

A photograph of Park University's main building, a large stone structure with a prominent clock tower. The scene is set on a grassy hillside with trees showing autumn foliage in shades of yellow and orange. The sky is a clear, bright blue. The text is overlaid on the right side of the image.

PARK UNIVERSITY
2018
2019
GRADUATE CATALOG

GRADUATE CATALOG

2018-2019



PARK
UNIVERSITY SM

**Park University
Graduate Studies
8700 NW River Park Drive
Parkville, MO 64152
(816) 559-5625
www.park.edu/grad**

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.

A handwritten signature in black ink, appearing to read "Greg Gunderson".

Greg Gunderson, Ph.D.
President, Park University

A Message from the President



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 58 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 an educational partnership with the United States military that stretches over 90 years, and we look forward to continuing our services.

For over 140 years, Park has been building on its substantial accomplishments and embracing 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!

Greg Gunderson, Ph.D.
President, Park University

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A student enrolling in 2018-2019 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/catalog.

GRADUATE STUDIES CONTACT INFORMATION

General inquiries should be directed to:

Park University
Graduate Studies
8700 NW River Park Drive, Parkville, MO 64152
Telephone: (816) 559-5625
Fax: (816) 472-1173
E-mail: gradschool@park.edu
Application for admission is available at: www.park.edu/apply.

Course Locations:

Downtown: 911 Main St., Suite 300, Kansas City, MO 64105

Parkville: 8700 NW River Park Drive, Parkville, MO 64152

Camp Pendleton: MCB Camp Pendleton, CA 92055-5020

Lenexa: 17101 W. 87th Street Parkway, Lenexa, KS 66219

Defense Supply Center Columbus (DSCC): 3990 E. Broad St. Bldg. 11, Section 9,
Columbus, OH 43213

Austin: Avallon II Suite 200, 10415 Morado Circle, Austin, TX 78759

El Paso: 1330 Adabel Dr., El Paso, TX 79936

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

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

Timothy Westcott, Ph.D., Interim Dean

Park University
Telephone: (816) 584-6335
Fax: (816) 741-4371
E-mail: tim.westcott@park.edu

Master of Social Work

Walter Kisthardt, Ph.D., M.S.W., Director

Park University
Master of Social Work
Telephone: (816) 584-6586
E-mail: wkistardt@park.edu

Master of Education

Jan McKinley, Ed.D., Director

Park University
Graduate Education Programs
Telephone: (816) 559-5626
Fax: (816) 472-1173
E-mail: janis.mckinley@park.edu

COLLEGE OF MANAGEMENT

Brad Kleindl, Ph.D., Dean

Park University
College of Management
Telephone: (816) 584-6308
Fax: (816) 741-5218
E-mail: brad.kleindl@park.edu

Greg Moore, D.B.A.,

Associate Dean

Park University
School of Business Graduate Programs
Telephone: (816) 584-6742
E-mail: greg.moore@park.edu

James Vanderleeuw, Ph.D.,

Associate Dean

Park University
Hauptmann School of Public Affairs
Telephone: (816) 559-5614
jvanderleeuw@park.edu

Master of Business Administration

Jackie Campbell, MHL, Director

Park University
Master of Business Administration
Telephone: (816) 559-5635
Fax: (816) 472-1173
E-mail: jackie.campbell@park.edu

Master of Healthcare Administration

Harold R. Griffin, Ph.D., Director

Park University
Master of Healthcare Administration
Telephone: (832) 474-7969
Fax: (816) 472-1173
E-mail: hgriffin@park.edu

Master of Public Administration

Melanie Smith, Ph.D., Director

Park University
Master of Public Administration
Telephone: (816) 559-5609
Fax: (816) 472-1173
E-mail: msmith@park.edu

COLLEGE OF LIBERAL ARTS AND SCIENCES

James F. Pasley, Ph.D., Dean

Park University
College of Liberal Arts and Sciences
Telephone: (816) 584-6593
Fax: (816) 505-5454

Master of Arts in

Communication and Leadership

J. Mark Noe, Ph.D., Director

Park University
Master of Arts in Communication and
Leadership
Telephone: (816) 584-6311
Fax: (816) 505-5454
E-mail: jmarknoe@park.edu

INTERNATIONAL CENTER FOR MUSIC

Roger Kugler, D.M.A., Director

Park University
International Center for Music
Telephone: (816) 584-6484
Fax: (816) 584-6551
E-mail: roger.kugler@park.edu

PARK'S PROMISE

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

Mission Statement

Park University transforms lives through accessible, student-centered, quality higher education.

Vision Statement

Park University will meet learners' needs for a lifetime.

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 GRADUATE STUDIES MISSION AND VISION

Mission Statement

The mission of Graduate 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 Studies will be an international leader in providing innovative graduate and professional educational opportunities to learners within a global society.

COURSE LOCATIONS

| | | Online | KC Area | Parkville | Lenexa | Camp Pendleton | Austin | El Paso | Fort Bliss | DSCC Ohio Defense Supply Center Columbus |
|---|--------|--------|---------|-----------|--------|----------------|--------|---------|------------|---|
| Master of Arts: Communication and Leadership | M.A. | ✓ | | ✓ | | | | | ✓ | |
| Master of Business Administration: General | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Finance | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Management Information Systems | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Global Business | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Global Executive | M.B.A. | | | | | | | | | |
| Master of Business Administration: Human Resource Management | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Management Accounting | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Project Management | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Public Accounting | M.B.A. | ✓ | | | ✓ | ✓ | ✓ | ✓ | | |
| Master of Business Administration: Quality and Innovation Management | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Disaster and Emergency Management | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Master of Business Administration: Homeland Security | M.B.A. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Finance | CERT | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Global Business | CERT | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Human Resource Management | CERT | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Management Accounting | CERT | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Management Information Systems | CERT | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Project Management | CERT | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Quality and Innovation Management | CERT | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ |

