 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 practices to demonstrate
methods of dealing with a variety of problems at different levels of a new venture.

MBA 695　　　Strategic Management . . . . 3 cr.
This course covers the integration of applied research for managerial decisions and actions
that determine the long-term performance of a corporation. Focus includes strategy
formulation, implementation, evaluation and control. Topics covered are: development of an
integrated operations strategy, analysis of cases and completion of a major project involving
research and investigations. *Prerequisites: MBA 515, MBA 526, MBA 527, MBA 615, MBA
630 and MBA 674, or equivalent approved by the MBA director.*

MASTER OF HEALTHCARE ADMINISTRATION

The Master of Healthcare Administration (MHA) program is designed for those individuals who are currently, or who aspire to be, leaders in a variety of health settings. Today's health organizations need administrators who can manage the current components of health care, as well as lead the health sector in new directions. The MHA program offers students the opportunity to understand and master the organizational, legal, financial, political and managerial aspects of health systems management. The MHA program offers a unique curriculum that is designed specifically to meet the career needs of future health leaders. The program is an associate member of the Association of University Programs in Health Administration, an oversight organization of the Commission on Accreditation of Healthcare Management Education.

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

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

Program Goals
Specifically, graduates of the Master of Healthcare Administration program will be:
1. Knowledgeable of the structure and organization of the health systems in the U.S. and internationally.
2. Skilled in the management of health organizations, which includes acquiring a strong foundation in the financial, economic, legal, and leadership theories and practices unique to health organizations.
3. Able to understand health care systems, nationally and internationally, from a comparative perspective.
4. Able to design and lead marketing and strategic planning efforts within an organization as well as health care systems.
5. Able to effectively communicate within system-wide and organizational health care settings.
6. Skilled in collecting, managing, mining and analyzing health care data, and making data-driven decisions that benefit the health of populations.
7. Able to use statistics, quality improvement and research methodology, to improve the effectiveness and efficiency of decision-making.
8. Knowledgeable in law, ethics and policy issues affecting health care and the need to take into account diverse laws, standards, values, morals and cultural ethics.
9. Competent to measure and utilize evidence-based outcomes and capable of leading institutional and system-wide quality improvement efforts.

10. Awareness and knowledge of population health, health-related behaviors and needs of diverse populations, and the ability to take these needs into account when designing health care delivery systems.
11. Knowledgeable of the diverse, ethical and professional standards in the medical and broader health care professions, and capable of mediating professional differences.

Admission Requirements

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

- A bachelor's degree from a regionally accredited U.S. institution or the equivalent from an international institution.
- A minimum of a 3.0 cumulative grade point average on a 4.0 scale in the bachelor's degree.
- Submission of official transcripts is required (except for Park University alumni).
- Students with a GPA between 2.75 and 3.0 may be considered for admission if they provide an acceptable GRE or GMAT score taken within the past five years of application date, or meet other requirements per the program director's discretion. In some circumstances, probationary status may be granted to those who do not meet minimum admission standards.
- Three letters of recommendation from people who can attest to the student's interest in health care. These can be from employers, former professors or professionals in the health care field who can attest to the student's qualifications, interests and talents.
- An admission essay detailing how the MHA degree from Park University will enable the applicant to reach chosen career, civic and professional goals. This essay must be entirely the work of the applicant and not more than 300 words in length. The essay should be submitted electronically to gradschool@park.edu.
- Current résumé, submitted electronically to gradschool@park.edu.

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

For more information regarding the Master of Healthcare Administration program, please visit www.park.edu/academics/academic-programs/graduate-programs/master-of-healthcare-administration/index.html.

Graduation Requirements

- Completion of 36 credit hours of approved courses, including internship credit hours, with an overall grade point average of 3.0 or above.
- Successful completion of prescribed MHA Comprehensive Examination. Following satisfactory completion of all core courses and including at least concomitant enrollment in the Healthcare Administration Capstone Seminar, the student will be eligible to apply to sit for the MHA Comprehensive Examination.
- Completion of internship with a healthcare administrator or leader.
- See the *Academic Policies and Academic Standards* section for more information.

Format and Delivery of Courses
- Online: Courses in the MHA program are predominately online. Students may meet all course requirements through an online format.
- Face-to face: Face-to-face courses are offered selectively at the Downtown Kansas City, Mo., Campus Center each academic term, with increasing opportunities for students to meet a significant portion of their degree requirements through this venue.

Degree Requirements
Required Core Courses . . . .**24 cr.**

HA 509	Management of Health Information Systems.	3 cr.
HA 511	Leadership and Management in Healthcare Systems	3 cr.
HA 516	Healthcare Finance	3 cr.
HA 517	Legal and Ethical Issues in Healthcare Administration.	3 cr.
HA 518	Organization of Healthcare Delivery Systems	3 cr.
HA 533	Managerial Epidemiology	3 cr.
HA 573	Quality Improvement and Outcome Assessment in Healthcare Settings	3 cr.
HA 604	Healthcare Economics and Payment Systems.	3 cr.

Electives *(select three courses from list below).* . . . .**9 cr.**

HA 515	Marketing and Consumer Driven Healthcare	3 cr.
HA 521	Special Topics in Healthcare Administration	1 - 3 cr.
HA 532	Healthcare Services and Systems for Diverse Populations.	3 cr.
HA 537	Health Policy and Politics	3 cr.
HA 557	Nursing Dimensions of Healthcare Administration	3 cr.
HA 580	The Pharmaceutical Basis for Healthcare Delivery.	3 cr.
HA 603	Healthcare Research Methods for Managerial Decision-Making	3 cr.
HA 611	Mediation, Negotiation and Conflict Management	3 cr.
HA 615	Healthcare Strategic Management *(16-week format).*	3 cr.
PA 503	Emerging Issues in Public Affairs. . . . . *(for health-related topics)*	3 cr.
PA 545	Management of Nonprofit and Nongovernmental Organizations . . .	3 cr.

MHA Capstone Seminar and Internship . . . .**3 cr.**

HA 621	Healthcare Capstone Seminar *(16-week format).*	1 cr.
HA 622	Healthcare Administration Capstone Internship *(16-week format).* . .	2 cr.

TOTAL . . . .**36 cr.**

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

Course Descriptions
HA 509   Management of Health Information Systems . . . . **3 cr.**
This course advances the learner through a discussion of the history, present state, and future trends in the industry. The course provides a managerial perspective of the issues related to the planning, selection, and operation of healthcare information systems. Many of the key acts and laws that regulate secure handling of patient specific data are

introduced in the course. Electronic healthcare record systems are identified as critical tools in improving quality of care in the healthcare process. While adding key elements of the science of information technology, this course also highlights the importance of the basic review and safeguarding of healthcare data, change management, budgeting, and personnel management. Healthcare leaders are further expected to manage various aspects of information technology effectiveness through a complete understanding of the industry regulatory requirements and technology trends.

HA 511   Leadership and Management in Healthcare Systems . . . . 3 cr.
This course is an in-depth study of a range of issues and related problems faced by practicing managers and leaders in the rapidly changing health care/health services delivery system. Special emphasis is placed on the issues relevant to current challenges, and this emphasis is of utilitarian value to the participants. Examples of issues include rural and urban health care, managed care, ethics of health care, leading international organizations, integrating technology, and leadership styles and traits.

HA 515   Marketing and Consumer Driven Healthcare. . . . . 3 cr.
Within a broad marketing philosophy, the course presents marketing as the process of identifying and delivering what physicians, patients and families want. This involves market research, market analysis, product design, product development, promotion and delivery; physician, patient, family and employee satisfaction and understanding how these factors drive the health care market.

HA 516   Healthcare Finance . . . . 3 cr.
The focus of this course is on financial management tools and strategies for health care organizations. The course includes capital and cash flow management, budgeting, financial markets, investment decisions, analyzing financial statements, pricing, cost analysis, performance evaluation, contract negotiation, financial accounting, problems and solutions of health insurance, government funding and methods of containing health costs. These issues will be studied in view of serving consumers more effectively.

HA 517   Legal and Ethical Issues in Healthcare Administration. . . . . 3 cr.
The course studies the legal framework of health services and health care delivery, as well as the ethical issues confronted by health care administrators in various health settings. Topics will include licensure, medical malpractice, liability, insurance issues, legal standards for care, confidentiality of records (HIPAA), informed consent and, patient rights and patient advocacy.

HA 518   Organization of Healthcare Delivery Systems . . . . 3 cr.
The course provides an overview of the development of the current status of the health care system in the U.S., its organizational structure and operation of the various health care organizations, governmental as well as non-governmental, at the federal, state and local levels. The course examines the structure and issues of the major health care delivery systems (national and international), including outpatient clinics, physicians' offices, hospitals, long-term care facilities, self-help organizations, patient advocacy groups, accrediting agencies and the insurance industry. Grounded in the past and focused on the future of American health care systems, the course will examine the evolution of administrative characteristics, with consumer demand characteristics (physicians, patients and families) and the planning and operation of health care services in an international competitive marketplace.

HA 521 Special Topics in Healthcare Administration . . . . 1 - 3 cr.

This course is designed primarily for Master of Healthcare Administration students and will focus on contemporary management issues in health care. *The course will be offered when need and interest are present.*

HA 532 Healthcare Services and Systems for Diverse Populations . . . . 3 cr.

This is a broad-based course in the sociology and anthropology of medicine and health. The course will focus on the social, cultural and behavioral aspects of health-related issues and their implications for health administration. Topics will also include gender, race and culture issues in health care.

HA 533 Managerial Epidemiology. . . . . 3 cr.

Epidemiology is the study of the distribution and determinants of health in populations and the application of this study to improve health outcomes. It is the basic science of public health. This course introduces students to the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The ultimate goals of epidemiology are to determine the scale and nature of human health problems and to identify solutions to prevent disease and improve the health of the entire population. This course will focus on the principles of epidemiology and the application for epidemiology in the management of health care organizations.

HA 537 Health Policy and Politics. . . . . 3 cr.

This course addresses the momentous changes that health care is facing in the U.S. and around the world. Fueled by population growth and socioeconomic trends, political systems will, and must, respond to the new demands of health care. With a challenging and insightful analysis and evaluation of political, professional and consumer demands, this course will help learners understand the nature of the policy process and prepare them for the leadership expectations U.S. health care reform and global systems changes will require.

HA 557 Nursing Dimensions of Healthcare Administration . . . . 3 cr.

Nursing care is a major force in health care delivery and leadership. The course will focus on how leadership roles that nurses play in health care delivery systems are organized. The current and evolving leadership roles of the nursing profession will be covered, along with the overall organization of health care systems.

**HA 573 Quality Improvement and Outcomes Assessment in
Healthcare Settings. . . . . 3 cr.**

The course will familiarize students with outcomes-based quality improvement methodologies. Focus will be on the techniques of measuring customer satisfaction, implementing quality management programs, and adherence to best practices and standards in securing evidence-based outcomes in the provision of health services. It will also focus on patient safety and the infrastructure needed to create a culture of safety in health care organizations.

HA 580 The Pharmaceutical Basis for Healthcare Delivery. . . . . 3 cr.

The use of pharmaceuticals and medical devices in health care has become a major driver in both the clinical and administrative functions of health care leadership. Knowledge of, and the ability to manage, the professional constituents and vendors in these areas is critical to the success of health care organizations and the patients and doctors that are served by them. This course focuses on critical elements of the administration and role of pharmacy and medical devices.

HA 603   **Healthcare Research Methods for Managerial Decision-Making . . 3 cr.**
The healthcare industry emphasizes the utilization of evidence to support operational and clinical decision-making when appropriate and feasible. To this end, this course seeks to empower students by giving them the knowledge and ability to follow the research process as a means of making well-informed decisions. The course topics will include problem identification, research design and hypothesis development, literature review, use of theory in research, research design and methodology, hypothesis testing, interpretation of results, and addressing ethical issues in research. This course will also provide tangible examples of how research supports managerial decision-making as in the case of program design and evaluation and quality management.

HA 604   **Healthcare Economics and Payment Systems . . . . 3 cr.**
The course will focus on key macro- and micro-economic concepts, such as demand (what physicians, patients and families want), supply, distribution, utilization of resources, market theories and cost-benefit analysis, as they apply to health care as a service industry. Additional emphasis will be placed on current and future U.S. payment systems for health care, such as HMOs, Medicare and Medicaid, and on comparisons of these systems to those of other countries.

HA 611   **Mediation, Negotiation and Conflict Management . . . . 3 cr.**
Mediation, negotiation and conflict resolution with physicians, nursing and allied health staff, patients, and their families are critical components of leadership. The course focuses on learning preventative approaches to conflicts and disputes, and development of professional skills in negotiating, mediating and managing conflicts. This course will include methods for patient, employee and physician satisfaction assessment, and continuous improvement.

HA615   **Healthcare Strategic Management . . . . 3 cr.**
In order to maintain a competitive advantage in a highly dynamic environment, it is necessary that healthcare administrators possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires the leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional-level vision, mission, and values statements; analyze and draw meaningful conclusions from internal and external assessments using a variety of established tools and techniques; formulate well-conceived organizational goals, objectives, and strategies; and present realistic implementation and monitoring plans.

HA 620   **Healthcare Administration Capstone Seminar . . . . 3 cr.**
This is the capstone course for the MHA program that will provide students the opportunity to integrate and synthesize previous course work in health care management. The focus of the course will be on the application of health leadership and management theories and concepts, including incorporation of strategic management principles. The course will require a major project and internship with a health organization. *Prerequisites: Completion of at least 27 credit hours of MHA courses, including all core courses, and permission of the program director are required. (16- week format)*

HA 621   Healthcare Capstone Seminar. . . . . 1 cr.
This is the first of the two-part capstone course for the MHA program that will provide students the opportunity to integrate and synthesize previous coursework in healthcare management. The focus of this course will be on the review of healthcare administration theories and concepts, as well as utilization of critical thinking methodologies and senior level professional practices in the healthcare industry. Prerequisites: Completion of at least 33 credit hours of MHA courses, including all core courses, and permission of the program director are required. *Students will be required to take HA 621 and HA 622 simultaneously. (16-week format)*

HA 622   Healthcare Administration Capstone Internship . . . . 2 cr.
This is the second of the two-part capstone course for the MHA program that will provide students the opportunity to integrate and apply previous coursework in healthcare management while engaged in an internship in an organization providing health-related goods and services. Students will secure internships with senior-level preceptors in the healthcare industry with the guidance of program faculty. The internship will also require completion of a major healthcare management project which adds value to the organization. Prerequisites: Completion of at least 33 credit hours of MHA courses, including all core courses, and permission of the program director are required. *Students will be required to take HA 621 and HA 622 simultaneously. (16-week format)*

SCHOOL FOR EDUCATION

Michelle Myers, Ed.D., Dean, School for Education
Jan McKinley, Ed.D., Director, Graduate Education Programs

Mission

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

Vision

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

Derived from Park University's vision, mission and core values, the School for Education's vision is to develop leaders in education. The SFE's mission, embodied in five goals, is the commitment to prepare teacher candidates to be effective school professionals, reflective change agents, and advocates for equity and excellence. The SFE's Conceptual Framework, grounded in sound educational research, theory and practice, is centered on five core beliefs. These core beliefs guide the SFE as it nurtures and supports the development of teacher candidates' knowledge, skills and dispositions so they can be leaders and assume the roles of effective school professionals, reflective change agents, and advocates for equity and excellence. To confirm that the SFE's vision, mission, goals and core beliefs are being met, the SFE engages an assessment system that continually assesses and evaluates teacher candidates as they progress and transition through the SFE's programs. The SFE assessment system strives to be fair and unbiased so as to accurately confirm candidates' competencies of their knowledge, skills and dispositions, and to provide evidence upon which to guide future SFE programming.

Diversity Statement

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

Philosophy, Purposes and Goals

A candidate who meets the School for Education's five goals provides evidence that he/she is developing as an effective school professional, a reflective change agent, and an advocate for equity and excellence for all learners. The goals summarize the core knowledge, skills and dispositions that are at the heart of the developmental process, and are rooted in the core beliefs that make up the knowledge base that drives the SFE's programs. These goals serve as a guideline for everything the School for Education does with its candidates as we work with them to nurture their development as professionals.

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

Core Beliefs and Knowledge Bases

1. School professionals are advocates for equity and excellence for all. Every person can learn, and the goal of education is to give every individual the best possible opportunities to reach his or her highest potential.
2. There is a definite knowledge base in education. All educators are grounded in content knowledge, educational theory, pedagogical knowledge, research and best practice, and professionalism. Educators are also connected to the professional communities and learned societies in education, in general, and in their chosen field, and are knowledgeable in the standards of those societies, as well as those of the State of Missouri.
3. Within the definite knowledge base in education, educators have the necessary knowledge and skills to conduct and interpret appropriate assessments, and to use the information from assessments to develop and adapt instruction that meets learners' needs, and maintains their engagement. Throughout the assessment process, educators uphold American Psychological Association guidelines related to ethics and confidentiality. Educators also know that assessment is both formative and summative.
4. Educators are reflective change agents who are experts in collaborative problem-solving and critical inquiry. They are professionals who should regularly engage in high-level thinking, and should promote and nurture those same high levels of thinking in the learners they serve.