COURSE LOCATIONS

| | | Online | Downtown | Parkville | Lenexa | Camp Pendleton | Austin | El Paso | Fort Bliss | DSCC Ohio Defense Supply Center Columbus |
|--|--------|--------|----------|-----------|--------|----------------|--------|---------|------------|---|
| Master of Education: Educational Leadership/Principalship | M.E. | ✓ | | | | | | | | |
| Master of Education: Educational Technology for Teachers | M.E. | ✓ | | | | | | | | |
| Master of Education: Teacher Leadership - Urban Education | M.E. | ✓ | | | | | | | | |
| Master of Education: Language and Literacy Special Reading | M.E. | ✓ | | | | | | | | |
| Master of Education: Language and Literacy ESOL | M.E. | ✓ | | | | | | | | |
| Master of Education: Organizational Leadership and Adult Learning | M.E. | ✓ | | | | | | | | |
| Master of Healthcare Administration: General | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| Master of Healthcare Administration: Finance | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Management Information Systems | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Global Business | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Human Resource Management | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Quality and Innovation Management | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Project Management | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Management Accounting | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Homeland Security | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Master of Healthcare Administration: Disaster and Emergency Management | M.H.A. | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ |
| Health Services Management and Leadership | CERT | ✓ | ✓ | ✓ | ✓ | | | | | |

COURSE LOCATIONS

| | | Online | Downtown | Parkville | Lenexa | Camp Pendleton | Austin | El Paso | Fort Bliss | DSCC Ohio Defense Supply Center Columbus |
|---|--------|--------|----------|-----------|--------|----------------|--------|---------|------------|---|
| Leadership of International Healthcare Organizations | CERT | ✓ | ✓ | ✓ | ✓ | | | | | |
| Master of Public Administration: Nonprofit and Community Service Management | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Master of Public Administration: Disaster and Emergency Management | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Master of Public Administration: Public Management | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Master of Public Administration: Global Governance | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Master of Public Administration: Criminal Justice | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Master of Public Administration: Management Information Systems | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Master of Public Administration: Project Management | M.P.A. | ✓ | ✓ | | ✓ | | | | | |
| Disaster and Emergency Management | CERT | ✓ | ✓ | | ✓ | | | | | |
| Global Governance | CERT | ✓ | ✓ | | ✓ | | | | | |
| Homeland Security | CERT | ✓ | ✓ | | ✓ | | | | | |
| Nonprofit Leadership | CERT | ✓ | ✓ | | ✓ | | | | | |
| Master of Science: Information Systems and Business Analytics | M.S. | ✓ | ✓ | ✓ | | | | | | |
| Master of Social Work | M.S.W. | | | ✓ | | | | | | |
| Master of Music | M.M. | | | ✓ | | | | | | |
| Music Performance | CERT | | | ✓ | | | | | | |
| Artist Diploma in Music Performance | CERT | | | ✓ | | | | | | |
| Creative and Life Writing | CERT | ✓ | | | | | | | | |

ACADEMIC CALENDAR FOR 2018-2019

Classes and Examination Periods

| | |
|---|--|
| Fall (FAP) (Sixteen-Week Session) | August 14 - December 10, 2018 Exams: December 4 - 10, 2018 |
| Fall I (F1P) (Eight-Week Session) | August 14 - October 8, 2018 Exams: October 2 - 8, 2018 |
| Fall II (F2P) (Eight-Week Session) | October 16 - December 10, 2018 Exams: December 4 - 10, 2018 |
| Spring (SPP) (Sixteen-Week Session) | January 15 - May, 13, 2019 Exams: May 7 - 13, 2019 |
| Spring I (S1P) (Eight-Week Session) | January 15 - March 11, 2019 Exams: March 5 - 11, 2019 |
| Spring II (S2P) (Eight-Week Session) | March 19 - May 13, 2019 Exams: May 7 - 13, 2019 |
| Session I (SMP) 2018 | May 21 - June 1, 2019 'Maymester' |
| Summer | |
| Session II (Eight-Week Session) | June 6 - July 31, 2019 'Summer Session' |
| Session III (Four-Week Session) | June 4 - July 1, 2019 'Junemester' |
| Session IV (Four-Week Session) | July 2 - July 29, 2019 'Julymester' |

Holidays and Recess

| | |
|--|------------------------|
| Labor Day (<i>offices closed</i>) | September 3, 2018 |
| Fall Recess | October 8 - 14, 2018 |
| Veterans Day (<i>offices closed</i>) | November 12, 2018 |
| Thanksgiving Recess (<i>offices closed</i>) | November 22 - 25, 2018 |
| Martin Luther King Jr. Day (<i>offices closed</i>) | January 21, 2019 |
| President's Day (<i>offices closed</i>) | February 18, 2019 |
| Spring Recess | March 11 - 17, 2019 |
| Memorial Day (<i>offices closed</i>) | May 27, 2019 |
| Independence Day observed (<i>offices closed</i>) | July 4, 2019 |

Commencement

| | |
|----------|------------------|
| Mid-Year | December 9, 2018 |
| Year-End | May 11, 2019 |

TUITION AND FEES

(Subject to change by Park University)

Graduate Tuition \$560/credit hour

Students may qualify for one of the following special graduate tuition rates:

Military (includes Active Duty, Active Duty Dependents, Reservists and National Guard) \$408/credit hour

Veterans (includes Veterans and Veteran Dependents using GI Bill, Reservist Dependents, and National Guard Dependents) \$495/credit hour

Federal Employees (includes Federal Government Employees and Dependents) \$495/credit hour

English Language And Culture Institute tuition. \$2,950/8-week term
(Tuition adjustments are available for domestic students who wish to enroll in a single ELCI course.)

Applied and Performance Music Courses \$577/credit hour

Fees and Charges (all fees are nonrefundable after the Enrollment Adjustment Period.)

| | |
|---|------------------------------|
| Application Fee (waived for Park University graduates) | \$50 |
| Commencement/Diploma/Certificate Fee. | \$125 |
| 2nd degree with initial order | \$50 |
| Diploma (2nd copy within one year of graduation). | \$25 |
| Diploma (2nd copy after one year of graduation) | \$75 |
| International Student Application/Evaluation fee (one time). | \$75 |
| Master of Business Administration Instructional Fee (per credit hour) | \$75 |
| Late Payment Charge | \$20 |
| Late Registration Fee (charged during Add/Drop Week) | \$50 |
| Transcript Request Fee | |
| Electronic Delivery Fee | \$10 |
| Mailed Delivery Fee | \$12 |
| 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 Graduate 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 Studies Representative regarding your status in these matters.

If a student account is sent to an agency for collection and/or legal action, the account balance plus all collection fees (up to 33.3%) and legal fees will be paid by the student.

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 nearly 17,000 students annually at 41 locations in 21 states and online, including 35 campuses at 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 261 international students representing 58 countries, and a 45 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, 230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604 (800-621-7440).

The undergraduate and graduate business and public administration programs and the Master of Healthcare Administration program in the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS, 66213 (913-339-9356). The B.S. in Economics degree is not considered to be a business program and is not accredited by ACBSP.

The State of Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO, 65102 (573-751-3469) has officially approved the academic standards of Park University for teacher education and other school professional programs.

The pre-licensure Bachelor of Science degree in Nursing is approved by the Missouri State Board of Nursing, P.O. Box 656, Jefferson City, MO, 65102-0656. The Bachelor of Science degree in Nursing – both the RN-to-BSN completion program and the pre-licensure program – is pursuing initial accreditation through the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Bachelor of Social Work (BSW) and the Master of Social Work (MSW) are fully accredited by the Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314.

The Master of Public Administration Program is pursuing accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), 1029 Vermont Avenue, NW, Suite 1100, Washington, DC, 200051029. Applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

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

Park University - 8700 NW River Park Drive, Box 5, Parkville, MO 64152-3795

State Approvals

Arizona: Park is authorized to operate by the Arizona State Board for Private Postsecondary Education, 1740 W. Adams, Phoenix, AZ 85007; 602-542-5709.

For all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Arizona State Board for Private Postsecondary Education. Please see: <https://ppse.az.gov/complaint>.

Contact:

Keith Blanchard

Deputy Director/Investigator

602-542-5769

Keith.blanchard@azppse.gov

California: Park is a private institution approved to operate by the California Bureau for Private Postsecondary Education, Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833; 916-431-6959.

For all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the California Bureau for Private Postsecondary Education.

Please see: <http://www.bppe.ca.gov/enforcement/complaint.shtml>.

Contact:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
916-431-6924
https://www.bppe.ca.gov/about_us/contact.shtml

Kansas: Park is authorized to operate by the Kansas Board of Regents, 1000 SW Jackson St., Suite 520, Topeka, KS, 66612; 785-296-3421.

For all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Kansas Board of Regents. Please see:

https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process
OR

Private/Out-of-State Postsecondary Education
1000 SW Jackson, Ste. 520
Topeka, KS 66612
785-296-4917

Ohio: Park holds Certificate of Authorization by the Ohio Department of Higher Education, 25 South Front St., Columbus, OH, 43215; 614-466-6000.

For all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s). However, students may appeal to the Ohio Board of Regents.

Please see: <https://www.ohiohighered.org/students/complaints>.

Contact:

Matt Exline
mexline@regents.state.oh.us
614-728-3095

Texas: Park is authorized to operate by the Texas Higher Education Coordinating Board, Box 12788, Austin, TX, 78711; 512-427-6225.

For all students, it is highly recommended that you attempt to resolve your grievance at the institutional level using the processes defined on Park's website and catalog(s).

However, students may appeal to the Texas Higher Education Coordinating Board.

Please see: <http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9>.

Contact:

Texas Higher Education Coordinating Board College Readiness and Success Division
P.O. Box 12788
Austin, Texas 78711-2788
Studentcomplaints@thecb.state.tx.us

Licensure Disclaimer: Requirements for licensure vary from one profession to another and from state to state. If you are considering an online academic program that leads to a professional license in your state, it is highly recommended that you contact the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. Academic programs and individual graduates must meet standards set by that state in order to be eligible for a license. Eligibility for licensure and/or certification may involve more than successful degree completion. If you are interested in professional licensure, please check with the appropriate licensing body in the state where you intend to practice.

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 Hauptmann School of Public Affairs is a member of the Network of Schools of Public Policy, Affairs and Administration (NASPAA), 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 Hauptmann School is also a member of the International Association of Schools and Institutes of Administration (IASIA), an international association of organizations and individuals whose activities and interests focus on public administration and management through education and training of public administrators and managers.

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 University recognizes the necessity for a well-defined and articulated curriculum of study that includes contributions to learning provided by employment, volunteering in your community, service-learning and internship experiences. Furthermore, the University 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 volunteerism, 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 Administration** (MPA) 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. Accredited by the Accreditation Council of Business Schools and Programs (ACBSP) and designed as a cross-sector degree with a public service values foundation, the **MPA** resides in the College of Management. The 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 Leading Adult and Organizational Learning was added in 2004.

The **Master of Business Administration** (MBA) program was launched in January 1998 and is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Park University's School of Business, which is housed in the School of Business within the College of Management, 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** (MHA) program at Park University is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). MHA programs were offered for the first time in the fall of 2006. This program resides in the School of Business which is housed within the College of Management and 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 Science in Information Systems and Business Analytics** provides students with the technical, managerial, and strategic acumen necessary to leverage information technology and data to maintain a competitive advantage and improve operational outcomes.

The **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 Master of Social Work program is fully accredited by the Council on Social Work Education (CSWE), 1701 Duke St. , Suite 200, Alexandria, VA, 22314.

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 Healthcare Administration (all concentrations), the Master of Public Administration (all concentrations), the Master of Education (educational leadership, educational technology, Leading Adult & Organizational Learning, language and literacy, and teacher leadership), Master of Science in Information Systems and Business Analytics, and the Master of Arts in Communication and Leadership 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 through our blended courses which combine traditional and online class formats, 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 student visas are not eligible to pursue online degrees.*

ADMISSION TO GRADUATE 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 University. Each academic program may establish, with proper approvals, admission standards higher than the minimum standards established by the University, 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 college 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 a Foreign Credential Evaluation Services company approved by either AICE (Association of International Credential Evaluators, Inc.) or NACES (National Association of Credential Evaluation Services, Inc.). Students must contact the company directly, request a detailed report with course level identification which must also be sent directly to the Office of International Education.