Conceptual Framework: Knowledge, Skills and Dispositions

The School for Education's Conceptual Framework is tied to specific knowledge, skills and dispositions that should be evident in developing school professionals. These prerequisite knowledge, skills and dispositions represent interlocking, continuous levels of development that build upon one another. At the core is knowledge — knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but is not enough on its own. Skills are the application of what one knows, but even these are not sufficient; they must be lived out in the context of who each teacher is as a person and a professional. Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he/she is. The development of dispositions is the outer sphere of the three and represents the ultimate manifestation of a teacher's development in the real world of teaching. Teacher candidates are assessed on knowledge, skills and dispositions throughout their program.

Transfer of Graduate Credit

No more than six hours of graduate credit transferred from another academic institution may be used to meet master's degree requirements in the School for Education. Transfer is granted only after an evaluation of the appropriateness of the courses by the program director. Other criteria that must be met in order for credits to be considered are:

- Transfer course content is appropriate to the program. Only transfer credit earned from a regionally-accredited institution of higher education, or its equivalent, if the institution is a foreign university or college, is accepted.
- The grade earned in the course is "B" or better.
- The credits were not used for a previous degree.
- The credit is not more than 7 years old. A program director may waive the requirements on a course-by-course basis if, in his/her judgment, the content of the course has not changed appreciably during the applicable period.
- The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.

Graduation Requirements

- Successful completion of 30 credit hours, with no grade lower than a "C" in the required courses, with a cumulative grade point average of 3.0 or higher. No more than two grades of "C" are allowed within the program of study. See *Academic Policies — Graduation Requirements* section for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at www.park.edu/graduation. Students must return the completed form with the appropriate fee.

General Information

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

As practicing educators, the faculty is aware of the demanding schedule that teachers maintain. Therefore, graduate education programs have been designed to be accessible to the working professional. Programs are available in an eight-week format meeting one night per week, as well as online.

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

Students maintaining enrollment of one course per 8-week fall and spring terms, and two courses in the summer, may complete the degree in two calendar years.

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

MASTER OF EDUCATION

The Master of Education program at Park University provides an opportunity for students to focus on one of several emphasis areas. Each of the emphasis areas has specific admissions and degree requirements as outlined below.

EMPHASIS AREAS

A. Teacher Leadership

The Master of Education degree in Teacher Leadership began in October 1995, becoming the first graduate program in the School for Education. The degree is designed to meet the practical needs of the classroom teacher by concentrating on both theory and practice together in each course. This program of study strives to develop reflective educators who can be effective change agents in their school environments, throughout their communities and most importantly in the lives of their students.

This degree which culminates with the development of a Professional Portfolio, is 30 credit hours and is designed to help the teacher meet the critical needs of a changing society.

Admission Requirements

1. A bachelor's degree from a regionally accredited institution and a valid state teaching certificate (applicant must provide copy of certificate).
2. Minimum 3.0 grade point average on a 4.0 scale.
3. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance.
4. Child abuse or neglect screening.

Note: If items 3 and 4 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

5. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a. Four years successful employment experience (letter of recommendation from supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
6. Official admission to the School for Education.

Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

Degree Requirements

This 30-hour program is offered in an 8-week format. The curriculum is 30 credit hours, and a Professional Portfolio as well as projects embedded in course work is required.

Curriculum . . . . **30 cr.**

ED 513	Law for Educators	3 cr.
ED 515	Sociological Factors Affecting Education	3 cr.
ED 516	Introduction to Graduate Research	3 cr.
ED 532	Teaching and Learning: Theory Into Practice.	3 cr.
ED 608	Assessment.	3 cr.
ED 631	Action Practicum.	3 cr.

Electives

Instructional Leader Emphasis *(choose four)* . . . . **12 cr.**

ED 519	Diversity in the Classroom	3 cr.
ED 520	Special Needs in the Classroom	3 cr.
ED 526	Classroom Management Seminar	3 cr.
ED 541	Middle School Philosophy and Organization.	3 cr.
ED 620	Advanced Instructional Methods and Strategies.	3 cr.

Curriculum and Assessment Emphasis *(choose four)* . . . . **12 cr.**

ED 495	Statistics for Teachers*	3 cr.
ED 541	Middle School Philosophy and Organization.	3 cr.
ED 548	Evaluation of Abilities and Achievement	3 cr.
ED 606	Curriculum Theory and Practice	3 cr.
ED 621	Program Design and Evaluation	3 cr.

* Required

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.

Thesis Option

With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The six-credit hour Thesis Option provides students with the opportunity to explore a topic in-depth, by applying an appropriate research methodology. Students electing the Thesis Option shall adhere to the requirements set forth in the School of Graduate and Professional Studies Master's Thesis Procedures, described above. Additional information about writing a thesis may be found in the Standards and Procedures Manual, accessible through the SGPS website.

Required Coursework . . . . **6 cr.***

ED 700	Thesis — Research and Proposal Development	3 cr.
ED 701	Thesis — Research	3 cr.
ED 799	Thesis — Continuous Enrollment.	1 cr.

* Note: A maximum of six thesis hours may be counted toward degree requirements. Students electing the thesis option will not take ED 631. Degree completion with a Thesis Option requires a minimum of 33 credit hours.

Graduation Requirements
- All student candidates must successfully complete the required credit hours with a 3.0 grade point average, with no more than 2 "C's" and no grade lower than a "C." See Academic Policies under the Academic Standards section of this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at www.park.edu/graduation
- Students must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog for more information.

B. Language and Literacy
Purpose
The Master of Education with emphasis in Language and Literacy is designed with two areas of emphasis for two types of educators:
1. **Special Reading Teacher** — This is for educators desiring to work as reading specialists in various public and private settings. The degree program meets the International Reading Association's Standards for Reading Professionals (2010 revision). Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.*
2. **English for Speakers of Other Languages Teacher** — This Master of Education is for educators desiring ESOL linguistics and second language acquisition basics, as well as ESOL methods, materials and assessments for public and private schools. This degree program meets the National TESOL Standards as well as DESE ESOL Standards. Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area leads to Missouri ESOL certification. Certification is not available as an initial certificate; candidates must already be certified in another area.*

Admission Requirements
1. A bachelor's degree from an accredited institution and a valid state teaching certificate (applicant must provide copy of certificate).
2. Students seeking Special Reading Teacher or ESOL certification must have two years' teaching experience by the time they apply for certification.
3. Minimum 3.0 grade point average on a 4.0 scale, and 2.5 GPA in core.
4. A felony background check and FBI fingerprint check. Admission is dependent upon a clearance.
5. Child abuse or neglect screening.

Note: If items 4 and 5 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

6. 6Students with a GPA between 2.7 and 3.0 may be considered for admission, if they provide one of the following:
   a. Four years successful employment experience (letter of recommendation from supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.

7. Official admission to the School for Education.

Note: An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

Program Requirements

Candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I and II.

For all areas, in addition to completing the 30-hour curriculum with at least a 3.0 GPA, the candidate must submit an approved portfolio that addresses satisfactorily the Missouri standards for teacher certification. A student cannot complete the program or be recommended for certification without the portfolio. The portfolio must be presented by the fifth week of the last term of the student's program.

Note: Candidates who disagree with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Curriculum . . . . **30 cr.**
Special Reading

   Core Classes (12 hours)
   ED 545   Teaching Reading to Linguistically Diverse Readers. . . . . .3 cr.
   ED 546   Advanced Diagnosis and Remediation of Reading Difficulties . . . . . .3 cr.
   ED 641   Literacy Practicum I . . . . .3 cr.
   ED 651   Literacy Practicum II . . . . .3 cr.
   Required Courses* . . . . **15 cr.**
   * ED 520 and ED 526 can be fulfilled with baccalaureate degree.
   ED 520   Special Needs in the Classroom . . . . .3 cr.
   ED 526   Classroom Management Seminar . . . . .3 cr.
   ED 527   Growth & Development of Children & Adolescents . . . . .3 cr.
   ED 528   Theory/Practice in Literacy . . . . .3 cr.
   ED 547   Counseling Techniques with Exceptional Children
                 and Their Families. . . . . .3 cr.
   ED 548   Evaluation of Abilities and Achievement . . . . .3 cr.
   ED 557   Language Development for the Exceptional Child. . . . . .3 cr.
   ED 561   Miscue Analysis . . . . .3 cr.
   Electives* *(choose one) Note: If ED520 and ED526 are fulfilled with baccalaureate degree*
   ED 519   Diversity in the Classroom . . . . .3 cr.
   ED 609   Current Issues and Trends in Literacy . . . . .3 cr.
   ED 619   Multicultural Literature . . . . .3 cr.

Note: Students must demonstrate completion of a course in growth and development for certification.

English for Speakers of Other Languages

Core Classes (12 hours)

ED 545   Teaching Reading to Linguistically Diverse Readers. . . . . .3 cr.

ED 546   Advanced Diagnosis and Remediation of Reading Difficulties. . . . . .3 cr.

ED 641   Literacy Practicum I . . . . .3 cr.

ED 651   Literacy Practicum II. . . . . .3 cr.

Required Courses* . . . . .15 cr.

* ED 520 Special Needs in the Classroom may be fulfilled with baccalaureate degree.

ED 519   Diversity in the Classroom . . . . .3 cr.

ED 520   Special Needs in the Classroom . . . . .3 cr.

ED 552   Linguistics for ESOL Teachers. . . . . .3 cr.

ED 562   Principles of Second Language Learning . . . . .3 cr.

ED 582   Methods/Materials for Teaching ESOL . . . . .3 cr.

ED 608   Assessment. . . . . .3 cr.

Electives*

* If ED 520 Special Needs in the Classroom is fulfilled with baccalaureate degree.

ED 609   Current Issues and Trends in Literacy . . . . .3 cr.

ED 619   Multicultural Literacy . . . . .3 cr.

Graduation Requirements

All student candidates must successfully:

- Complete the required credit hours with a 3.0 grade point average, with no more than two "C's" and no grade lower than a "C." See Academic Policies under the Academic Standards section of this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at www.park.edu/graduation. Students must return the completed form with the appropriate fee.

Note: Certification as a reading specialist requires passing the Praxis test for reading certification (Code 0300) with a qualifying score (www.cts.org).

C. Adult Education

Purpose

The Master of Education in Adult Education program is progressive and multidisciplinary, introducing students to the key concepts of learning and development in adulthood. It integrates internationalized learning from global perspectives to challenge students on a theoretical and practical level. It will:

- Provide a comprehensive, research-based understanding of human capacity building and competency development.
- Connect students with challenges facing today's organizations and prepare students to create innovative and effective learning solutions.
- Prepare students to synthesize elements from adult learning theory, instructional design, program planning, implementation and evaluation strategies.

Drawing on a range of disciplines, the program prepares students for careers to apply knowledge and skills which can be effectively used and developed on individual, group and organizational levels.

Within the Master of Education in Adult Education program, real-world experience

is invited to connect learners with external stakeholders in the field of adult education. Project and problem-based learning concepts are utilized in which participants propose real solutions to the challenges facing the field within the context of adult education. Participants develop transferable competencies, valued throughout all domains of the workforce, which are developed and assessed throughout the program with individualized coaching. The culminating experience results in a graduate student colloquium where participants submit a formal proposal for peer review and present their original learning theories and research.

Program Competencies

- Active Inquiry — Exploring new knowledge through extensive investigation.
- Global and Community Learning — Extending sociocultural relations across local and world space.
- Critical and Strategic Thinking — Generation and application of unique insights and opportunities to create competitive advantage, reflective reasoning about beliefs and actions.
- Ethics and Moral Reasoning — Value-based actions under conditions of uncertainty.
- Integrated and Applied Learning — Connecting skills and knowledge from multiple sources, contexts and experiences, including diverse and contradictory points of view.

Admission Requirements

1. A bachelor's degree from a regionally accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a. Four years successful employment experience (validated by a letter of recommendation from a supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
4. Official admission to the School for Education.

Note: An applicant who has been denied admission to a graduate education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appellate. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.
Note: The program was revised beginning with the 2013-14 academic year. Advisers will adjust individual candidate's schedules in the interim.

Required Courses. . . . . 30 cr.

ED 500	Foundations of Adult Education	3 cr.
ED 512	Human Capacity Building	3 cr.
ED 516	Introduction to Graduate Research	3 cr.
ED 538	Integrating Adult Development and Learning	3 cr.
ED 540	Emerging Technologies and Facilitation Strategies	3 cr.
ED 542	Program Planning for Adults	3 cr.
ED 559	Research and Resource Development	3 cr.
ED 563	Managing Change and Innovation	3 cr.
ED 570	Critical Teaching for Social Change	3 cr.
ED 631	Action Practicum	3 cr.

Graduation Requirements

- All student candidates must successfully complete the required 30 hours with a 3.0 grade point average, with no more than 2 "C"s and no grade lower than a "C". See Academic Policies under the Academic Standards section in this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at www.park.edu/graduation. Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

D. Educational Leadership with Certification

Purpose

The Master of Education with a specialization in Educational Administration degree is designed to allow certification for principalship in a 30-hour program. It is offered in the 8-week format, classes meeting in a blended format (5 meetings face-to-face and 3 weeks online). We also offer this program in a totally online format. Full-time enrollment is one course per 8 week term. Full time enrollment during the academic year and one course for two summers allows completion in two calendar years.

Admission Requirements

1. A bachelor's degree from an accredited institution and hold a valid state teaching certificate (applicant must provide copy of certificate). *Note: This must be completed before the completion of the first three credit hours.*
2. Students seeking Educational Leadership with Certification must have two years' teaching experience by the time they apply for certification.
3. A letter of recommendation from a school administrator who has supervised your work. *Note: This must be completed before the completion of the first three credit hours.*
4. Minimum 3.0 grade point average on a 4.0 scale
5. Students with a GPA between 2.75 and 3.0 may be considered for admission, if they provide one of the following:
   a. Four years successful employment experience (validated by a letter of recommendation from supervisor based on good evaluations).
   b. An acceptable GRE score for verbal and quantitative tests.
6. A felony background check and FBI fingerprint check must be competed for admission. Admission is dependent upon a clearance.
7. Child abuse and neglect screening.
8. Official admission to the School for Education.

Note: If items 7 and 8 above have been completed for current employment for the U.S. military, a copy of the same may be submitted. An applicant who has been denied admission to a Graduate Education program may appeal the decision to the Committee for Selection, Admission, Retention and Appeals using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable. Additional information related to the appeals process may be obtained from the School for Education office.

Program Requirements

Advanced candidate must successfully pass the School for Education Disposition Instrument for Advanced Candidates for admission into Directed Field Experience.

Note: A Graduate Education student who disagrees with a disposition evaluation may appeal the evaluation to the Committee for Selection, Admission, Retention and Appeals. The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Required Courses. . . . . 30 cr.*

ED 513	Law for Educators . . . . .3 cr.
ED 514	Foundations of Educational Administration . . . . .3 cr.
ED 522	Legal Aspects of Special Education . . . . .3 cr.
ED 606	Curriculum Theory and Practice . . . . .3 cr.
ED 608	Assessment. . . . . .3 cr.
ED 612	School and Community Leadership. . . . . .3 cr.
ED 616	School Supervision . . . . .3 cr.
ED 634	Directed Field Experience . . . . .3 cr.

Note: The above course should be taken during the last Fall 16 weeks or Spring 16 weeks before graduation.

ED 635	School Organization and Management . . . . .3 cr.

and select one of the following two courses

ED 624	Elementary Administration . . . . .3 cr.
ED 625	Secondary School Administration* . . . . .3 cr.

*Note: Those students seeking middle school principal certification must take (or have already taken), in addition to the above 30 hours, graduate or undergraduate course credit in the following areas

1. Methods of Teaching Reading (minimum of five (5) semester hours to include one course in Techniques of Teaching Reading in the Content Fields)
2. Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours)
3. At least six (6) credit hours in education courses focusing on middle school philosophy, organization and curriculum; and the intellectual, physiological, emotional and social development of the transescent child (10-14 year olds).

Graduate Education courses available to partially satisfy these requirements are:

ED 528	Theory and Practice in Literacy . . . . .3 cr.
ED 541	Middle School Philosophy and Organization. . . . . .3 cr.
ED 546	Advanced Diagnosis and Remediation of Reading Difficulties . . . . . .3 cr.

Graduation Requirements

- All student candidates must successfully complete the required 30 credit hours with a 3.0 grade point average, with no more than 2 "C"s and no grade lower than a "C". See *Academic Policies* under the *Academic Standards* section in this catalog for more information.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available at www.park.edu/graduation. Students must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

- In addition to graduation requirements stated in the *Academic Policies* section, an approved portfolio is required, which addresses satisfactorily, the Missouri Standards for initial principal certification. The portfolio must be presented by the fifth week of the last term in the student's program. Advanced candidates must successfully pass the School for Education Disposition Instrument for Advanced Candidates for completion of the program. *A student cannot complete the program or be recommended for certification without an acceptable portfolio.*
  Note: Certification as a school leader requires passing the appropriate DESE assessment with a passing score.

Course Descriptions

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 calculators and two years of high school algebra are required. *This is a recommended course sequence prior to enrolling in ED 516.*

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 505   Introduction to Educational Research . . . . 3 cr.
A course designed to provide teachers with a background and understanding of educational research such that they will become critical consumers and effective implementers of research in the classroom. This course will function as one of a two part major course where the student will investigate and learn about educational research and begin an educational research project that will terminate in the second course where the student will hone analytical skills and report findings and discuss future implications.

ED 512   Human Capacity Building . . . . 3 cr.
This course explores the philosophy of workforce development as a means to meet current and future workforce preparedness of adults. This course will explore current issues and trends in workforce development as it relates to adult education and training. Some topics include: learning organizations, adult basic education, executive education, workplace learning, career development and technology as a learning delivery tool.

ED 513   Law for Educators . . . . 3 cr.
This course is designed to give educators the legal information they need to correctly interpret and apply the laws that govern all aspects of public education.

ED 514   Foundations of Educational Administration . . . . 3 cr.
This course is designed to give the prospective school leader a historical perspective of the evolution of educational systems and governance, and the role of the principal in guiding schools through political, social, cultural and economic processes which impact American education. A 20-hour field experience component is required.

ED 515   Sociological Factors Affecting Education . . . . **3 cr.**

This course provides an opportunity to examine the changing sociological factors affecting American education. Problem-solving approaches to these situations will be utilized, culminating in a field-based advocacy project.

ED 516   Introduction to Graduate Research . . . . **3 cr.**

This course provides an introduction to both qualitative and quantitative research, including research design. The purpose of this course is to enable the educator to become an informed consumer of research.

ED 519   Diversity in the Classroom . . . . **3 cr.**

This course provides an overview of changing classroom demographics and the implications for the classroom teacher in recognizing the influence of classroom, school and community cultures on relationship building within the classroom. Recognizing bias to counter stereotypes is necessary for building an inclusive learning environment. A field-based study will be required.

ED 520   Special Needs in the Classroom . . . . **3 cr.**

This course is designed to address the special needs of students being mainstreamed into the traditional classroom. A minimum of 10 hours of field experience is required.

ED 522   Legal Aspects of Special Education . . . . **3 cr.**

This course provides a review and analysis of current case law and litigation related to children with disabilities. Focus on the legal system that ensures children with disabilities a free appropriate public education with emphasis on due process procedures and other procedural safeguards, discipline, program accessibility and application of least restrictive environment alternative principles to special education programming.

ED 526   Classroom Management Seminar . . . . **3 cr.**

This course provides a foundation for teachers to 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. Teachers will develop a management plan for incorporation in their own classrooms. A field-based study is required.

ED 527   Growth and Development of Children and Adolescents . . . . **3 cr.**

This course provides a developmental approach to the study of the growth and development of children and adolescents. This course explores the cognitive, personality, emotional, social and physical changes that occur in children from conception through adolescence. It will review research on how children learn, solve problems and function in home and school environments.

ED 528   Theory and Practice in Literacy . . . . **3 cr.**

This course provides a survey of historical and current literacy theories, and how these theories have been, and continue to be, linked to literacy instruction in K-12 educational institutions. The course will also deal with the development of teachers' own theoretical orientations: how they develop and change over a career, and how they are reflected in the classroom. Professional resources for literacy professionals will be explored.

ED 532   Teaching and Learning: Theory Into Practice. . . . . 3 cr.
This course provides an overview of current theories and research on the topics of learning, motivation, teacher thinking and effective teaching strategies. Classroom applications will be stressed. Students must complete a field-based application project in which a current theory in teaching and learning is used to solve an actual classroom problem.

ED 538   Integrating Adult Development and Learning . . . . 3 cr.
The course will provide learners with information addressing development across adulthood, from age 18 and older, and examine the ways in which adults change or develop in both shared and individual ways. The course examines adult behavior, lifestyles and crises in adult development, as well as cognitive, personality and intellectual changes that occur with aging. This knowledge base will assist learners in their reflections regarding growth and development that occur in the lives of their adult learners. *Prerequisite: ED 500.*

ED 540   Emerging Technologies and Facilitation Strategies. . . . . 3 cr.
This course will investigate how emergent technologies can be harnessed to support and facilitate learning, professional development, and influence the creation and exchange of knowledge as the emergence of digital and electronic technologies has generated profound cultural transformations in information distribution, education, communication and entertainment.

ED 541   Middle School Philosophy and Organization. . . . . 3 cr.
This course explores the unique nature of middle schools, including methods of organization and curriculum, with particular emphasis on integrating and interdisciplinary teaming. Understanding the unique developmental needs of these students occurs through individual research and reflective inquiry. Students gain a deeper understanding of curriculum, instructional and assessment strategies through 10 hours of field-based experiences from observation to classroom teaching.

ED 542   Program Planning for Adults . . . . 3 cr.
This course will provide the learner with various program and course development models, and apply those concepts to develop programs and courses, from needs assessment to evaluation, for adult learners in education and training environments. A final project is required at the completion of the course.

ED 545   Teaching Reading to Linguistically Diverse Learners . . . . 3 cr.
This course is designed to acquaint students to a broad range of skills, activities and media that can be used to enhance the literacy development of linguistically diverse learners. Content will focus on current principles and practices associated with teaching diverse learners in grades K-12. Peer teaching activities will be structured around strategies that foster development of the ability to use the target language in the appropriate contexts.

ED 546   Advanced Diagnosis and Remediation of Reading Difficulties. . . . . 3 cr.
This course will explore characteristics, identification and intervention strategies appropriate for students with reading difficulties. It includes the study of formal and informal assessments, miscue analysis and recommendation for instructional materials. It examines both traditional and innovative means of teaching reading to students with disabilities. Teachers will practice administering, interpreting and reporting diagnostic results. *Prerequisite: ED 528 or ED 545.*

**ED 547   Counseling Techniques with
                   Exceptional Children and their Families** . . . . **3 cr**

This is a survey course exploring the role and function of counseling, including philosophies, theories and research. It is designed to foster parent-teacher cooperation, including communication and conflict resolution strategies applicable to educationally-related situations (including IEP conferences and regular parent-teacher conferences) with exceptional students, families and other professionals. The effects of exceptionalities upon the student with disabilities and his/her parents and siblings will be included.

ED 548   Evaluation of Abilities and Achievement . . . . **3 cr.**

This course provides an overview of assessment of students, including formal and informal instruments and techniques, including portfolio. Norm-referenced tests of intelligence, language and perceptual-motor abilities will be demonstrated and discussed. Students will be instructed in the administration and interpretation of achievement assessments. Interpretation and educational implications will be stressed.

ED 552   Linguistics for ESOL Teachers . . . . **3 cr.**

This course introduces prospective teachers of English as a Second or Other Language to the characteristics of human language in general; with particular attention to English. Students will be able to identify the common properties of language, as well as how individual languages differ. Students will examine language structure, variation and change, and discover the ways that this knowledge can be put to practical use in teaching learners from diverse language backgrounds.

ED 557   Language Development for the Exceptional Child . . . . **3 cr.**

This course provides a study for teachers in the identification and referral of individuals with communication disorders. It explores language development in children and adolescents with special needs. Formal and informal evaluation procedures are examined, intervention strategies appropriate to the language impaired are reviewed and language arts strategies are developed.

ED 559   Research and Resource Development . . . . **3 cr.**

This course examines effective approaches to seeking and appraising scholarly resources in support of educational research. Such resources include published materials and financial support through grants. Appropriate management of funded research also is addressed.

ED 561   Miscue Analysis . . . . **3 cr.**

This course looks at miscue analysis as a strategy for learning about and valuing readers' strengths. The course will examine the theories underlying miscue analysis as well as a range of procedures for implementing miscue analysis. Students will receive hands-on experience with miscue analysis procedures, both in an in-class workshop setting and with actual children. The use of miscue analysis data to inform classroom practice will be stressed.

ED 562   Principles of Second Language Learning . . . . **3 cr.**

This course will acquaint students with the theories and models of first and second language acquisition. Students will address the typical and atypical situations, bilingual language acquisition, and the effects of the cultural and educational environment on the process of acquiring a language.

ED 563   Managing Change and Innovation . . . . 3 cr.
This course will examine individual and professional leadership development for administrators of adult education and training programs. Ethical and policy implications from federal and local decisions on leadership and management of programs will also be explored.

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 (Freire, Gramsci and Shor) and analyzes the challenges to, and resources for, empowering adult educators toward social change and transformative action. This course will compare the work of these leading theorists and apply their principles toward adult education in a variety of contexts. *Prerequisites: ED 500, ED 538 and ED 554.*

ED 580   Special Topics in Education . . . . 1-3 cr.
This course is designed to allow for the introduction of special areas of interest in education. May be repeated for credit with a different topic.

ED 582   Methods and Materials for Teaching ESOL . . . . 3 cr.
Through the instruction of theories and best practices for teaching English to Speakers of Other Languages in pre-K–12 classrooms, this course allows the teacher candidate to identify and practice teaching techniques and methodologies necessary to be successful, reflective and empathetic ESOL teachers. In addition, this course emphasizes development of curricular and instructional materials best suited for students in an ESOL class setting.

ED 606   Curriculum Theory and Practice . . . . 3 cr.
This course offers an overview of curriculum theory that discusses current issues in curriculum and gives the teacher the opportunity to develop useful curriculum. A minimum of 10 hours field experience is required.

ED 608   Assessment . . . . 3 cr.
This course addresses current issues related to formal and informal assessment, teacher-made tests and authentic assessment, as well as standardized tests and state mandated assessments. A minimum 10 hours field experience is required.

ED 609   Current Issues and Trends in Literacy . . . . 3 cr.
This course includes a critical examination of current issues in literacy, including extensive reading of recent research literature relevant to those issues. Issues to be focused upon will change every semester based upon current developments in the literacy field.

ED 612   School and Community Leadership . . . . 3 cr.
This course addresses the role of schools in the larger community and how to involve partners, families and other stakeholders in the development of a school in which all students can learn. Approaches to initiating school reform and the balance between internal and external communications are addressed. A 20-hour field experience component is required.

ED 613   Current Legal Issues for Educators . . . . 3 cr.
This is an application course designed to promote educator awareness of new developments and special concerns in the area of education law. Will focus on factual classroom situations with hidden legal issues.

ED 616 School Supervision . . . . **3 cr.**
This course defines the process of supervising faculty and staff in the educational
environment by providing knowledge and principles of effective instruction, as well as
competencies related to the evaluation and assessment of teacher performance. Theoretical
and practical approaches to improve school climate and culture are addressed. Also addressed
is the communication with teachers and the writing of teacher evaluations. A 20-hour field
experience component is required.

ED 619 Multi-Cultural Literature for Teachers . . . . **3 cr.**
This course provides a seminar focused upon literature emerging from various American
minority cultures with emphasis upon the teaching of such literature in elementary, middle
and secondary schools.

**ED 620 Advanced Curriculum, Instruction and
Assessment Methods and Strategies** . . . . **3 cr.**
This course provides the teacher with the opportunity to identify innovative techniques,
methods and best practice in the area of pre-K – 12 areas of certification. Teachers will be
expected to complete an on-site observation and application of techniques in their area of
certification. A 10 hour field based experience is required.

ED 624 Elementary School Administration . . . . **3 cr.**
This course provides a thorough grounding in elementary principalship. It addresses student
assessment, curriculum design and organization, student organization and activities, student
programs, supervision of students, procedures for implementing school improvement and
the day-to-day operation of the elementary school. A 20-hour field experience component is
required.

ED 625 Secondary School Administration . . . . **3 cr.**
This course provides a thorough grounding in secondary principalship. It addresses student
assessment, curriculum design and organization, student organization and activities, student
programs, supervision of students, procedures for implementing school improvement and
the day-to-day operation of the secondary school. A 20-hour field experience component is
required.

ED 631 Action Practicum . . . . **3 cr.**
This capstone course will engage learners in demonstrating their developed competencies
in research and practice, and will enable them to share their theoretical findings through a
presentation of their work and through the peer review process. A 10-hour field experience
component is required and can be completed virtually in the course. *Prerequisites: 15 hours in
the program. Adult Education; ED 500, ED 516 and ED 559; Teacher Leadership: ED 516, ED
532 and ED 608. Note: ED 631 replaces ED 630.*

ED 634 Directed Field Experience . . . . **3 cr.**
This course is designed to provide the prospective principal with a substantial, sustained and
standards-based field experience in a real-life setting. *This 16-week course requires 180 contact
hours in a setting under the supervision of Park University faculty and one or more successful,
practicing principals.*

ED 635   School Organization and Management . . . . **3 cr.**

This course helps the prospective school leader to develop knowledge and competencies related to specific issues of organization and management of schools. Operational procedures, safety and security, human resource management, fiscal operations, budgeting, use of facilities, ADA compliance, student discipline and various legal issues affecting operations are addressed. A 20- hour field experience component is required.

ED 641   Literacy Practicum I . . . . **3 cr.**

This course involves structured fieldwork in an authentic educational setting, supervised by a University instructor. Students will work with individuals and/or small groups of children or young adults to assess and meet those learners' literacy needs. In consultation with the instructor, students will apply various assessment strategies with their assigned students, and, based on the resulting information, will plan literacy activities and recommendations for those students. Strategies for sharing information and recommendations with other professionals and families will be included. *Students in the Special Reading Teacher and ESOL areas of emphasis must have experience in Literacy Practicum I that involves working with learners from a different K-12 age level (age levels are elementary, middle school and high school) than the age level they intend to work with in the ED 651 project.*

ED 651   Literacy Practicum II . . . . **3 cr.**

The course will involve the implementation of an individualized literacy inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, to fit the student's individual goals. The project must address an identified literacy need in the setting where it is conducted. The course will include a seminar for problem solving and group feedback. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. *Students in the Special Reading Teacher and ESOL areas of emphasis must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school and high school) from the age level of learners that were worked with in ED 641. Prerequisite: ED 641.*

ED 700   Thesis Proposal. . . . . **3 cr.**

This course is designed as the first part of the thesis option sequence. Students are expected to prepare a formal proposal related to an area of interest for research under the direction of a committee chair and according to Graduate School requirements. At a minimum, the research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. *(Offered in 16-week format)*

ED 701   Thesis . . . . **3 cr.**

This course is 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 senior academic officer of the School. The thesis in its final version must be submitted to the Graduate School. *(Offered in 16-week format)*

ED 799   Thesis Continuous Enrollment. . . . . **1 cr.**

This course is to be arranged with the Director of Graduate Programs when additional time is needed to complete thesis requirements. *(Offered in 16-week format; may be repeated.)*

COLLEGE OF LIBERAL ARTS AND SCIENCES

Emily Donnelli-Sallee, Ph.D., Dean, College of Liberal Arts and Sciences
James F. Pasley, Ph.D., Associate Dean, Hauptmann School of Public Affairs
J. Mark Noe, Ph.D., Director, Master of Arts in Communication and Leadership Program
Walter E. Kisthardt, Ph.D., Director, Master of Social Work Program
Rebekkah Stuteville, Ph.D., Director, Master of Public Affairs Program

Park University's College of Liberal Arts and Sciences embodies the very beginnings of the University back to 1875. For more than a century, Park graduates from the liberal arts and sciences have excelled in a variety of careers, including mathematics, biology, chemistry, higher education, literature and the arts. Since its inception, Park University has been a liberal arts college with an emphasis on experiential learning. Today, we carry on that tradition through innovative programs in the fine and performing arts, the humanities, and the natural and social sciences.

Mission
The College of Liberal Arts and Sciences of Park University will prepare graduates who are articulate, literate, reflective, lifelong learners and active global citizens.

Vision
The College will be a leader in providing quality, innovative programs for academic preparation and intellectual growth, through multiple means, in a way that meets the needs of people living in an interdependent world.

MASTER OF ARTS IN COMMUNICATION AND LEADERSHIP

The search for effective leadership continues today as contemporary organizations become more complex. The Master of Arts in Communication and Leadership program starts with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.

Mission

The Master of Arts in Communication and Leadership will develop exceptional communicators who are creative and who possess the interpersonal and organizational skills needed to meet the demands of complex organizations in a global society.