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.

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 (per the Tuition and Fees page).
- An official transcript of the bachelor's degree, sent directly to the Office of Graduate Admissions by the issuing institution

All documents must be sent to:
Park University
Office of Graduate Admissions
8700 NW River Park Dr., Box #104
Parkville, MO 64152

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 college 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.

Individual programs may have admission status types which vary from the ones listed above. Refer to individual program sections for the respective admission status types.

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 Education (IE) within 14 days of making this change by submitting a Notification of Change of Major/Program Form. Failure to notify IE 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 IE. The student must submit the following documentation to IE 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.

4+1 Undergraduate to MBA or MHA Programs

The 4+1 Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in either the MBA or MHA program, which will not only count toward fulfilling their undergraduate degree requirements, but will also count toward the completion of their respective MBA or MHA degree. Qualified students may take up to 12 credit hours (4 courses) from the MBA or MHA curriculum, which will reduce the time necessary to

complete their respective graduate degree from two years to as little as one year following the completion of the undergraduate degree. Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MBA or MHA credits under this option.

4+1 Bachelor to MPA Program

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during their senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.

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 for graduate study 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 GMAT.

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 (see Tuition and Fees page)
3. Submit official copies of academic credentials (including all previous college work) in native language and English translation. A 2.75 (overall) GPA is required for full admission.
4. Submit proof of English Proficiency in one of the following forms:
 - a. A minimum TOEFL (Test of English as a Foreign Language) score of 79, 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. A minimum IELTS (International English Language Testing System) score of 6.0
 - c. Evidence of qualifying for an exemption from the Proof of Language Proficiency Requirement. For more information, contact the Office of International Education. Conditional Admission: Graduate admission to Park University requires the above-noted minimum TOEFL or IELTS score or exemptions. However, prospective students who do not achieve these scores, or who are unable to furnish scores, may be accepted to Park University with the understanding that they will enroll in Park University's English Language and Culture Institute (ELCI). Students in the ELCI program are considered Park University students, but may not enroll in non-ELCI coursework until the successful completion of their English language training.
5. Submit financial statements - If you hold or intend to seek an F-1 Student you must provide financial documentation that must be issued within the last 6 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.

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 color 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
 - 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 non-refundable application fee (refer to Tuition and Fees Table) by credit card or mail your check
- Submit official transcripts in a sealed envelope
- Submit TOEFL/IELTS as proof of English Proficiency for “full admission”.
- Notify Office of International Education at international@park.edu if the applicant is interested in “conditional admission”.
- Submit Statement of Finances
- Submit Affidavit of Support form
- Submit color copy of passport
- Transfer-In – submit copy of visa, I-94, and I-20, Transfer-In Form
- Mail your documents and/or application fee check to:
Office of International Education
Park University
8700 NW River Park Dr.
Parkville, MO 64152

Estimated Cost of Attendance for International Students (F visas) — 2018-2019

| Graduate Program (Excluding MBA) | Fall Term | Spring Term | Total |
|---|------------------|--------------------|-----------------|
| Tuition/Fees | \$3,210 | \$3,210 | \$6,420 |
| Cost of Living | \$5,000 | \$5,000 | \$10,000 |
| Books (estimated) | \$500 | \$500 | \$1,000 |
| Health Insurance | \$414 | \$414 | \$828 |
| Estimated Total | \$9,124 | \$9,124 | \$18,248 |

| MBA Program | Fall Term | Spring Term | Total |
|------------------------|------------------|--------------------|-----------------|
| Tuition/Fees | \$3,660 | \$3,660 | \$7,320 |
| Cost of Living | \$5,000 | \$5,000 | \$10,000 |
| Books (estimated) | \$500 | \$500 | \$1,000 |
| Health Insurance | \$414 | \$414 | \$828 |
| Estimated Total | \$9,574 | \$9,574 | \$19,148 |

- 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 Education (IE) to recommend your application for admission into a graduate program. Once a decision is made, Graduate admissions will notify IE office to process the acceptance or denial decision. If you are admitted for graduate study, IE will issue your Form I-20.

Questions regarding Form I-20 and visa issues should be directed to the IE at (816) 584-6820 or international@park.edu. Should you have any questions regarding academic admission requirements, please contact the Office of Graduate Admissions at (816) 559-5625 or gradschool@park.edu.

Insurance for International Students

Enrollment in the Park University sponsored health insurance is mandatory for all F-1 visa holders and their dependents (F-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 sponsored 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 Academic Affairs office 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 Graduate Program Directors for clarification and additional information.

The Graduate Council 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

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at www.park.edu/current-students

Definitions

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

Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or paraphrasing another's work without acknowledging and documenting the source.

Falsifying academic records includes, but is not limited to, altering grades or other academic records.

Unauthorized possession or distribution of academic materials may include the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that a faculty member did not authorize for release to students.

Unauthorized distribution of academic materials also includes preparing, offering to prepare, selling, or distributing material with the knowledge, or under circumstances in which s/he should reasonably have known, that such material is to be submitted by another person for academic credit at any college, university, or education institution.

Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

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 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 College.

If the student is unsatisfied by the resolution offered by the program director, the student may request the College 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 College 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 College 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 College dean, in writing, within seven calendar days,

the College dean resolves the case, either by affirming the Committee's recommendation, modifying the sanction or dismissing the charges. The College 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 College dean's decision is final.

Academic Records

The Office of the Registrar maintains for each enrolled student an academic record and a degree audit. All official academic transactions are recorded.

A degree audit reflecting all completed courses will be available on request. A copy of the degree audit may also be obtained through MyPark. Any student may obtain copies of a transcript by filing an official transcript request along with the per copy fee. No transcripts will be issued unless at least one graded Park University course appears on the transcript. No outstanding balance may show on the student's account. Students may obtain an unofficial copy of their transcript through MyPark.