Vision

The Master of Arts in Communication and Leadership program will be an international leader in the development of uniquely qualified individuals to provide innovative leadership within the global community.

Purpose of the Program

In the Republic, Plato discusses the appropriate training that should be a part of educating political leaders. Since the time of the classic Greek philosophers, countless individuals have speculated about the principles of leadership. The search for effective leadership continues today, as contemporary organizations become more complex. The Master of Arts in Communication and Leadership begins with the premise that communication is the essence of effective leadership. The student trained in communication is uniquely qualified to provide innovative leadership within the global community.

This graduate program is designed for professionals who wish to build upon their current career skills or advance to a new position or organization, and for students interested in pursuing a doctorate. The complexities of relationships and the competitive nature of business demand leaders with highly polished interpersonal and organizational skills. This degree combines the practical and theoretical knowledge needed to serve in corporate and nonprofit settings, the military, government, politics or other arenas, as well as developing the research and writing skills necessary for doctoral work.

Program Goals
- To provide students with an understanding of the centrality of communication in all aspects of personal and organizational life.
- To develop the ability of students to read and conduct research, and apply the principles to their own organizations.
- To provide a forum for the exchange of ideas between students and organizational leaders concerning the requirements to achieve excellence.
- To provide a historical overview of leadership perspectives from the 1940s to the present.
- To foster an awareness of the communication styles and values of different cultures and how these factors influence business in a global environment.
- To combine theoretical knowledge and practical skills to resolve organizational issues and improve decision-making.
- To develop a framework for ethical conduct in contemporary organizations.

Admission Requirements

- A bachelor's degree from an accredited U.S. institution or the equivalent from an international institution.
- A minimum 3.0 cumulative grade point average in the bachelor's degree.
- A GRE score taken within the past five years of application date. A score of 150 is required in each section, verbal and quantitative, for regular admission (preference is on the verbal score). Students falling below that score can appeal to the program director for admission on a probationary basis if they have a high undergraduate GPA and excellent letters of recommendation.
- A copy of résumé.
- Official transcripts of all previous college work, both undergraduate and graduate.
- Three statements of recommendation from individuals, such as employers and/or faculty, in a position to comment meaningfully and specifically on the student's abilities and potential for graduate work.
- An application fee of $50 (domestic students) or $100 (international students) made out to Park University.

Note: Students must be admitted by both the Department of Communication Arts and the Park University School for Graduate and Professional Studies. A student who is accepted pending receipt of all required documentation, must submit complete and satisfactory records within 60 days (45 days in an 8-week session and/or summer term) after the first day of registration.

Graduation Requirements

- Completion of 36 credit hours of graduate core and electives with no more than nine (9) credit hours transferred from other institutions. The transfer of coursework must be completed prior to admission to Park University's Master of Arts in Communication and Leadership Program.
- Grade point average of at least 3.0 with no more than two grades of "C" in graduate courses taken at Park.
- Passing of comprehensive exam. The comprehensive exam may be repeated one time. A third attempt may be permitted by the School dean upon the recommendation of the program director.

Degree Requirements

Core . . . . 16 cr.
CA 500	Introduction to Graduate Communication Study	1 cr.
CA 501	Human Communication Perspectives	3 cr.
CA 516	Research 1	3 cr.
CA 517	Research 2	3 cr.
CA 529	Cross-Cultural Communication	3 cr.
CA 699	The Epistemology of Communication	3 cr.

Organizational Emphasis . . . . 15 cr.
CA 505	Organizational Leadership	3 cr.
CA 520	Leading Organizational Change	3 cr.
CA 670	Measuring Leadership	3 cr.

Electives . . . . **6 cr.**
Graduate Project or Thesis *(choose one)* . . . . **2-5 cr.**
    CA 700   Graduate Project . . . . 2-5 cr.*
    Elective (required with the Graduate Project option) . . . . .3 cr.
    or
    CA 797   Thesis — Design and Research . . . . .5 cr.
    CA 799   Thesis — Continuous Enrollment. . . . . .1 cr.
TOTAL . . . . **36 cr.**

Learning Outcomes Assessment / Program Assessment

Embedded within each course syllabi will be methodologies for learning outcomes assessment for that particular course. The overall program outcomes will be assessed based on student performance in the program with particular emphasis on:
- Comprehensive written examinations
- Capstone course consisting of a thesis or graduate project
- Thesis/graduate project oral defense

Course Descriptions

CA 500   **Introduction to Graduate Communication Study** . . . . **1 cr.**
This course introduces students to the skills necessary to succeed in the Master's in Communication and Leadership Program. The class will focus on the structure of the discipline, library research, reading communication research, types of research methods, APA style and writing. *The class will be offered each term in the online format and should be taken concurrently with the student's first course in the degree program.*

CA 501   **Human Communication Perspectives.** . . . . **3 cr.**
This course is a survey of communication theories from the interpersonal, small-group and organizational contexts. It also serves as an introduction to graduate study.

CA 504   **Special Topics in Communication and Leadership** . . . . **3 cr.**
The course is designed to allow for the introduction of special areas of interest in communication and leadership. *This course may be repeated with a different topic.*

CA 505   **Organizational Leadership** . . . . **3 cr.**
A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem-solving and decision-making.

CA 510   **Rhetorical Criticism** . . . . **3 cr.**
This course discusses the general nature of both rhetoric and criticism, providing a basic conceptual framework for the identification and analysis of rhetorical artifacts and then survey contemporary critical approaches. These include cluster, feminist, ideological, metaphoric, narrative and generative criticism. This class will be writing intensive.

CA 516   **Research 1.** . . . . **3 cr.**
A study of the processes used by social researchers to describe human communication. The class will emphasize ethnography, field research and interviewing for data gathering and analysis.

CA 517   **Research 2.** . . . . **3 cr.**
A study of the basic principles used to construct quantitative research designs, test hypotheses and apply methods of behavioral science to communication.

CA 520   **Leading Organizational Change** . . . . **3 cr.**
An examination of the leader's role in assessing organizational readiness for change, implementation of change, framing change for stakeholders and evaluation of change efforts.

CA 525   **Interpersonal Communication Theories.** . . . . **3 cr.**
A study of research and theories of interpersonal communication, including exemplary leadership behavior for organizations.

CA 529   **Cross-Cultural Communication** . . . . **3 cr.**
A study of communication and culture that examines cultural variability in interpersonal relationships.

CA 567   **Communication Teaching, Training and Consulting** . . . . **3 cr.**
This course covers the theory and practice of developing, presenting and evaluating communication and communication training sessions for organizations and higher education contexts. Units include public speaking, interpersonal communication, organizational communication, leadership and consulting. Students prepare for the role of educator, consultant or trainer by acting as a consultant or creating their own training or educational units.

CA 620   **Human Communication and the Internet** . . . . **3 cr.**
This course explores communication theories within the context of emerging media. The paradoxes of human communication on the Internet and the interpersonal nature of the interactions are examined. Students will investigate online communities, communication strategies and information leadership. Course includes major components in writing and experiential learning in an action research project.

CA 641   **Communication in Conflict Management** . . . . **3 cr.**
This class covers the nature of power and conflict, researched-based methods of decision-making and conflict resolution. The student will analyze, plan, make decisions and implement research-based strategies for conflict management in organizational communication contexts.

CA 649   **Introduction to Mediation** . . . . **3 cr.**
Mediation is the intervention of a third party to assist those in a conflict in determining their own resolution. This course introduces the theory of mediation and basic mediator skills.

CA 670   **Measuring Leadership** . . . . **3 cr.**
This course analyzes the methods used by scholars and practitioners to understand leadership. Starting with landmark leadership studies at Ohio State University, numerous attempts have been made to identify essential elements involved in leading others. This course examines assessments starting with the 1940s and concluding with current methods. *Expensive learning materials required. Contact your professor before purchase.*

CA 675   Case Studies in Communication and Leadership . . . . 3 cr.
This course will cover organizational theories of scientific and classical management, transitional theories, human relations movement, information technology, leadership and human resource development. Students will read, write and discuss case studies to analyze, evaluate and predict effective, research-based organizational communication and leadership theories and practices.

CA 685   Communication Audits in Organizations. . . . . 3 cr.
A hands-on analysis of communication in a selected organization. Students work as a consulting group to analyze the essential dimensions of communication, including job satisfaction, channels, feedback and commitment.

CA 699   The Epistemology of Communication . . . . 3 cr.
This course examines the philosophical origins of communication theories and the nature of knowledge in the field. Literature will be drawn from various disciplines illustrating the eclectic roots of communication as an area of inquiry. The course focuses on a framework to analyze the various approaches.

CA 700   Graduate Project. . . . . 2 cr.
Capstone course for students who work individually with a graduate advisor to apply scholarly knowledge to a real-world problem or to compile a detailed reflection over their coursework in the program. *Offered in 8- and 16-week format. Permission required. The project will be graded on a pass/fail basis and requires an oral defense.*

CA 797   Thesis Design and Research . . . . 5 cr.
With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The five (5) credit hour Thesis Option provides students with the opportunity to explore a topic of interest through an in-depth research project. Students electing the Thesis Option shall adhere to the requirements set forth in the School of Graduate and Professional Studies *Thesis Standards and Procedures* manual. *Variable credit: 1-3 hours; may be repeated; must total 5 hours Permission required. Thesis graded on a pass/fail basis and requires an oral defense.*

CA 799   Thesis — Continuous Enrollment . . . . 1 cr.
This class will be graded on a pass/fail basis. *Offered in 16-week format.*

MASTER OF SOCIAL WORK

Park University's Master of Social Work program is designed to prepare graduates with the knowledge, values and skills needed to deliver effective and efficient advanced social work practice with individuals, families, groups, organizations and communities. The advanced practice concentration is in Behavioral Health. Within this concentration, students are given the opportunity to expand their knowledge and skills in one of three areas of emphasis: gerontological social work, military social work or social work with children and families.

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

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

Purpose of the Program
Social workers are called upon to intervene and assist large numbers of people while federal and state allocations for social welfare and treatment are being cut or drastically reduced. Therefore, social workers must become ever-more effective and efficient in the development and delivery of interventions. Moreover, they must become even more focused on advocacy efforts designed to promote access to naturally occurring, sustainable resources. Social workers who possess the knowledge and skills to engage, assess, intervene and evaluate comprehensive, individualized interventions will be in demand.

Park University identifies three areas of emphasis in Behavioral Health social work practice. These areas were identified based on current and future projections relative to demand for behavioral health services and treatment:

- Military Social Work: The social/psychological impact of serving in the military on service members and their families is profound.
- Gerontological Social Work: The demographic data illustrates that the demand for effective social work practice with older persons will continue to grow.
- Social Work with Children and Families: There is a growing recognition of the need for effective and efficient behavioral health interventions with children and families.

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

Program Goals
- Establish collaborative partnerships with community agencies that provide students with opportunities to enhance their knowledge, values and skills in behavioral health social work practice, with emphasis on effective and efficient interventions in military social work, gerontological social work or social work with children and families.
- Educate students regarding the principles, philosophy and behavioral health

advanced practice applications of the strengths perspective for social work practice to enhance individual and community well-being, social and economic justice, equity and equal opportunity for all people.

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

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

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

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

Application Narratives

Each applicant completes all three narratives, each two to three pages in length utilizing APA format.

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

Graduation Requirements

The curriculum for the Master of Social Work degree consists of two core tracks: Advanced Standing (for Bachelor of Social Work graduates only) and Regular Study.

- Completion of 33 to 60 credit hours with a minimum cumulative 3.0 grade point average.
- A grade of "D" is not acceptable for any course required.
- Presentation of an application for graduation by established deadlines during the term prior to the student's final semester.
- Students may have no grade lower than a "C" and no more than six hours graded "C" in graduate courses taken at Park University at the time of graduation. A course in which a student earns a "C" or lower may be repeated no more than once. No more than six credit hours may be repeated.

Degree Requirements

Advanced Standing . . . . **33 cr.**

Core

SW 600	Bridging Practice, Theory, Policy and Research	3 cr.
SW 610	Advanced Social Work Practice I	3 cr.
SW 615	Social Work in Behavioral Health	3 cr.
SW 630	Program Evaluation and Grant Writing	3 cr.
SW 640	Current Diagnostic Trends: Integrating the DSM 5 with Strengths Perspective	3 cr.
SW 650	Advanced Field Education I	3 cr.
SW 660	Advanced Social Work Practice II	3 cr.

SW 670	Leadership, Supervision and Entrepreneurial Opportunities in Social Work . . . . .3 cr.
SW 680	Advanced Field Education II . . . . .3 cr.
SW 690	Integrative Seminar . . . . .3 cr.

Regular Study . . . .**60 cr.**
Core

SW 500	Social Work and Social Welfare . . . . .3 cr.
SW 510	Policy Analysis and Policy Practice. . . . . .3 cr.
SW 520	Human Behavior in the Social Environment I. . . . . .3 cr.
SW 530	Generalist Practice I: Individuals, Families and Groups . . . . .3 cr.
SW 540	Generalist Field Education I . . . . .3 cr.
SW 550	Social Work Research. . . . . .3 cr.
SW 560	Human Diversity and Social Justice. . . . . .3 cr.
SW 570	Human Behavior in the Social Environment II . . . . .3 cr.
SW 580	Generalist Social Work Practice II: Organizations and Communities. . . . . .3 cr.
SW 590	Generalist Field Education II. . . . . .3 cr.
SW 610	Advanced Social Work Practice I . . . . .3 cr.
SW 615	Social Work in Behavioral Health . . . . .3 cr.
SW 630	Program Evaluation and Grant Writing . . . . .3 cr.
SW 640	Current Diagnostic Trends: Integrating the DSM 5 with Strengths Perspective . . . . .3 cr.
SW 650	Advanced Field Education I. . . . . .3 cr.
SW 660	Advanced Social Work Practice II . . . . .3 cr.
SW 670	Leadership, Supervision and Entrepreneurial Opportunities in Social Work . . . . .3 cr.
SW 680	Advanced Field Education II . . . . .3 cr.
SW 690	Integrative Seminar . . . . .3 cr.

Elective *(select one for both above programs of study)*

SW 620	Gerontological Social Work. . . . . .3 cr.
SW 621	Military Social Work . . . . .3 cr.
SW 622	Children and Families . . . . .3 cr.

Learning Outcomes Assessment / Program Assessment

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

- Integrative Seminar Project — Students are expected to integrate all 10 competencies in the planning, development, implementation, evaluation and dissemination of the ISP. This project will relate directly to the chosen emphasis of working with either gerontological, military, or children and family service participants, and will be tied to their field practicum.
- Field Learning Education Plan — This is designed to be both an ongoing guide to

the activities and tasks for the student in their practicum experience, as well as an overview of the competencies and the practice behaviors.
- • Student Self-Assessment — Students are asked to complete the self-assessment near the end of the spring semester of the advanced year.

Course Descriptions

SW 500 Social Work and Social Welfare . . . . .3 cr.
This course provides students with an awareness of the rich traditions and history of the social work profession, and it examines social work roles in various fields of practice. Students are exposed to the code of ethics and the six core values that guide and direct social work practice. The contexts for social work practice and the types of services provided by social workers are explored. Theoretical frameworks explored in this course include: strengths perspective, ecosystems theory, and person and the environment. Students will develop an understanding of the social work values and ethics, and how these relate to one's professional identity, policy practice and different practice contexts.

SW 510 Policy Analysis and Policy Practice. . . . . .3 cr.
This course expands on the learning in SW 500. This course teaches students the process of how social welfare policy is developed. Students also learn the key questions related to conducting a policy analysis. This course is integrated with other foundation courses as students come to see the influence of social welfare policy on generalist practice with individuals, families, groups, organizations and communities. Theoretical frameworks explored in this course include: social systems, policy analysis, policy development and implementation to achieve policy goals. The course will address political, economic, social and cultural perspectives, and the impact they have on social work practice, professional identity, critical thinking, human rights and social justice, and practice contexts. Other concepts, such as classism, racism, sexism, ableism, heterosexism, ageism, poverty, social justice and populations at-risk will be examined in the context of social work practice.

SW 520 Human Behavior in the Social Environment I . . . . .3 cr.
The course is directly linked in the examination of theories designed to understand person and environment transactions across the life span. The course provides students with theories of biological, sociological, cognitive, moral and behavioral development to promote a broader understanding of human functioning across the lifespan.

SW 530 Generalist Practice I . . . . .3 cr.
This course focuses on teaching students the knowledge, values and skills that students need in order to practice. It introduces students to the generalist intervention model, systems theory and the strengths perspective, and teaches students how to engage, assess, intervene and evaluate efforts intended to promote the well-being of individuals, families and groups.

SW 540 Generalist Field Education I. . . . . .3 cr.
This course provides the context where student learning converges and is utilized in efforts to assist others, influence policy and reflect the purpose of the social work profession. Students will apply all 10 Council on Social Work Education competencies as the individualized Field Learning Education Plan is developed in consultation with the field instructor and field liaison. Student experiences will be regularly discussed in all classes.