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 academic probation only one time during their graduate studies at Park University.

Quality of Work

The official grades issued by Park University to indicate the assessment of the student's performance are as follows: (per semester hour) 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 – Failure | No grade points |
| I – | Incomplete |
| P – | Pass |
| S – | Satisfactory Progress |
| W – Withdrawal | Withdrawal without assessment of performance-issued between the last date to officially enroll and a date not later than the 10th week of the semester or 5th week of a term. Not available for two week sessions. No later than the third week of a four week session. The “W” is a student initiated withdrawal. |
| WF – Withdrawal | Withdrawal issued after the 10th week of a 16-week semester, 5th week of an 8-week term or 3rd week of a four-week summer session. Not available for two-week session. The “WF” may be student-initiated or instructor-initiated and will receive the same grade points as an “F”. Instructors will initiate a “WF” when a student does not officially withdraw from the course but failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. |
| AU – | Audit |
| NR – | Not Reported |

A grade of “I,” “Au,” “S,” “NR” or “P” will not affect a student's grade point average; however, it may impact financial aid eligibility.

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, 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

- **Step 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 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 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 College in which the student is enrolled.
- **Step 3:** Within 10 business days of receiving the recommendation, the dean of the College 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 College 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.

Remote Proctoring

Park University has instituted remote virtual proctoring of the final exam for online students only in certain classes (not all Park online courses require proctoring – check the course's syllabus for requirements). Final exams in these designated courses (see: <https://pdl.park.edu/proctor/>) are taken online under the virtual supervision of the ProctorU during a specific window of time set in the course modules. Students will need both to register with ProctorU and to schedule each exam with ProctorU at least 72 hours ahead of time. ProctorU creates an academic record for each test-taker that is handled with the strictest adherence to Family Educational Rights and Privacy Act (FERPA) (URL: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) guidelines. All of ProctorU proctors are required to complete FERPA training and ProctorU was successfully audited for FERPA compliance by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (URL: <http://www.aacrao.org>). Park University policies related to remote virtual proctoring are publically viewable here: Park Distance Learning – Academic Policies – Park University Online Proctoring Policy Page. URL: <http://www.park.edu/park-distance-learning/academic-policies.html>.

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 Registrar. 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 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

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. For additional information refer to Attendance Policy for Financial Aid found on page 42.

Audit Course Policy

The designation of “Audit” is a registration status used when students officially register for a class without earning a grade or credit. Online courses are not eligible for audit. Students must request course audits in writing prior to end of the add period for the session. Audits are permitted only if space is available within the course. Students are charged one-half of the regular tuition rate and full fees 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. For additional information refer to Student Conduct Code on page 48.

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 College 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 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.

Pregnancy Disclosure Policy

Park University provides pregnant students with at least the same special services as it provides to students with temporary disabilities and prohibits the harassment and discrimination of students based on sex, which includes pregnancy, childbirth, and related conditions, including breastfeeding. Park also provides reasonable accommodations to qualifying students with disabilities related to pregnancy and childbirth. Students may request accommodations through the Park University Disability Services office at disabilityservices@park.edu. Please refer to Park's Pregnancy and Parenting Accommodations policy and Student Housing policy for more information, available at <http://www.park.edu/terms-and-regulations/disability-guidelines.html>.

Study Abroad

Through participation in a study abroad program, Park students have the opportunity to earn Park credit abroad while attending one of Park's international partner institutions. Park University offers study abroad opportunities in numerous countries around the world. Bilateral, direct and study abroad consortia agreements are in place and continue to be updated to satisfy the need of students.

Students can study abroad for a semester, a year, or a summer program. The credits taken abroad are counted towards the students' degree requirements and calculated into their GPA.

Study Abroad participants continue their enrolment at Park through a placement holder course Overseen by the Registrar's Office. This maintains the students' enrollment during the period of the study abroad program and upon return facilitates the translation of coursework taken abroad into Park credit. Study Abroad advises and helps students coordinate their study abroad experience, and offers ongoing support during the study abroad program.

COMPLAINTS / GRIEVANCES POLICY

Park University has a variety of complaints/ grievances procedures related to harassment, disciplinary actions, financial aid appeals, and traffic violation appeals. Students should use these processes when appropriate, contacting the Student Success Center for guidelines, procedures, etc. Students who use these procedures will not be permitted to use the following procedures on the same incident or issue. However, students may choose instead to use this procedure in which the treatment rather than the outcome is being challenged.

It is the policy of Park University to provide equal opportunity for all enrolled students without discrimination on the basis of race, color, religion, gender, marital status, sexual orientation, national origin, age, disability, or veteran status. Students who feel that they have been discriminated against should file a student complaint with Student Life: www.park.edu/student-life Park University has developed the following procedures for assuring that the student has the opportunity to have his/her concerns addressed.

Complaint

A complaint is an informal claim of discriminatory treatment. The complaint form is available on the Park University website at www.park.edu.

Grievance

A grievance is the written allegation of discrimination that is related to:

- Treatment while enrolled in an educational program
- Employment as a student on campus or in campus-based programs
- Financial aid awards
- Participation in clubs and/or organizations
- Other matters relating to campus life or student life.

**Please note: If the grievance is related to a Student Harassment Policy or Title IX Policy situation, please refer the matter immediately to the Dean of Students, who serves as the Title IX Deputy Coordinator. More information on these policies is available on the Park website at www.park.edu/student-life.*

Procedures

1. Students wishing to make an informal complaint or file a grievance should contact their Student Success Advisor or Campus Center Director for the correct procedures to be followed. Record-keeping will be the responsibility of that office.