SW 550   Social Work Research . . . . **3 cr.**
This course prepares students to engage in the rigorous and systematic examination of the
social work planned change process. Students will learn: the importance of the scientific
method as it relates to the competency of critical thinking; the importance of formulating
research questions that are consistent with the values of the profession; the importance
of applied research; and how to become critical consumers of research that is published
in the literature. Ultimately, this course helps students realize that social work practice
is inextricably linked with the research enterprise. Students will learn about quantitative
and qualitative research, and will understand the empirical paradigm and positivism for
quantitative research. The postmodern conceptualization will be taught to students to
understand alternative research methods. Students will also understand the importance of
grounded theory in the research process.

SW 560   Human Diversity and Social Justice . . . . **3 cr.**
This course is designed to help students recognize their own values, beliefs and personal
biases. It encourages students to reflect upon the nature of their beliefs and how their
experiences molded and shaped their current world view. Students examine structures that
support and/or promote discrimination. They examine concepts such as "white privilege"
and the growing disparity between the rich and the poor. Students, through an examination
of discrimination and exclusion around gender, age, disability, sexual orientation and/or
religious tradition, gain a deeper appreciation for human rights, dignity and social justice.

SW 570   Human Behavior in the Social Environment II . . . . **3 cr.**
This course provides a multitheoretical understanding of human behavior which is important
in all stages of engagement, assessment, intervention and evaluation. The intent is to use
ecosystems theory, the strengths perspective, and person and the environment framework
to help students understand the dynamic interplay between the person and various mezzo
and macro social contexts, including families, organizations and communities. Using these
frameworks, the course will help students' ability to foster health and well-being and promote
social and economic justice.

SW 580   Generalist Social Work Practice II . . . . **3 cr.**
This course emphasizes the planned change model with groups, organizations and
communities. Assignments are designed to be directly related to the field practicum. Practice
behaviors that reflect each competency will be documented on the Field Learning Education
Plan. Students will be introduced to the following theories and intervention strategies: the
generalist intervention model, systems theory, strengths perspective, crisis intervention
model, power theory and the feminist perspective.

SW 590   Generalist Field Education II . . . . **3 cr.**
Students continue to apply all 10 Council on Social Work Education competencies as
they progress in complexity and autonomy the activities delineated in their individualized
Field Learning Education Plan. Student experiences will be focused as much as possible on
mezzo and macro skills with the services that their practicum agency provides for service
participants.

SW 600   Bridging Practice, Theory, Policy and Research . . . . 3 cr.
This course is designed to ensure that advanced standing students know how to critically analyze social welfare policy. The course ensures that students can communicate an understanding of important theories related to social work practice such as ecosystems, cognitive, behavioral, psycho-dynamic and various socio/cultural theories. The course also ensures that students have an understanding of scientific inquiry, research design and methodology, and ethical considerations related to conducting research in social work. In addition, students will be able to understand and communicate the essential knowledge, values and skills related to generalist practice with individuals, families, groups, organizations and communities.

SW 610   Advanced Practice I . . . . 3 cr.
Students will examine a wide range of therapeutic interventions across a broad spectrum of participant populations. Students are expected to recognize and articulate theories that inform and support specific intervention approaches. Although the course begins with interventions and approaches that can be used on a micro level of social work practice, all approaches are discussed as to the functionality of the approach of micro, mezzo and macro levels. Many approaches such as person-centered and cognitive-behavioral have been adapted to any level of intervention, while some are targeted specifically at one level of intervention, such as family systems and strategic family intervention.

SW 615   Social Work in Behavioral Health. . . . . 3 cr.
This course will provide the historical and political context of behavioral health and mental health care. The impact of substance use, gambling and eating disorders on individuals, families and communities will be explored. Lifespan issues that inform work with older adults and families and hospice policies and practices will be introduced. Students will identify the local, state, national and global policies that impact service participants and practice advocating for policy changes to promote improvements of the well-being of individuals, families, organizations and communities. The multidisciplinary nature of behavioral health practices will emphasize the need for social workers to develop collegial skills and practice effective ethical teamwork with psychiatrists, substance use professionals, nurses and physicians. The medical model, especially as it relates to diagnosing mental disorders and substance use, will be juxtaposed with the strengths perspective as students develop their conceptual framework for professional social work practice.

SW 620 Gerontological Social Work 3 cr.
Aging service participants provide a unique practice focus for social workers. Aging in place, wellness considerations, connecting service participants to resources and hospice care options are a few of the topics that social workers must master to work with this population. Policies that have driven the responses to the older population will be detailed, and students will emphasize their knowledge of lifespan developmental processes and strengths of older service participants. Ethical principles such as self-determination and policies, such as "do not resuscitate," can become challenges for working with family members and others in the support network who may disagree with their loved ones' desires and decisions. Practice interventions focused on palliative care, which promote maintaining levels of daily functioning, wellness, pain management and overall well-being, will be detailed.

SW 621   Military Social Work . . . . **3 cr.**
This course provides a historical framework of the social work collaborative practice with
military members and their support networks. Attention will be given to the unique
challenges for members of the military, their families, veterans of both war and peacetime,
and persons who have suffered wounds or other extremes during military service, such
as imprisonment, military sanctions or abuse. Policies that impact working with military
members will be a focus of study, including, but not limited to: "Don't Ask Don't Tell"
and the repeal of this policy, and the GI Bill and its benefits and limitations. Students
will also demonstrate understanding of the impact of related policies on individual service
participants. Current social work practice and trends for future topics related to military
service participants will be detailed. Students will learn the unique military culture that all
service participants are impacted by, and how to address concerns within both a strengths
perspective and culturally appropriate conceptual framework.

SW 622   Social Work with Children and Families . . . . **3 cr.**
Competent advanced social workers are in constant demand in the area of child welfare.
Working with children, families, foster parents, grandparents and potential adoptive parents
demands an in-depth knowledge of interventions that promote safety and permanency for
children. However, child welfare is also defined as any work that provides for the improved
well-being of families and children, including quality education, food and housing programs,
and other community supports that can ensure opportunities for children to thrive in their
environments. School social work, hospital social work, food shelters and anti-violence
programs, are all contexts where social workers may impact the well-being of children and
families in professional practice. In this course, students will identify the policy contexts
that intersect to impact children and families, learn the history of policy and program
development, and practice creating policies to remove current barriers and impediments to
service participants' well-being.

SW 630   Program Evaluation and Grant Writing . . . . **3 cr.**
This course prepares students for attending to the reality of shrinking budgets, barriers
to billing and increasing numbers of persons needing services. In order to sustain the
functioning of programs and to intervene successfully in enhancing the social well-being of
all people, students must be prepared to collaborate in grant writing and program evaluation.
Students identify grant opportunities and develop a grant proposal that will ideally be
submitted to the funding source. Students will learn the logic model for program evaluation
in the classroom and apply this model at their field agency.

SW 640   Current Diagnostic Trends: Integrating the DSM-5
                with the Strengths' Perspective . . . . **3 cr.**
This course will address major cognitive, affective and personality disorders as described and
diagnosed by the *Diagnostic and Statistical Manual of Mental Disorders* (DMS-5) classification
system. It will point out the DSM-5 professional applications as well as its limitations and
controversies. The application of critical thinking will be an essential part of this course to
explore the biases, limitations and culture bound diagnoses, symptoms and syndromes within
the DSM-5 classification, and the behavioral health (national and international) system.
The application of a strengths-based perspective will be integrated with the medical model.
Attention to symptoms, problems and deficits with intent to "cure" will be dialectical to
wellness, recovery and personal goal attainment.

SW 650   **Advanced Field Education I** . . . . **3 cr.**
Students are required to enroll in the Advanced Field Education sequence while concurrently enrolled in the Advanced Practice sequence. Faculty are able to provide the supervision and education for students while they are engaging, assessing, intervening and evaluating in their field practicum experience through the connection of the practice courses. Students will be expected to apply all 10 competencies as they develop their individualized Field Learning Education Plan in consultation with their practicum instructor and faculty liaison. Student experiences will be regularly discussed, and all of the assignments created in the advanced practice sequence are intended to involve the work students are completing in the practicum placement.

SW 660   **Advanced Practice II.** . . . . **3 cr.**
Advanced practice is designed to increase students' skills in the development of individualized, family, organizational and community assessments. Skills in written as well as oral presentation of assessments and work with service participants are emphasized. Attention will also be given to issues such as poverty, discrimination, exclusion, lack of opportunity and cultural experience. Students are expected to assess and critically analyze policies within their agency that may serve to promote or impede creative, innovative, individualized strengths-based interventions. Ethical practice and ethical strategies are emphasized, and attention to cultural humility and diversity are accentuated.

SW 670   **Leadership, Supervision and Entrepreneurial**
              Opportunities in Social Work. . . . . **3 cr.**
This course prepares students for the changing context of advanced practice. For example, in child welfare, interventions have been "privatized." For-profit and nonprofit agencies are contracting with the state to provide the range of services and interventions that were previously delivered by the state. These changes will cause a dramatic shift in the manner in which advanced social work interventions will be organized and delivered. There will be increasing opportunities for advanced practitioners to develop for-profit and nonprofit programs in order to meet this need. Students must be prepared to create effective and efficient business strategies to meet the growing needs of vulnerable and at-risk populations. They must also be prepared to step into roles as supervisors upon graduation. The course will include assignments that are to be completed in the field practicum. For example, each student will need to plan, facilitate and evaluate a group supervision conducted at the practicum site in teams that include other social workers as well as team members from other disciplines.

SW 680   **Advanced Field Education II** . . . . **3 cr.**
Students are required to demonstrate a working understanding of the concepts and information presented in the foundation year, the bridging course and/or program learning. For example, strategies to evaluate practice learned in the foundation research class are to be applied in completing papers and projects in advanced practice with work completed in advanced field education. Examples of how policies of the federal and state governments and policies within the agency are to be cited and discussed in describing the intervention approach with service participants in practicum. The manner in which services and treatment are provided will reflect cultural sensitivity and cultural humility will be coordinated with the theories that inform students of the lifespan development and identify development of both individuals and families. Lastly, the foundation practice skills and learning from generalist field education courses will be broadened and deepened to challenge students to reflect more deeply in their conscious use of self, to be more autonomous in practice intervention, more proficient in engagement, assessment and application of interventions and evaluations.

SW 690 **Integrative Seminar.** . . . . **3 cr.**
This course is the capstone experience in the Master of Social Work program. It is in
this course that each student is expected to propose an innovative, creative and feasible
intervention that is designed to promote attainment of the field agency mission. Through
this Integrative Seminar Project, students are expected to demonstrate how their knowledge
of the 10 competencies informs and directs the process. After discussion with their field
instructor and other professional staff, students develop an ISP question that guides and
directs the intervention. Students go through the Institutional Review Board when indicated
and submit a formal proposal to the agency administration. Students then deliver the
intervention, evaluate the intervention and proffer recommendations for practice, policy
and social work education. The attainment of competencies is assessed via the writing of a
15 to 18 page journal style paper, a public presentation of their project and findings, and
the assessment by the field instructor relative to the student's knowledge of and skills in
delivering the 10 competencies.

HAUPTMANN SCHOOL OF PUBLIC AFFAIRS

James F. Pasley, Ph.D., Associate Dean
Rebekkah Stuteville, Ph.D., Director, Master of Public Affairs Program
Eric Click, Ph.D., Program Coordinator, Bachelor of Public Administration Program

For more than three decades, the Hauptmann School of Public Affairs has been advancing the key public service values of moral courage, protecting human dignity, the common good and service.

The HSPA was founded by and is named for distinguished Park University Professor Emeritus Jerzy Hauptmann, Ph.D. A native of Poland, Hauptmann was involved in the resistance to the Nazi invasion of Warsaw in 1944, serving as a "sewer rat." After serving time as a prisoner of war, he completed his Ph.D. when the war ended and immigrated to the U.S. After one year at Northwestern University, he joined the Park University faculty in 1951 and remained for 50 years at the institution he loved. He maintained his association with the University as professor emeritus until his passing in January 2008.

Hauptmann founded the HSPA in 1982 to house the Master of Public Affairs program, which he designed as a cross-sector, values-grounded, liberal arts-based graduate degree program rooted in the inter-connectedness of all sectors of society and the impact of human action on the world. Hauptmann ensured that the school was connected to the local and broader community and made civic engagement a lifelong expectation of graduates. The school's mission and vision statements reflect this historic grounding and permeate all programs of the HSPA. The Hauptmann School of Public Affairs is dedicated to advancing the values of citizenship, civic engagement, moral courage and commitment to the common good that Hauptmann's life exemplified.

Mission
The Hauptmann School of Public Affairs offers citizen-centered professional programs grounded in the liberal arts and sciences. As participants in HSPA's vibrant academic community, faculty and students consider, with the coursework, the larger issues of democracy, stewardship and technology. In so doing, the HSPA seeks to prepare students with the courage and discernment to act for the common good in the global context. Going beyond competence, students develop knowledge, skills and values requisite for leadership and service in and across all sectors of society, including government, business, health care and nonprofit. The HSPA cultivates public affairs as a lifelong passion that is fundamental to citizenship in a free society.

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

Expectations of Graduates

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

Degree programs housed within the Hauptmann School of Public Affairs:
- Master of Public Affairs
- Bachelor of Public Administration
  (Information can be found in the 2015-16 Park University Undergraduate Catalog)

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

The Dr. Jerzy Hauptmann
Distinguished Guest Lecture Series

Established in honor of a remarkable educator, Jerzy Hauptmann, Ph.D., this annual lecture series is a tribute to Hauptmann's outstanding accomplishments in public administration and international politics. The series brings internationally renowned scholars to the Kansas City area to address topics related to Hauptmann's three areas of study: international relations, public administration and democratic theory. The Lecture Series, which celebrated its 22nd anniversary in the spring of 2014, has included some of the top names in those aforementioned fields, including Dr. Emily Hauptmann (Jerzy Hauptmann's daughter), Dr. Patricia Ingraham, Dr. Donald Kettl, Dr. Lawrence Korb, Dr. John Mearshiemer, Dr. David Mathews, Dr. David Rosenbloom, Dr. Walter Broadnax and Dr. Dwight Waldo. The lecture is free and open to the public. For more information on the series, visit www.park.edu/academics/hauptmann-school-of-public-affairs/distinguished-lecture-series.html.

MASTER OF PUBLIC AFFAIRS

The Master of Public Affairs degree is the oldest graduate degree program at Park University. Launched in 1982, the MPA is a values-grounded liberal arts-based professional graduate program designed to develop leadership across all sectors of society. Reflecting today's multi-sector and cross-sector realities, managers and leaders prepare for service by building their knowledge base, decision-making capability, critical thinking and governing expertise, across the government, business, industry and nonprofit sectors.

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

Mission
The Master of Public Affairs program offers education consistent with the Hauptmann School of Public Affairs' vision of serving common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage and advance human dignity worldwide. The curriculum prepares students nationally and internationally to lead and manage with professional expertise in public, nonprofit and cross-sectional settings, while pursuing the public interest and showing concern for fairness and social justice. Through teaching and research, program faculty advance public service values by contributing to the knowledge and practice of public affairs, public administration and policy from the local and global community.

Goals
The Master of Public Affairs degree maintains the following goals:

1. To prepare students to lead and manage by exercising professional expertise. This includes knowledge of substantive concepts related to public affairs, the ability to think critically and analytically, and the capacity to exercise independent, ethical judgment.
2. To encourage deeper appreciation of the principles of democratic governance and action.
3. To instill a lifelong commitment to public affairs, service and values with a focus on moral courage, social justice, and the public interest.
4. To engage in research that enriches the understanding of public affairs, including public administration, public policy, and the nonprofit sector, from the local level to the broader global community.

Early Access to MPA Program Courses
With the approval of the Director of the MPA Program and Dean of the Hauptmann School of Public Affairs, BPA students who have senior standing with a 3.6 GPA or higher may take up to 9 credit hours at the graduate level that count toward both the undergraduate and graduate degree. A student must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MPA credits under this option.

Graduate Courses towards Undergraduate Courses:

PA 508 Research and Analysis for PA430 Research in Public Administration*

PA 509 Leadership and Development and Organizations for PA333 Public Management and Leadership

PA 512 The Environment of Public Organizations for PA331 Public Organizations

PA 521 Business, Government, and Society for PA404 Capitalism and Societal Issues

PA 542 Social Policy for PA404 Capitalism and Societal Issues

PA 551 Principles of Disaster and Emergency Management for CJ353 Emergency Management

PA 600 Ethical Foundations of Authority and Responsibility for PA380 Public Service Values

Students are required to complete PA508 first before proceeding to any other course choices.

Early access students are not automatically eligible for admission to the Master of Public Affairs program. If they wish to pursue a graduate degree, they must submit an application, meeting all of the entrance requirements for the program.

Program Design

Preparing students for cross-sector and multi-sector realities, the cornerstone of the curriculum is a core of six public affairs courses, which provide the common denominator and the unity of "public" concerns in all sectors of organizational life. These courses will deal with the theory and methodology of public affairs and contemporary issues of responsible leadership in a free and democratic society.

Students select one area of concentration from among the following four program areas: (a) public management; (b) business, government and global society; (c) nonprofit and community services management; and (d) disaster and emergency management. Students who elect to pursue a Graduate Certificate in Business and Government Leadership, Disaster and Emergency Management, Homeland Security, or Nonprofit Leadership may apply many of the hours toward their MPA degree.

Each concentration is led by a faculty member who serves as area coordinator, providing necessary academic direction to the concentration and its students. In keeping with the values of community engagement and civic responsibility, each area of concentration has a civic leader who reflects these values and is tasked with assisting students in the area. Students are encouraged to take advantage of experiential learning opportunities as they arise, such as special projects for government agencies and nonprofit organizations. These experiences can be taken as PA 504 (Independent Study) under the guidance of a faculty member. A two-credit hour PA 504 may replace a concentration elective.

Just as the cornerstone of the curriculum assumes the unity of the public affairs area, so does its capstone course, PA 602 (Seminar in Public Affairs). This writing-intensive and highly interactive seminar is required of all students, regardless of program area. Assigned readings and presentations reinforce the guiding theme of the unity of public affairs, using the framework of the founding documents of the U.S. It is recommended that students take the capstone in their final term in the program, as preparation for the oral and written comprehensive examinations.

The comprehensive examinations, written and oral, are also an integral part of the program. The examinations check the student's professional preparation, as well as understanding of the field of public affairs.

Admission Requirements

- A bachelor's degree from a regionally accredited U.S. institution, or the equivalent from an international institution, with at least a 2.75 grade point average (based on a 4.0 scale). Official transcripts must be provided.
- Two letter of recommendation from people who can attest to the applicant's academic preparation, readiness for graduate-level study and interest in public affairs. The requirement may be adjusted for international students at the discretion of the program director.
- An admissions essay detailing why the applicant wishes to earn the Master of Public Affairs degree from Park University, as well as the applicant's career, civic and professional aspirations. This essay must be entirely the work of the applicant and be no more than 300 words in length.
- A résumé which outlines the applicant's academic and employment history, including names of organizations, position titles, a description of key duties and responsibilities, and periods of employment.

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

MPA Professional Development Fee

In addition to the stated graduate student fees, MPA students are required to pay a Professional Development Fee. Students will be accessed an additional $4 per credit hour for this fee upon enrollment. This fee supplies membership to the American Society for Public Administration, the largest and most prominent public administration and affairs professional academic association in the U.S. Many HSPA faculty are members of ASPA, and they may use materials from ASPA in their courses. Membership benefits include subscriptions to one of the most respected journals in the field, *Public Administration Review*, as well as ASPA's monthly newspaper, *PA Times*; networking in a local chapter; reduced registration fees for ASPA national and regional conferences; electronic newsletters and resources; access to ASPA scholarships and opportunities; and member-only access on ASPA's website. The fee also includes notification about job and internship availability, scholarships and other professional development opportunities as they arise.

Note: All contact information will be submitted on behalf of each student to the American Society for Public Administration for the terms the student is enrolled.

Comprehensive Examination

During the enrollment in PA 602 (Seminar in Public Affairs) or as soon afterwards as possible, each student is required to successfully complete both a written and an oral comprehensive examination. The written examination will test knowledge and integration of all coursework, including the major program area and public affairs in general, and is three hours in duration. Students may take the exam at the HSPA in downtown Kansas City or at an approved proctored site. *(Note: The written examination is typically administered from 1 to 4 p.m. [Central time] on the Wednesday of the fall and spring break each semester. This schedule is subject to change.)*

The oral comprehensive exam is a major part of the program's learning outcomes assessment. The exam begins with a 20-minute student presentation before an examining board, led by the respective area coordinator and two additional examiners. The examination will be approximately 90 minutes in duration and will be given at an appropriate time after the written examination. Students living outside of a 100-mile radius of Kansas City, Mo., may participate in the oral examination via conference call.

Students must be enrolled in their last term of the MPA program and have successfully completed PA 501 and PA 502 before being allowed to take the comprehensive examinations. They must also pass all other required coursework before taking the comprehensive exams.

MPA Internship

Pre-service students admitted to the Master of Public Affairs program are required to complete a three-credit hour internship course (PA 504). A pre-service student is considered a student who has less than two years' professional experience (non-clerical work requiring a bachelor's degree) in their area of study.

The internship course (PA 504) provides pre-service graduate students an opportunity to apply academic learning to direct service within their field. It also offers students firsthand observation of practitioners and provides practitioners an opportunity to interact with students pursuing a degree in public affairs. While PA 504 is intended for pre-service students, in-service students (students who have two or more years' professional experience in their area of study) may enroll in PA 504 with approval of their concentration's civic leader. Students designated as pre-service on admission, who are subsequently employed by an organization in their area of concentration for two years, may petition the civic leader in their concentration for an internship waiver if they accumulate an equivalent number of work experience hours as required in their internship (225 hours).

Key Features

- Students must complete 144 contact hours, (equivalent to nine hours per week for 16 weeks) and all required assignments. The contact hours may be completed face-to-face (60 percent minimum) and through e-service (40 percent maximum).
- Students may enroll in PA 504 after completing/earning at least 24 hours of MPA coursework. Included in the coursework must be the following: PA 501, PA 502 and PA 508.

Notes: Students will not be considered for an internship if at the time of application they possess a grade point average less than 3.0 overall. Students who have at least a GPA of 3.0 at the time of application, and their GPA then falls below 3.0 overall, will have their internship cancelled. Students with questions or concerns, or those who feel they have an exceptional situation, should appeal to the civic leader/internship coordinator within their Hauptmann School of Public Affairs' concentration.

PA 504 will replace the student's cross-sector requirement in the MPA degree program.

The internship is a requirement for graduation for pre-service students, and the internship must be completed prior to graduation

Graduation Requirements

- Complete 36 semester hours of prescribed courses, with an overall GPA of 3.0 or above.
- Pass the comprehensive examinations. See additional information in Academic Policies – Comprehensive Exam.
- Meet all academic standards. See Academic Policies – Academic Standards for more information.
- Complete and pass PA 504 (pre-service students only).

Submit application for graduation no later than April 1 for December commencement, and November 1 for graduating the following spring.

Format of Courses
Courses in the MPA are offered in an online format, as well as face-to-face; the degree can be completed face-to-face, in the online format or by combining courses from the two delivery arrangements. Face-to-face courses are also offered in a weekend format and, on occasion, at the national conference of the American Society for Public Administration.

Courses of Study
Students are required to take a series of core public affairs courses in the Master of Public Affairs program. In addition, from the four program areas, students select one as a concentration area. The concentration area consists of 15 credit hours of study.

In-service students select three credit hours in the MPA program that comprise the cross-sector courses portion of their degree plan. The cross-sector hours may be taken from any area of concentration in the MPA program (aside from the student's selected area of concentration) and from any graduate program of study at Park University.

Pre-service students are required to complete the PA 504 internship course. The three-credit credit hour internship will replace the student's cross-sector requirement in the MPA degree program.

Required Core Courses . . . . **18 cr.**
PA 501	Public Affairs Concepts and Theory	3 cr.
PA 502	Public Affairs Methodology	3 cr.
PA 508	Research and Analysis	3 cr.
PA 509	Leadership Development and Organizations	3 cr.
PA 600	Ethical Foundations of Authority and Responsibility	3 cr.
PA 602	Seminar in Public Affairs	3 cr.

Areas of Concentration and Requirements
Public Management . . . . **15 cr.**
Three theory courses (9 cr.)
PA 511	Public Management	3 cr.
PA 512	The Environment of Public Organizations	3 cr.
PA 513	Policy Development, Evaluation and Impact	
	for Public Organizations	3 cr.

Choose three of the following theory/practice integration courses (6 cr.)
PA 562	Administrative Leadership	2 cr.
PA 563	Personnel Systems of Public Organizations	2 cr.
PA 564	Budgeting and Finances of Public Organizations	2 cr.
PA 566	Administrative Law and Public Organizations	2 cr.

Business, Government and Global Society . . . . **15 cr.**
Three theory courses (9 cr.)
PA 521	Business, Government and Society	3 cr.
PA 522	World Economics and Comparative Capitalism	3 cr.
PA 523	Global Macroeconomic Theory	3 cr.

Choose three of the following theory/practice integration courses (6 cr.)
PA 571	Government Regulation of Business	2 cr.
PA 575	The Changing Global Workforce	2 cr.
PA 576	The Global Environment of Business	2 cr.
PA 579	Corporate Finance: Concepts and Strategies	2 cr.

Nonprofit and Community Services Management. . . . . **15 cr.**
Three theory courses (9 cr.)
    PA 542   Social Policy . . . . .3 cr.
    PA 594   Financial Management for Nonprofit/Community Organizations . . .3 cr.
    PA 545   Management of Nonprofit and Nongovernmental Organizations . . .3 cr.
Choose two of the following theory/practice integration courses (6 cr.)
    PA 591   Planning Nonprofit/Community Services . . . . .3 cr.
    PA 593   Financing Nonprofit/Community Services . . . . .3 cr.
    PA 595   Communications and Marketing for
                     Nonprofit/Community Organizations. . . . . .3 cr.

Disaster and Emergency Management. . . . . **15 cr.**
Three theory courses (9 cr.)
    PA 551   Principles of Disaster and Emergency Mgmt. . . . . .3 cr.
    PA 552   Public Policy and Disaster . . . . .3 cr.
    PA 553   Disaster and Society. . . . . .3 cr.
Choose three of the following theory/practice integration courses (6 cr.)
    PA 581   Global Hazard Reduction . . . . .2 cr.
    PA 582   Disaster, Disease and Public Health. . . . . 2 - 3 cr.
    PA 583   Technology, Accidents and Organizations . . . . .2 cr.
    PA 584   Continuity of Government Operations . . . . .2 cr.
    PA 585   Natural Hazards and the Urban Environment. . . . . .2 cr.
    PA 586   Planning for Emergencies and Disasters. . . . . .2 cr.
    PA 589   Theoretical Principles of Terrorism . . . . .2 cr.

Cross-Sector Courses and Requirements

Cross-sector courses include courses taken outside of the MPA core courses (18 cr.) The cross-sector hours may be taken from any area of concentration in the MPA program (aside from the student's selected area of concentration) or from any graduate program of study at Park University. Students may select courses that complement their degree program and their career aspirations. Students who elect to also earn an additional professional credential of a Graduate Certificate may also apply appropriate cross-sector hours to a certificate.

Course Descriptions

CSS 624   Physical (Environmental) Security . . . . **3 cr.**
This course will focus on securing physical information technology assets through both manual and automated methods. Manual methods include protecting assets using non-automated methods, such as infrastructure locks, keys and fencing. Automated methods include using sensors, cameras and technical surveillance counter-measures. Conducting and designing a physical security survey is discussed to identify physical security vulnerabilities and actions required to reduce or mitigate the risk to the organization. *Prerequisite: IS 620.*

CSS 636   Advanced Network Architectures, Services and Applications . . . . . **3 cr.**
This course focuses on next generation networks, applications and services including voice-over IP, instant messaging, streaming media (unicast, broadcast and multicast) and peer-to-peer. This course provides an in-depth knowledge of new and emerging technologies, and insight into security issues and how to address them. Students work in groups to design an end-to-end solution that is applicable and conducive to a "real world" environment. In addition, these groups will analyze these designs and identify security risks and resolutions. *Prerequisite: IS 603 or comparable course (CS 365), or relevant work experience and IS 605 or concurrent enrollment.*

CSS 644   Operations Security . . . . **3 cr.**
Operations security is a risk management process that enables companies to view an operation or activity from the perspective of an adversary. The key feature of this approach is to look at our own methods and activities from the adversary's viewpoint by putting ourselves in an adversary's shoes. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience.*

CSS 656   Advanced Security Architectures, Services and Applications . . . . . **3 cr.**
This course focuses on technologies that provide end-to-end solutions to securing network perimeters. Topics include the design, deployment and management of the defenses of your computer, network and data environment. Perimeter defense elements such as firewalls, virtual private networks, routers, switches and intrusion detection systems are also covered. Students work in groups to design an end-to-end solution that is applicable and conducive to a "real world" environment. *Prerequisite: IS 620 and CSS 636 or comparable course or relevant work experience.*

CSS 670   Advanced Management Information Systems . . . . **3 cr.**
This course exposes students 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. *Prerequisites: CS 205 or equivalent approved by program director.*

CSS 675   Applied Cryptography . . . . **3 cr.**
This course examines the technology and methodologies for protecting information to ensure its integrity, confidentiality and authenticity. It will cover the foundations of cryptography, modern cryptographic protocols, algorithms and techniques, and real-world implementations and issues. Course topics will include: private and public key cryptography; block ciphers; pseudorandom functions and generators; data encryption standards; symmetric encryption; asymmetric encryption; computational number theory; RSA and discrete log systems; message authentication; digital signatures; key distribution; and key management. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience, MA 131 (College Algebra) or higher with "B" or better, and IS 605 or concurrent enrollment.*

CSS 677   Computer and Network Forensics . . . . **3 cr.**
This course involves the analysis and investigation of cyber crime and computer forensics including process, methodology, laws/regulations and industry standards. It focuses on an overall methodical process for identifying, analyzing, recreating and addressing cyber-based crimes. It also delves into the ethical issues associated with information systems security. *Prerequisite: IS 603 or comparable course (CS 365) or relevant work experience and IS 605 or concurrent enrollment.*

CSS 688   Information Warfare . . . . **3 cr.**
This course provides an in-depth knowledge of information warfare principles, strategies, tactics and technologies. Topics include information warfare concepts, offensive and defensive tactics, and analysis methodologies regarding vulnerability and risk. In addition, cyberspace security, physical security and ethics, as well as legal issues and concerns, are covered. *Prerequisite: CSS 656.*

CSS 690 Special Topics in Computer and Network Security   1-3 cr.
The course is designed to provide an in-depth study of a new or developing area in computer and networking security. It may be repeated with a different topic. *Prerequisite: Permission of the instructor.*

CSS 692   Directed Study in Computer and Network Security . . . . 1-3 cr.
This course provides an opportunity for directed study in areas not necessarily included in formal coursework. *Prerequisite: Permission of the program director.*

CSS 694   Computer and Network Security Internship . . . . 1-3 cr.
The student arranges to work in a professional environment. The student's duties must be sufficiently complex to require the expertise of a graduate student. Prior to enrolling in CSS 694, the student and the student's job supervisor must jointly prepare an internship proposal. The proposal must be submitted to the program director and approved prior to enrolling. *Prerequisite: Permission of the program director.*

CSS 699   Graduate Project. . . . . 3 cr.
The student will demonstrate the ability to apply knowledge, analyze challenges, synthesize new solutions and evaluate success of those solutions in a security setting. This will include a practicum in which the student and the on-site supervisor work collaboratively to produce a creative solution from a consumer perspective to a problem that an organization identifies. *Prerequisite: Permission of the program director.*

CSS 700   Thesis Proposal. . . . . 3 cr.
Designed as the first part of the thesis option sequence. The 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. *Prerequisite: Permission of the program director.*

CSS 701   Thesis . . . . 1-3 cr.
Designed as the final sequence of the thesis option. Following approval of the thesis proposal, the student will collect and analyze data and complete the final 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. *Prerequisite: Permission of the program director.*

IS 603   Computer Network and Telecommunications Systems. . . . . 3 cr.
This course explores and analyzes voice and data communications. It will cover traditional and current telecommunication and computer network systems. Topics include the Open System Interconnection 7-Layer Model, Public Switch Telephone Network, Transmission Control Protocol/Internet Protocol, Ethernet, Frame Relay and Asynchronous Transfer Mode.

IS 605   Data Management and Applications Security. . . . . 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 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 minimize 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. *Prerequisite: IS 603 or comparable course, CS 365 or relevant experience and IS 605 or current enrollment.*

PA 501　　　Public Affairs Concepts and Theory . . . . **3 cr.**
This course provides an introduction to the field of public affairs and to the current problems in the area. Public affairs will be related to concepts of organizational theory and organizational behavior with an emphasis on the special nature of public organizations. The emphasis areas of the MPA program and their interrelationships will be explained.