2. In the case of complaints, the Dean of Students (or the designee) will either: a. direct the complainant to the supervisor of the area where the alleged incident occurred or b. contact the supervisor on the student's behalf.
3. Students filing a grievance will be instructed to send a written statement which documents the alleged discrimination to the Dean of Students and to the immediate supervisor of the area where the alleged incident occurred. A written response from the supervisor will be made within ten working days.
4. If after reviewing the written response the student wishes to pursue the matter further, copies of the entire file are to be forwarded to Park University's Human Resources Officer. This officer will be free to interview those directly involved, and will be free to contact any who have information, in order to resolve the matter. The student's right to appeal stops with the Human Resources Officer. The goal of this procedure is to prevent reoccurrence. However, in instances where an individual is found responsible for serious discriminatory action, the Human Resources Officer will consult with the President regarding sanctions.
5. The President may choose to impose a variety of sanctions, including verbal warnings or letters of reprimand or dismissal from employment or enrollment at Park University. Please refer to the Academic Regulations and Policies section for material specifically relating to academic grievances and grade appeals.

To contact and/or submit a grievance to your state higher education board, please see the contact information on page 15 of the catalog under State Approvals.

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 Park University.

- 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-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) students ***supersedes*** the definition of the University's 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:

Park University’s graduate students 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) Student full-time status requirements example:

| F-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 | 2 three credit hour courses | | | 6 |
| 2nd 16-weeks of enrollment credit hours | | 1 three credit hour courses | 1 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 constitutes the Enrollment Adjustment Period. Students are entitled to 100% refund of tuition and fees during the enrollment adjustment period. Within this time, the student will be permitted to evenly exchange class(es) during the first four calendar days. 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 Council

The Graduate Council, 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 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.
4. The transfer credit must be requested prior to acceptance into the program, unless otherwise approved by the program director.
5. Refer to specific program for details and additional information related to allowable credit. A program director reserves the right to deny or limit transfer of credit.
6. No more than 25% of the hours required for certificate program may be transferred from another regionally accredited institution.

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 graduate student success services.

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. 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.

Suspension

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

- Failure to meet the stipulations of probationary/conditional 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 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 Post-suspension

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.

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*.

Withdrawals

Academic withdrawals are student-initiated requests to discontinue enrollment in classes. There are two types of academic withdrawals: 1) Course Withdrawals and 2) Session/University Withdrawals. Both types of withdrawals may have implications for financial aid. Students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the catalog. Additionally, international nonimmigrant students who are withdrawn from a course(s) may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

1. Course Withdrawal

A course withdrawal is an official, student-initiated request to discontinue enrollment in one or more, but not all, courses in a session (Fall 1, Fall 2, Spring, Maymester, etc.). The notification to discontinue enrollment in a course(s) occurs after the enrollment adjustment period and, therefore, results in a grade of “W” (withdrawn) or “WF” (withdraw failure). Students who withdraw within the first two-thirds of the session receive a “W”. Students who withdraw during the last third of the session receive a “WF”. Home campus and distance students must request a course withdrawal through the Student Success Center or by e-mailing advising@park.edu. Students at campus centers must notify their campus center or student success coach.

2. Session/University Withdrawal

A session/university withdrawal is a student-initiated request to discontinue all courses within a session (Fall 1, Fall 2, Spring, Maymester, etc.). To request a session/university withdrawal, students must complete the Request for Session/University Withdrawal form in the MyPark portal under My Student Academic Tools>Academic Information>Request for Session/University Withdrawal Form or contact the registrar’s office (3rd floor Mackay; academiccompliance@park.edu; 816-584-6270). Students are able to initiate a session/university withdrawal until the last day of the session. When requesting a session/university withdrawal, refunds (if applicable, see refund policy) and grades (see grading policy) for all withdrawn courses are based on the date the withdrawal request form is submitted or the date the student provides official notification to the registrar’s office of intent to withdraw from a session. Students who are unable to officially withdraw due to military deployments, hospitalization, or other extenuating circumstances must submit supporting documentation to academiccompliance@park.edu, preferably at the time of the withdrawal request but no later than five business days following submission of the request. Exceptions to the grading and/or refund policies are granted at the sole discretion of the University.

Administrative Withdrawals

Administrative withdrawals are initiated by Park University for reasons such as non-attendance, non-payment, academic suspension, or misconduct. 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 session. If a student does not initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks, the University will initiate an administrative withdrawal from the respective course(s) with no record on the transcript.

Unofficial Withdrawals

Unofficial withdrawals occur when students cease to attend class(es) but do not officially withdraw. Refer to the Unofficial Withdrawal section for information about how unofficial withdrawals affect financial aid.

Graduate Studies Withdrawal

In order to totally withdraw from graduate 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.

Refund Policy

Students who drop or withdraw from one of more courses may be entitled to a tuition refund. To determine if a student is eligible for a refund, the student must notify Park University as described in the *Academic Withdrawal* policy. Refunds are prorated based on the date in which the student formally requests the drop/withdrawal. Refunds are calculated based on the Refund Schedule below.

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 REFUND CALCULATION SCHEDULE
PERCENTAGE REFUNDED TO THE STUDENT UPON WITHDRAWAL
– Effective 8/1/2018 –**

| | 16-Week | 9 or 8-Week | 5 or 4-Week | 2-Week |
|------------------------------------|---------|-------------|-------------|--------|
| First 8 calendar days of term | 100% | 100% | 50% | 50% |
| Day 9 through conclusion of Week 2 | 75% | 30% | 20% | 10% |
| Week 3 | 50% | 20% | 10% | |
| Week 4 | 25% | 10% | 0% | |
| Week 5 | 20% | 5% | 0% | |
| Week 6 | 20% | 0% | | |
| Week 7 | 10% | 0% | | |
| Week 8 | 10% | 0% | | |
| Week 9 | 5% | | | |
| Week 10 | 5% | | | |
| Weeks 11-16 | 0% | | | |

16-Week 60% point is Week 10
 9 or 8-Week 60% point is Week 5
 5 or 4-Week 60% point is Week 3
 2-Week 60% point is Week 2

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, thesis, portfolio, final project, internships, etc.

Note: 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 Commencement and Diploma

An Application for Diploma, including an exit survey, is required before a student is allowed to participate in commencement and/or prior to a diploma being provided to the student. Applications may be acquired online through MyPark. Students must submit the completed form with the appropriate fees. Students may contact their advisors if assistance is needed. Students should apply two semesters prior to anticipated graduation.