PA 502　　　Public Affairs Methodology . . . . **3 cr.**
This course is a study of the theoretical background of various analytical techniques of social science research, with emphasis on application to problems of administration in business, industry, government and nonprofit organizations. *Prerequisite: PA 501.*

PA 503　　　Emerging Issues in Public Affairs . . . . **1 to 3 cr.**
The course analyzes a selected current issue in the field of public affairs. This course will be offered when need and interest are present. The topic of the course will vary.

PA 504　　　Independent Study in Public Affairs. . . . . **1 to 4 cr.**
This course consists of a prescribed program of study with provision for interaction between a student and a Park University faculty member, and may be used to replace integration courses. A three-credit hour PA 504 may also be taken in conjunction with an approved internship to fulfill the pre-service student internship requirement and will be used to replace the cross-sector course in these cases. The course may be taken twice. *Prerequisite: Permission of the civic leader and MPA program director; prerequisite for PA 504 with an internship: 24 credit hours, including completion of PA 501, PA 502 and PA 508.*

PA 506　　　International Service-Learning Experience . . . . **1 cr.**
Students participate in a 10-day, service-learning experience abroad and complete assignments relating the experience to their coursework. The weeks prior to the travel and service portion of the course are devoted to research and learning about the host country, the conditions of the service that will be rendered, including principles of international development. PA 506 is offered periodically, with the support of Park University's Office of International Education and Study Abroad, in collaboration with the Hauptmann School for Public Affairs, and is open to all M.P.A. students, regardless of area of concentration. Travel expenses may be subsidized, in part, by Park University. The International Education and Study Abroad office coordinates the service-learning experience. *Enrollment is limited, and by permission of the dean of the Hauptmann School.*

PA 507　　　Workshop on Current Issues in Public Affairs . . . . **1 cr.**
A seminar designed to explore a current issue in public affairs, addressing issues and situations in the field. This course is offered frequently on a variety of current topics. Two of these workshops may replace any 2-credit hour course in one's area of concentration. The course may be taken three times.

PA 508   Research and Analysis. . . . . 2 - 3 cr.
This course explores the appropriateness of various analytic, research and investigative techniques for specific purposes. Students critically examine the nature of information and its various forms of storage and access. Research designs are explored, focusing on qualitative methods, interviewing and other techniques of community-based problem-solving research and applied research. Scholarly standards of query formulation, mechanisms of information retrieval and principles of information evaluation, in relation to both traditional and modern research resources, are emphasized. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 509   Leadership Development and Organizations . . . . 2 - 3 cr.
This highly interactive course, grounded in organization theory, examines organizations from a cross-sector perspective. The inherently contradictory nature of organizations and the leadership competencies associated with these contradictions are explored, using organizational effectiveness frameworks. Students embark on developing managerial leadership competencies associated with organizational effectiveness criteria. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 511   Public Management . . . . 3 cr.
The common and distinctive elements of management at several levels of government are studied. The management philosophy of public organizations, strategy and organizational behavior are discussed.

PA 512   The Environment of Public Organizations. . . . . 3 cr.
This course provides a study of the inter-relationships between public organizations and their internal and external environment, including its global dimensions. The environments will also be analyzed as the framework for the demands and supports facing public organizations, with special emphasis on ideas of citizen participation, inter-governmental relations and political influence. The mutual relationships between politics and administration will be stressed, including issues of contracting out and privatization.

PA 513   Policy Development, Evaluation and Impact for Organizations. . . 3 cr.
This course examines the evaluation of the output of public organizations, the criteria and methodology of the evaluation. It also explores how public policies impact on the environment and the role of these outcomes for future actions of public organizations. The relationship of evaluation to monitoring performance will be analyzed.

PA 521   Business, Government and Society . . . . 3 cr.
This course is 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   World Economics and Comparative Capitalism . . . . 3 cr.
This course is a critical study of the theoretical and philosophical foundations of the private enterprise system in the U.S., its evolution, history performance and future.

PA 523   Global Macroeconomic Theory . . . . 3 cr.
This course provides a systematic study of contemporary issues and problems, domestic and global; critical analysis of policies and practices affecting such problems.

PA 542   **Social Policy** . . . . **3 cr.**
This course provides 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. The course 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 and Nongovernmental Sectors** . . . . **3 cr.**
This course provides an in-depth 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 543 may only be taken by students operating under a previous degree
plan or taking it as an elective for the Certificate in Nonprofit Leadership. Certificate students
should contact their advisor before enrolling in this course.*

PA 545   **Management of Nonprofit and Nongovernmental**
               Organizations . . . . **3 cr.**
This course examines management principles and practices, with the common and distinctive
elements of nonprofit management compared to public and business organizations in the
United States and to civil society and non-governmental (NGO) organizations in the global
context. Different approaches within nonprofit management are viewed historically and in
current practices. Critical nonprofit functions are emphasized, such as nonprofit incorporation
and regulation, the nature of governance processes, marketing to multiple stakeholders,
variations in the mix of services and funding sources, and the use of volunteers. Ethical
relationships and the impact of technology within the nonprofit organization are also examined.

PA 551   **Principles of Disaster and Emergency Management** . . . . **3 cr.**
This course examines 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.**
This course examines the history, development and implementation of disaster-related public
policy while addressing the local, state and federal levels, and their interactions during policy
development and implementation. The role of emergency managers as policy advocates at all
levels of government is also explored.

PA 553   **Disaster and Society** . . . . **3 cr.**
This course provides an interdisciplinary survey of disaster theory from sociological,
geographical and public policy perspectives.

PA 562   **Administrative Leadership** . . . . **2 cr.**
This course studies the role of the manager in a public organization, stressing the process
of decision and policy-making, as well as the strategies leading to the accomplishment of
organizational goals within the political framework. Consideration will be given to problems
of communication and group processes.

PA 563   Personnel Systems of Public Organizations . . . . **2 cr.**
This course examines the operations of a personnel system with special emphasis on problems of collective bargaining, performance appraisal, training and supervision. Personal development will be emphasized together with diversity as essential concerns of the organization.

PA 564   Budgeting and Finances of Public Organizations . . . . **2 cr.**
This course presents current problems in budgeting, accounting and auditing. Special emphasis will be given to the various theories of budgeting and to the role of budgets in planning and performance measurements.

PA 566   Administrative Law and Public Organizations . . . . **2 cr.**
This course examines the legal system and its effect on the work of public organizations. Discussion includes the basic elements of administrative law as it applies to public organizations.

PA 571   Government Regulation of Business . . . . **2 cr.**
This course examines 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 are also explored.

PA 575   The Changing Global Workforce . . . . **2 cr.**
This course examines the management of relations between an organization and its workforce; substantive issues and current practices in human resource management and development. A critical review of government's role in human resource development programs is also provided along with achieving harmony in labor-management relations.

PA 576   The Global Environment of Business . . . . **2 cr.**
This course examines the 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 are also explored.

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.**
This course examines natural and man-made 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 - 3 cr.**
Discusses the rolls of public health and healthcare organizations in preparing for mitigating, responding to and recovering from disasters and other emergencies. The course will utilize disaster and emergency management concepts to evaluate community wellness and resiliency related to naturally-occurring and man- made health threats.

PA 583   Technology, Accidents and Organizations . . . .**2 cr.**
This course examines 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.**
This course studies of the sustainability of urban areas in the face of diverse natural hazards, including providing 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 588   Current Issues in Homeland Security . . . .**3 cr.**
This course provides an interdisciplinary survey of contemporary issues in homeland security designed to help learners understand the "cross-talk" between the various disciplines in the homeland security project as well as the influences, demands, and interactions of the law. In addition to the agencies within the Department of Homeland Security, the homeland security mission requires support from local, state, tribal, and federal law enforcement. As such, this course is intended to address the interoperability, collaboration, and law related to domestic and international criminal terrorists.

PA 589   Theoretical Principles of Terrorism . . . . **2 - 3 cr.**
This course explores the sociological, psychological, and political theories associated with terrorism with application to disaster and emergency management. The course analyzes extremist beliefs and ideologies as a means to understanding terrorist motives and behaviors. The course applies theoretical concepts of terrorism to the disaster and emergency management principles of planning, mitigation, response, and recovery. The course considers the impact of domestic and international terrorism on public administration organizations at the federal, state and local levels. *(Note that the three credit hour offering is currently designed for students who are taking the course as part of the Graduate Certificate in Homeland Security. Students should contact their advisor before registering for this course to determine whether to enroll in the two credit hour or three credit hour offering. This course replaces PA 587 for students operating under previous degree plans.)*

PA 591   Planning Nonprofit/Community Services . . . . **2 - 3 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 (such as 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. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 593   **Financing Nonprofit/Community Services** . . . . **2 - 3 cr.**
This course provides an examination of alternative funding sources for community and nonprofit services, and the optimal mix of funding sources for a given service and clientele. A variety of fundraising methods are reviewed, as well as organizational characteristics and capabilities which contribute to successful fundraising. Attention is given to non-monetary resources such as in-kind contributions of goods and services, and cooperative ventures. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 594   **Financial Management for**
                    Nonprofit/Community Organizations . . . . **2 - 3 cr.**
This course surveys of methods for budgeting income and expenses; financial recordkeeping; laws and regulations; and tax provisions governing financial management controls, cost analysis, financial reports and preparation for audits. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 595   **Communications and Marketing for**
                    Nonprofit/Community Organizations . . . . **2 - 3 cr.**
An overview of the preparation of an annual public relations plan; intra-organizational communications, development of public relations materials, (such as brochures, newsletters, annual report, news releases and advertising), communication with news media, funding sources and others; interpersonal communication skills; impact of organizational actions and reputation on public support. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 600   **Ethical Foundations of Authority and Responsibility.** . . . . **2 - 3 cr.**
This course will examine fundamental ethical theories, issues, strategies and dilemmas in public service, as they relate to issues of power, authority and responsible decision-making in organizations. *Two-credit offering only for those students operating under a previous degree plan requiring two (2) credits for this course.*

PA 602   **Seminar in Public Affairs** . . . . **3 cr.**
PA 602 is the capstone seminar of the MPA program. Conducted as a graduate seminar, this course addresses correlation of the academic and practical experiences of the degree candidates to their responsibilities as professionals in a democratic society. Each student prepares a series of papers and/or presentations that emphasize various expectations to be faced in professional work, such as case analysis, critique, evaluation, implementation, research and proficiency in U.S. Constitutional issues. *Prerequisite: 27 hours academic credit, including completion of PA 501 and PA 502. Students will not be able to enroll in PA 602 while they are enrolled in PA 501 or PA 502, or while they are finishing the requisite 27 credit hours. Students are advised to take these two courses early in their programs; failure to do so may result in delay of degree completion and graduation.*

PA 700   **Thesis Proposal.** . . . . **3 cr.**
Designed as the first part of the thesis option sequence. Students are expected to prepare a formal proposal related to an area of interest for research under the direction of a committee chair and according to School for Graduate and Professional Studies 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)*

PA 701   **Thesis** . . . . **3 cr.**

Designed as the final sequence of the thesis option. Following approval of the thesis proposal, students will begin the data collection phase of the research project. The thesis may be conducted using quantitative, qualitative or participatory action research methods. An oral defense of the written thesis must be satisfactorily completed and approved by members of the committee, and the dean of the School. The thesis in its final version must be submitted to the Graduate School. *(Offered in 16 week format)*

PA 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.)*

INTERNATIONAL CENTER FOR MUSIC
Ingrid Stölzel, D.M.A., Director
Stanislav Ioudenitch, Artistic Director

The International Center for Music at Park University trains and educates the next generation of accomplished musicians for careers in music at the highest level, in a focused and creative atmosphere with an international faculty of renowned excellence. Established in 2003 under the guidance of renowned pianist and gold medalist of the 2001 Van Cliburn International Piano Competition Stanislav Ioudenitch, the ICM is a premier institution for advanced study in piano and string performance.

Vision
The International Center for Music at Park University will establish itself as one of the premier institutions for advanced study in musical performance.

Master of Music in Performance
(Applied Emphasis in Piano, Violin, Viola or Cello)

The International Center for Music's Master of Music in Performance degree program is an advanced course of study for musicians who hold a bachelor's degree and are seeking careers as professional musicians. In addition to the general rules that are applicable for admission to the School of Graduate and Professional Studies at Park University, specific admission requirements are:

    a. Bachelor of Music or related undergraduate degree from a U.S. institution, an equivalent bachelor's degree from an accredited foreign institution of higher education or equivalent professional experience as determined by the faculty of the University's International Center for Music.

    b. An audition before the music faculty. In approved situations, a recording may be submitted in lieu of a live audition.

Each applicant must furnish a complete list of repertoire and recital history at the time of application. This is an advanced program of study at the graduate level, supervised and approved by the graduate faculty of Park University.

The student may select one of the following performance areas:

Piano Performance *(2-year program)*
Program Requirements . . . . **36 cr.**
Applied Lessons and Recitals (two recitals — one each in years one and two) . . . . *12 cr.*
    MU 540   Semester One . . . . .3 cr.
    MU 541   Semester Two. . . . . .3 cr.
    MU 542   Semester Three . . . . .3 cr.
    MU 543   Semester Four . . . . .3 cr.
Chamber Music. . . . . *4 cr.*
    MU 546   Semester One . . . . .1 cr.
    MU 547   Semester Two. . . . . .1 cr.
    MU 548   Semester Three . . . . .1 cr.
    MU 549   Semester Four . . . . .1 cr.

Performance Class . . . . *4 cr.*
    MU 551   Semester One . . . . .1 cr.
    MU 552   Semester Two. . . . . .1 cr.
    MU 553   Semester Three . . . . .1 cr.
    MU 554   Semester Four . . . . .1 cr.
Collaboration . . . . *8 cr.*
    MU 556   Semester One . . . . .2 cr.
    MU 557   Semester Two. . . . . .2 cr.
    MU 558   Semester Three . . . . .2 cr.
    MU 559   Semester Four . . . . .2 cr.
Approved Electives . . . . *8 cr.*

String Performance *(2-year program)*
Program Requirements . . . . **36 hrs.**
Applied Lessons and Recitals (two recitals — one each in years one and two) . . . . *12 cr.*
    MU 540   Semester One . . . . .3 cr.
    MU 541   Semester Two. . . . . .3 cr.
    MU 542   Semester Three . . . . .3 cr.
    MU 543   Semester Four . . . . .3 cr.
Chamber Music. . . . . *4 cr.*
    MU 546   Semester One . . . . .1 cr.
    MU 547   Semester Two. . . . . .1 cr.
    MU 548   Semester Three . . . . .1 cr.
    MU 549   Semester Four . . . . .1 cr.
Performance Class . . . . *4 cr.*
    MU 551   Semester One . . . . .1 cr.
    MU 552   Semester Two. . . . . .1 cr.
    MU 553   Semester Three . . . . .1 cr.
    MU 554   Semester Four . . . . .1 cr.
Orchestra . . . . *4 cr.*
    MU 565   Semester One . . . . 1 hr.
    MU 566   Semester Two. . . . . 1 hr.
    MU 567   Semester Three . . . . 1 hr.
    MU 568   Semester Four . . . . 1 hr.
Orchestra Repertoire . . . . *4 cr.*
    MU 575   Semester One . . . . .1 cr.
    MU 576   Semester Two. . . . . .1 cr.
    MU 577   Semester Three . . . . .1 cr.
    MU 578   Semester Four . . . . .1 cr.
Approved Electives. . . . . *8 hrs.*
Students entering the Master of Music program must take a Theory Competency Test.
Students who do not pass are assigned to the appropriate theory class.

Course Descriptions

MU 501   **Applied Music A** . . . . 6 cr.
Course involves in-depth analysis and selection of new repertoire learned. Students will have two private lessons per week and scheduled discussions regarding theory and performance technique. Selected new learned repertoire will be performed in a recital at the end of the semester. Students will be encouraged to participate in regional, national and international competitions.

MU 510   **Applied Music B** . . . . 6 cr.
A continuation of MU 501.

MU 520   **Applied Music C** . . . . 6 cr.
A continuation of MU 510.

MU 530   **Applied Music D** . . . . 6 cr.
A continuation of MU 520, culminating in a major recital, demonstrating depth and range of repertoire.

MU 534   **Music History: Medieval, Renaissance and Baroque** . . . . 3 cr.
An introduction to the music literature from ancient times to 1700. Historical and stylistic perspectives are addressed as are the organization, language and grammar of musical structure for the relevant time period.

MU 535   **Music History: Classic, Romantic and Modern** . . . . 3 cr.
An introduction to the music literature from 1700 to the present. Historical and stylistic perspectives are addressed as are the organization, language and grammar of musical structure for the relevant time period.

MU 540-543   **Applied Lessons and Recitals** . . . . 12 cr.
Individual lessons and recital preparation.

MU 546-549   **Chamber Music** . . . . 4 cr.
Study and performance of music for chamber orchestra.

MU 551-554   **Performance Class** . . . . 4 cr.
Opportunity to perform in a simulated concert environment with critical feedback.

MU 556-559   **Collaboration** . . . . 8 cr.
Developing skills of playing with other musicians.

MU 560   **Applied Music** . . . . 6 cr.
This course places emphasis on developing repertoire and is designed to develop both artistry and professionalism. Students will be prepared for major competitions, as well as auditions for professional appointments in the professional and academic arena.

MU 565-568   **Orchestra** . . . . 4 cr.
Study and performance of music for orchestra.

MU 570   **Applied Music.** . . . . **6 cr.**
A continuation of MU 560.

MU 575-578   **Orchestral Repertoire** . . . . **4 cr.**
The study, rehearsal and performance of orchestral repertoire.

MU 580   **Applied Music.** . . . . **6 cr.**
A continuation of MU 570.

MU 585   **Special Topics in Music.** . . . . **1-3 cr.**
Intensive study and/or performance of an area of music selected by the instructor on the basis
of student need or current issues.

MU 590   **Applied Music.** . . . . **6 cr.**
A continuation of MU 580.

Center for Leadership
Leadership for the common good in the global context

Kay W. Barnes, M.A., M.P.A., Distinguished Professor of Public Leadership and Founding Director

Don Wise, M.A., Associate Director

<u>**Vision**</u>
Shaping the unscripted future by preparing leaders grounded in inclusive, innovative, collaborative and ethical values.

The Center for Leadership is an established and respected provider of innovative educational opportunities for leaders. Led by its founding director, Kay W. Barnes, distinguished professor of public leadership and former Kansas City, Mo., mayor, the Center offers invaluable individual leadership coaching for all Master of Public Affairs students. The Center offers preparation for an unscripted future where paradigms are shifting, rules are changing and leaders must think and act in new ways to be effective.

The Center works closely with Park University students and the Kansas City community, offering a variety of programs and initiatives focusing on several leadership components, including self-awareness, leadership competencies, decision making, implementation and service.

The Center builds on the historic vision of the Hauptmann School of Public Affairs to serve the common good by graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage and advance human dignity worldwide.

Unscripted Future Initiative
Originating in 2006 in the Hauptmann School of Public Affairs, Park University's Unscripted Future Initiative explores the impacts of relentless global and technological change. Faculty and the Center for Leadership present results of this ongoing exploration in published articles and at numerous local, regional and national conferences. The Unscripted Future Initiative is conceptualized as the following:

- Vast social, economic, employment, environmental, technological and global changes affecting our students and the world.
- Changes so unique and wide-ranging that we have no predictive studies and no data for how to assess their impacts or how to deal with these changes.
- Changes are beyond partisan politics and geographic boundaries.
- Associated with an increased perception of personal and global impact, personal risk and perhaps, opportunity.

FACILITIES AND SERVICES

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

The School of Graduate and Professional Studies is located at the Downtown Kansas City, Mo., Campus Center, 911 Main St. Occupying the eighth and ninth floors of the Commerce Tower, the SGPS and the graduate programs are located here for the convenience of those who work in the city and surrounding areas. In addition to the SGPS, the facility houses administrative and faculty offices and the Kansas City Accelerated (8-week) program. The 31,000 square-foot facility contains 14 classrooms, two computer classrooms, two computer labs, 29 offices, four conference rooms, one student lounge and a library.

Academic Support Center
The Academic Support Center offers services to graduate students including writing help, disability services and a computer lab for student use. Graduate students may also access the online writing lab, designated under "Special Courses" as CDL 200 on the menu format http://parkonline.org. The ASC is located on the Parkville Campus in McAfee Memorial Library in the Mabee Learning Center/Academic Underground. Visit www.park.edu/academic-support-center or call (816) 584-6330 for more information.

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

Career Development Center
The Career Development Center assists students in all stages of career development, including career assessment, résumé and cover letter preparation, interviewing skills and job search strategies. The objective is to give students the skills and opportunities necessary for a successful job search. For a list of services, contact the Career Development Center, located in room 714 of the Mabee Learning Center/Academic Underground on the Parkville Campus. Contact careerdevelopment@park.edu or (816) 584-6407, or visit www.park.edu/career-development-center.

Counseling
Students seeking counseling regarding personal and school-related problems may contact the University's Counseling Center, located in Dearing Hall on the Parkville Campus. Park University does not provide intensive therapy for neurosis or psychosis. For acute therapy, a referral will be made to appropriate outside professional agencies. For more information, visit www.park.edu/counseling-center.

McAfee Memorial Library

The McAfee Memorial Library, located in the Mabee Learning Center/Academic Underground on the Parkville Campus, contains more than 158,000 volumes, nearly periodical subscriptions and more than 90,000 microforms. 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 by appointment, the archives and records of the University. Full-text articles can also be located in a number of periodical databases. The library, provides seats for approximately 290, and includes seminar rooms and group study rooms, an extended hours study area, and the Campanella Art Gallery. The book collection can be accessed through an electronic catalog. Access to the online catalog and other electronic resources is provided at www.park.edu/library.

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

Testing Center

The Testing Center, located in room 706 of the Mabee Learning Center/Academic Underground on the Parkville Campus, handles CLEP, DANTES and the proctoring of final exams for Kansas City area online students. Tests are given by appointment. Graduate students at a distance should consult their graduate program for instructions regarding examinations. For more information, visit www.park.edu/testing-center or contact testingcenter@park.edu or (816) 584-6887.

Other University-Wide Facilities

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

STUDENT CONDUCT CODE

As a student at Park University, you should be aware of the rights you have as a student and of the responsibilities associated with being a Park student. These policies apply to all Park University students, regardless of whether the student is taking classes online, at a campus center or on the Parkville Campus — all delivery modes and all locations. The Student Code of Conduct reflects the core values of the University, and is based on respect for self and others, and was developed to challenge students to embrace high ethical standards, and interact with other students, faculty and staff with integrity.

As a student, you have the right to an opportunity to learn in an environment that is free from discrimination based on race, color, creed, religion, gender, marital status, sexual orientation, national origin, age, disability or veteran status. It is the responsibility of all members of the Park University community — students, faculty and staff — to create and maintain an environment where all persons are treated with respect, dignity and fairness. Students have responsibility for assuming the consequences of their actions. Students are expected to accept their obligations to the entire Park community to honor and respect the value and integrity of each person, and to conduct themselves accordingly. In addition, students are responsible for making themselves aware of Park University policies and procedures, all of which are outlined in this *Catalog*, in the *Student Handbook/Planner* and/or on the Park University website.

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

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

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

1. **Acts of Dishonesty.** Acts of dishonesty, including but not limited to the following:
    a. Academic Dishonesty — Cheating, plagiarism or other forms of academic dishonesty
    b. False Information. Furnishing false information to any University official.
    c. Forgery. Forgery, alteration or misuse of any Park University document, record or instrument of identification.
2. **Disruption.** Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities, including its public service functions.
3. **Abuse.** Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the physical health, mental

health or safety of any person. Such prohibited conduct includes, but is not limited to, repeated unsolicited attempts to contact any Park University community member via any means and/or exhibiting other behavior which could be construed as stalking.

4. **Theft**. Attempted or actual theft of, and/or damage to, property of Park University or property of a member of the Park University community, or other personal or public property.

5. **Hazing.** Any behavior which constitutes hazing, whether such behavior occurs on University premises at University activities or off campus.

6. **Failure to Comply.** Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties, including failure to identify oneself to these persons when requested to do so.

7. **Unauthorized Entry.** Unauthorized possession, duplication or use of keys to any University premises, or unauthorized entry to or use of University premises.

8. **Unauthorized Activities.** Any activity that occurs on or off University premises that could adversely affect the health, safety or security of a member of the Park University community.

9. **Controlled Substances.** Use, possession, manufacturing or distribution of controlled substances, except as expressly permitted by law. Students with confirmed possession or use of controlled substances on University premises, or during any University activity with no right to legally use such controlled substances, may face immediate dismissal.

10. **Alcohol.** Use, possession, manufacturing or distribution of alcoholic beverages, or public intoxication.

11. **Firearms/Weapons.** Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on Park University premises, or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others. Students with a confirmed violation of the Weapons Policy will face immediate dismissal. (See the Weapons Policy).

12. **Unauthorized Use of Electronics.** Any unauthorized use of electronic or other devices to make an audio or video record of any person while on Park University premises, or while conducting University business, without his/her prior knowledge, or without consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room or restroom, or using consensual photographs, videos or audio in a manner not agreed to by all parties.

13. **Computer Theft and Abuse.** Theft or other abuse of computer facilities and resources, including file-sharing and intellectual property. (See Information Technology Acceptable-Use Policy).

14. **Abuse of Student Conduct System.** Abuse of the Student Conduct System, including failure to comply with the sanction(s) imposed under the Student Code.

15. **Policy Violation.** Violation of any Park University policy, including but not limited to the following policies: residential life, drug and alcohol, weapons, harassment-free institution, information technology, sexual assault and all academic policies.

16. **Local, State and Federal Agencies.** Park University will cooperate with local, state and federal criminal agencies, and may initiate criminal investigations into the conduct of Park University students when deemed appropriate.

Filing a Complaint Regarding a Violation of the Student Code

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

Sanctions

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

1. **Warning** — A notice in writing to the student that the student is violating or has violated Institutional regulations.
2. **Probation** — A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any Institutional regulation(s) during the probationary period.
3. **Loss of Privileges** — Denial of specified privileges for a designated period of time.
4. **Fines** — Previously established and published fines may be imposed.
5. **Restitution** — Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. **Discretionary Sanctions** — Work assignments, essays, service to the University or other related discretionary assignments.
7. **Interim Suspension** — Interim suspension from the residence halls and/or other campus facilities or programs may be imposed to ensure the safety and well-being of members of the University community, to ensure the student's own physical or emotional safety and well-being, or if the student poses an on-going threat or disruption of, or interference with, the normal operations of the University. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Student Conduct Board Hearing, if required.
8. **Residence Hall Suspension** — Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
9. **Residence Hall Expulsion** — Permanent separation of the student from the residence halls.
10. **University Suspension** — Separation of the student from Park University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
11. **University Expulsion** — Permanent separation of the student from Park University.
12. **Revocation of Admission and/or Degree** — Admission to or a degree awarded from Park University may be revoked for fraud, misrepresentation or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
13. **Withholding Degree** — Park University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions imposed, if any.

Other Information Regarding Sanctions:

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

Appeals

1. A decision reached by the Student Conduct Board or a sanction imposed by the dean of student life that is academic in nature may be appealed by the accused student(s) or complainant(s) to the provost and senior vice president within five school days of the decision. Such appeals shall be in writing and shall be delivered to the provost and senior vice president or his/her designee.
2. A decision reached by the Student Conduct Board or a sanction imposed by the dean of student life that is not academic in nature may be appealed by the accused student(s) or complainant(s) to the vice president for enrollment management and student services within five school days of the decision. Such appeals shall be in writing and shall be delivered to the vice president for enrollment management and student services or his/her designee.
3. Except as required to explain the basis of new information, an appeal shall be limited

to a review of the verbatim record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:

    a. To determine whether the Student Conduct Board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

    b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact-finder, were sufficient to establish that violation of the Student Code occurred.

    c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.

    d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board hearing.

4. If an appeal is upheld by the vice president to whom the appeal is decided, the matter shall be returned to the original Student Conduct Board and dean of student life for re-opening of Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

Interpretation and Revision

1. Any question of interpretation or application of the Student Code shall be referred to the dean of student life or his/her designee for final determination.
2. The Student Code shall be reviewed every three years under the direction of the dean of student life.

Further information about procedures for the Student Conduct Board hearings is available at www.park.edu/student-life.

CAMPUS SECURITY

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

Annual Security Report

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

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

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

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

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

Timely Warning Policy

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

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

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

Policy for Reporting the Annual Disclosure of Crime Statistics

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

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

Each year, an e-mail notification is made through the University e-mail system to all faculty, staff and students that provide web access to this report. Copies of the report may also be obtained from the Office of Campus Safety, located in Thompson Commons, the Office of Human Resource Services in Mackay Hall, the Office of Admissions in Herr House (all on the Parkville Campus), campus center directors or by calling the Office of Campus Safety at (816) 584-6444.

To Report a Crime

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

	PARKVILLE CAMPUS	
Director of Campus Safety	(816) 584-6226	Thompson Commons, 1st Floor
Director of Human Resources	(816) 584-6386	Mackay Hall, Lower Level
Director of Student Life	(816) 584-6465	Thompson Commons, 2nd Floor
Director of Athletics	(816) 584-6492	Breckon Sports Center
Director of Residence Life	(816) 584-7401	Copley Quad, 1st Floor
Exec. Director of Admissions	(816) 584-6858	Norrington Center, 1st Floor
Student Employment	(816) 584-6388	Norrington Center, 2nd Floor
Student Assistance Center	(816) 746-2520	Norrington Center, 1st Floor
Athletic Training	(816) 584-6353	Field House, 1st Floor
Director of Library Systems	(816) 584-6707	Mabee Learning Center
	DOWNTOWN CAMPUS	
Security Emergency	(816) 283-9781	Commerce Tower, Lower Level

Confidential Reporting Procedures

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

Access Policy

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

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

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

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

Campus Police Authority and Jurisdiction

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

If minor offenses involving University rules and regulations are committed by a University student, the Office of Campus Safety may refer the individual to the disciplinary division of the Office of Student Life.

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

Crimes committed on other campuses will be investigated by the appropriate civilian or military law enforcement agency, with a report being filed with the Office of Campus Safety.

Prosecution of those crimes will be conducted in the court having jurisdiction where the crime occurred.

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

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

General Procedures for Reporting a Crime or Emergency

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

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

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

Security Escort Services

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

Security Awareness Programs

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

Crime Prevention Programs

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

Off-Campus Fraternity and Sorority Organizations

Park University does not have any fraternities or sororities.

Policy on Alcoholic Beverages

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

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

Policy on Illegal Drugs

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

Alcohol and Substance Abuse Information

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

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

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

Sexual Assault Policy

Park University strongly denounces sexual assault in any form and advocates the immediate reporting of any incident to University authorities. University personnel will assist the student(s) in such notification, if so requested. Confidentiality will be maintained to the extent provided by rules, regulations and legislation. Individuals, groups and organizations that desire information or programs that address sexual assaults and how to prevent such incidents should contact the director of campus safety at (816) 584-6444. Staff in the

Counseling Center, (816) 584-6237, will also assist in referrals to counseling and mental health agencies for victims. In all cases, the protection of any physical evidence is of utmost importance.

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

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

Sexual Offender Registration

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

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

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

Missouri:
www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html
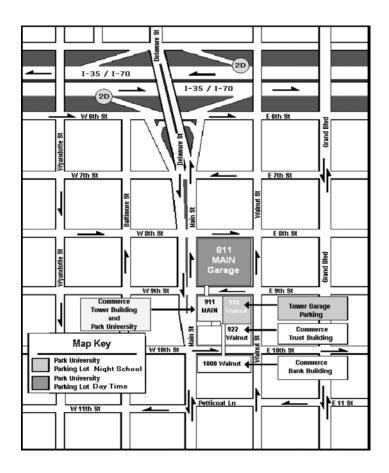
Downtown Campus Parking

Parking Notes

All students who are coming to the Downtown Kansas City Campus Center for advising appointments, tutorials, or Portfolio classes are to park in the garage located at 811 Main St. These students will get a validated ticket to cover parking costs. Other uses, such as studying, computer lab, internet proctoring, etc., will not be eligible for parking validation.

All students who are coming to the Downtown Campus Center for night classes (starting at 5 p.m. or later) are to park in the Tower Garage located at 910 Walnut. Free access to the Tower Garage will be granted through the use of the Park University Downtown ID card. There is absolutely no parking on the first level of the Tower Garage. Your vehicle may be ticketed ($45) or towed. Levels two through five are available for parking. Students should not arrive for parking before 4:45 p.m. *(Please note that any ID cards issued at the Parkville Campus will not work.) Also, if a student loses or forgets his/her ID card, he/she is responsible for all parking costs incurred. There is a $20 charge for a replacement ID card.*

FACULTY 2015-2016

Joan Aitken, Ed.D.
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Don Wise, M.A.	Civic Leader, Nonprofit and Community Services Management

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CORE VALUES
THAT GUIDE OUR ACTIONS:

- We expect **ACCOUNTABILITY** for our actions at all levels, to each other and to Park University.

- We treat all with **CIVILITY** and **RESPECT** while being open and honest in our communication.

- We seek **EXCELLENCE** in all we do, with passionate learning as our highest priority.

- We celebrate **GLOBAL CITIZENSHIP** through our connected learning and working environment, as well as community stewardship.

- We embrace **INCLUSIVITY** that fosters diversity, teamwork and collaboration.

- We act with **INTEGRITY** through honesty, efficiency and reliability.

1875 — 140th ANNIVERSARY — 2015

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GRADUATE SCHOOL

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