Once the application is filed, the Office of the Registrar will perform a degree check of the student's coursework. Notification of requirements will be sent to the student's Park University email. Students should contact the appropriate graduate staff advisor to confirm completion of all requirements.

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.

In order to participate in commencement ceremonies, students must be enrolled in their last coursework with satisfactory progress provided that all other University and program graduation requirements listed above have been met. If there are special circumstances the student may petition the Office of the Registrar.

READING THE COURSE SCHEDULE

| Campus Center | Session Code | Section Code |
|---|---------------------|---------------------|
| Austin | P | BE |
| Camp Pendleton | P | PE |
| Defense Supply Center Columbus (DSCC) | P | DC |
| Downtown | P | DN |
| El Paso | P | EL |
| Fort Bliss | P | BL |
| Lenexa | P | LX |
| Online Learning | P | DL |
| Parkville | P | HO |
| Sergeant Majors Academy | S | SG |

FINANCIAL ASSISTANCE

Applying for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA) by the priority date for all students by March 15. 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

Gainful Employment Programs

Gainful employment programs are those that are offered by Park University that lead to a certificate or other non-degree credential, and for which students may receive federal financial assistance. All programmatic gainful employment information may be found on Park's website at: <https://www.park.edu/tuition-financial-aid/gainful-employment/>.

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.

Attendance Policy for Financial Aid

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.

Unofficial Withdrawal

The 50 percent point in the term will be used to determine the last date of attendance when students are unofficially withdrawn. The 50 percent point is used to calculate whether any Federal Title IV aid must be returned to the United States Government. The student will be provided an opportunity to provide documentation that they participated in an academic related activity beyond the 60 percent point.

Satisfactory Academic Policy for Financial Assistance

Satisfactory progress is a federally mandated process and must be met to remain eligible to receive federal and state assistance.

The complete policy is available on the Satisfactory Academic Progress link at www.park.edu/student-financial-services.

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

The Graduate Assistantship program at Park provides students with a meaningful professional experience that enhances their graduate education and career development.

Within this broad framework, assistantships focus on – for example:

- Teaching-related duties (providing supplemental instruction or tutoring, leading discussion groups, participating in student learning assessment);
- Research (assisting an academic program or administrative unit in conducting research, often leading to presentation and publication opportunities for the Graduate Assistant); and Administration (program development, program facilitation, and assessment). Graduate Assistants contribute significantly to the areas

within the University they serve. The role supplements and enhances the work of the area served and is not intended to replace core staff duties and functions.

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 graduate 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.

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.

The Graduate Assistantship program at Park provides students with a meaningful professional experience that enhances their graduate education and career development.

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 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 the 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 assistant director of academic support services should be notified immediately of the arrangements believed to be necessary to accommodate a given temporary disability. Full information concerning Park University's policies and procedures related to disability services can be found at www.park.edu/disability.

Student Records and FERPA

Park University informs students of the Family Education Rights and Privacy Act of 1974 (FERPA). This act, with which the institution intends to fully comply, was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate

or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Officer concerning alleged failures by the institution to comply with the Act.

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student's career interests or when the University believes the release would serve to advance the interests and image of the University.

Park University's local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy may be found in the Office of the Registrar or as outlined here.

A. Policy Intent

1. The Park University student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.
2. The Park University student record policy is formulated to protect the privacy of the student information that is maintained and yet provide access to student records for those having a legitimate purpose to view such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.
3. "Records" refers to those files and their contents that are maintained by official units of the University. Generally, students have the right to review any official record that the University maintains on them. Access to records by others, without student permission, is limited to purposes of an educational nature. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:
 - a. Confidential letters of recommendation placed in the student's files before January 1, 1975, and those letters for which students have signed a waiver of his/her right of access. Unless authorized by a University Administrator, access to student records, including access to all course materials, by faculty members is limited only to the faculty member actually teaching that course. Faculty members may not access course materials or other student records for courses they are not currently teaching without express authorization from a University administrator. Any unauthorized access to student records, including course materials, is a violation of this policy.
 - b. Parent's confidential financial statements.
 - c. Personal files and records of members of faculty or administrative personnel, "which are in sole possession of the maker thereof and which are not accessible or revealed to any person except a substitute."
 - d. Records of the Office of Admissions concerning students admitted but not yet enrolled at the University. Medical/psychological records used in connection with treatment of the student. Such records are, however, reviewable by a physician or psychologist of the student's choice.
4. Only the following offices are authorized to release non-directory information: Registrar, Career Services, Counseling Services, Financial Aid, Vice President for Academic Affairs, Dean of Students, Vice President of Enrollment and Student Services, Provost, and President.

B. Access to Student Records by the Student

1. Students have the right to inspect their records (as defined by A3 above) and are entitled to an explanation of any information therein.
2. Documents submitted to the University by or for the student will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the University. Records should be requested by the student from the originating institution.
3. Official records and transcripts of the University (signature and/or seal affixed) are mailed directly to other institutions or agencies the student requests. When circumstances warrant, official records may be given directly to the student at the discretion of the proper University official. In such cases, the record will be clear.

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.

Academic Support Center

The Academic Support Center offers services to graduate students including writing help, disability services and tutoring for some graduate courses. Graduate students may access the Canvas course "Park Tutoring Help" for more information. The ASC is located on the Parkville Campus in the Norrington Center. 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 224 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

The Counseling Center supports student mental health and wellness through limited individual counseling services, consultation and referral services. Located in Dearing Hall on the Parkville campus, the Counseling Center also houses a resource library with self-help and wellness materials. For students in need of intensive services or specialized care, Licensed Professional Counselors on staff can help connect students with mental health facilities and providers in the community. For more information, contact counselingappointments@park.edu or visit www.park.edu/counseling-center.

McAfee Memorial Library

The McAfee Memorial Library provides access to quality information resources that enables a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

- **Collections** – Our collections include more than a quarter million books, ebooks, videos and periodical and research databases. Electronic resources are available 24/7 at www.park.edu/library. Additional materials can be obtained via interlibrary loan and/or reciprocal borrowing agreements with local and regional libraries.
- **Services** – Reference and instruction librarians are available to help with basic research and the use of electronic resources on-site, via phone, email and live chat (seven days a week). They also offer classroom instruction in basic research, in the use of electronic resources and in support of course assignments. Contact one of our reference and instruction librarians to schedule an instruction session. Instructional videos in the use of electronic resources can also be found on the library website.
- **Parkville Campus** – The library, located in the Norrington Center, provides a comfortable environment for individual and group study, including individual study carrels, tables, seminar and group study rooms. Computers, and a network printer/copier/ scanner are also available for use.
- **Special Collections and Campanella Gallery** – The library also administers the Fishburn Archives, located in the Academic Underground, which consists of manuscripts, print material, photographs, scrapbooks, artwork, and artifacts including furniture, sports trophies and textiles, documenting the founding and history of Park University and Parkville, Missouri, and is available by appointment. It also houses the Campanella Gallery, which features art exhibits from Park students and faculty and local artists.
- **Library Hours** – Hours during Fall and Spring terms are CST/CDT (Hours are subject to change.)

| | |
|-------------------|-----------------------|
| Monday - Thursday | 7:30 a.m. - 9:30 p.m. |
| Friday | 7:30 a.m. - 4:30 p.m. |
| Saturday | 10 a.m. - 4 p.m. |
| Sunday | 4 p.m. - 9:30 p.m. |

Chat-based reference service (“Ask a Librarian”) hours can be found on the library website, at: www.park.edu/library.

Testing Center

The Testing Center, located in room 221 of the Mabee Learning Center/Academic Underground on the Parkville Campus, handles CLEP, DSST 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* and on the Park University website: www.park.edu/policies.

The mission of Park University is to transform lives through accessible, student-centered, quality higher education. 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.

A suspicion of wrongdoing, based on probable cause, must exist before a student shall be subject to disciplinary review. Throughout the judicial procedures, staff will ensure that students receive adequate due process and make sure that their rights are protected.

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. Please note that Academic Honesty is a policy that is also enforced by the faculty member of the course. A detailed description is included under “Academic Honesty” in the *Catalog* and on the Park website.
 - 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. **Sexual Misconduct.** Includes sexual harassment, sexual violence, stalking, and domestic/dating violence as defined by the Park University Title IX policy.
3. **Retaliation.** Any behavior, direct or indirect, perceived as an attempt to harass, intimidate, or improperly influence any individual associated with the student conduct process or any other University grievance or complaint process.
4. **Threatening, Abusive, or Harassing Behavior.** 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. This

- includes bullying and cyberbullying behaviors that are not protected by freedom of expression.
5. **Disruption.** Causing or attempting to cause disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities, including its public service functions.
 6. **Theft.** Attempted or actual theft of property belonging to Park University or a member of the Park University community, or other personal or public property.
 7. **Damage and Destruction.** Attempted or actual damage to property of Park University or a member of the Park University community, including vandalism.
 8. **Lewd or Disorderly Conduct.** Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at University-sponsored activities.
 9. **Hazing.** Any behavior which constitutes hazing, whether such behavior occurs on University Premises at University Activities or off campus.
 10. **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.
 11. **Unauthorized Entry.** Unauthorized possession, duplication or use of keys to any University Premises or unauthorized entry to or use of University Premises.
 12. **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.
 13. **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. (See Drugs and Alcohol Use policy.)
 14. **Alcohol.** Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication on University Premises or during any University Activity. (See Drugs and Alcohol Use policy.)
 15. **Firearms/Weapons.** Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on Park University premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others. Students with confirmed violation of the Weapons Policy will face immediate dismissal. (See Weapons Policy.)
 16. **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. (See Information Technology Acceptable Use Policy.)
 17. **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.)
 18. **Abuse of Student Conduct System.** Abuse of the Student Conduct System, including failure to comply with the sanction(s) imposed under the Student Code.
 19. **Residential Life Policy** Violation of any published Resident Life and Education policies found at <http://www.park.edu/residence-life-and-education>.
 20. **Policy Violation.** Violation of any other published University policies or rules which

appear in full in the Park University Catalog, and/or Park University website.

21. **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.

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.

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 Students. 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. **Assessment** — Student may be required to complete an alcohol or drug assessment (at their own expense).
8. **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.
9. **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.
10. **Residence Hall Expulsion** — Permanent separation of the student from the residence halls.
11. **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.

12. **University Expulsion** — Permanent separation of the student from Park University.
13. **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.
14. **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.

Appeals

1. A decision reached or sanction imposed by the Student Conduct Officer that is academic in nature may be appealed by the accused student(s) or complainant(s) to the provost 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 designee.
2. A decision reached or sanction imposed by the Student Conduct Officer that is not academic in nature may be appealed by the accused student(s) or complainant(s) to the Dean of Students within five school days of the decision. Such appeals shall be in writing and shall be delivered to the Dean of Students or designee.
3. Except as required to explain the basis of new information, an appeal shall be limited to a review of the record of the Student Conduct Hearing and supporting documents for one or more of the following purposes:
 - a. To determine whether the Student Conduct 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 Hearing.
4. If an appeal is not upheld, the matter shall be considered final and binding upon all involved. If an appeal is upheld by the Provost or Dean of Students, the appeal officer may take any of the following actions:
 - a. Affirm the charge;
 - b. Impose greater or lesser sanctions; or
 - c. Order a new Student Conduct Hearing
5. The actions of the appeal officer will be communicated to the student in writing and shall be considered final and binding.

Additional details on the appeals process and the Student Conduct code is available on the Park website at: www.park.edu/student-conduct-code.

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.

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 Student Life | (816) 584-6465 | Thompson Commons, 2nd Floor |
| | 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 Wetterling Crimes Against Children

and Sexually Violent Offender Act. The federal law requires state law enforcement agencies (in Missouri it is the Missouri State Highway Patrol) to provide Park University with a list of registered sex offenders who have indicated that they are either enrolled, employed or carrying on a vocation at Park University.

Park University is required to inform the community that a registration list of sex offenders will be maintained and available at the Park University 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:

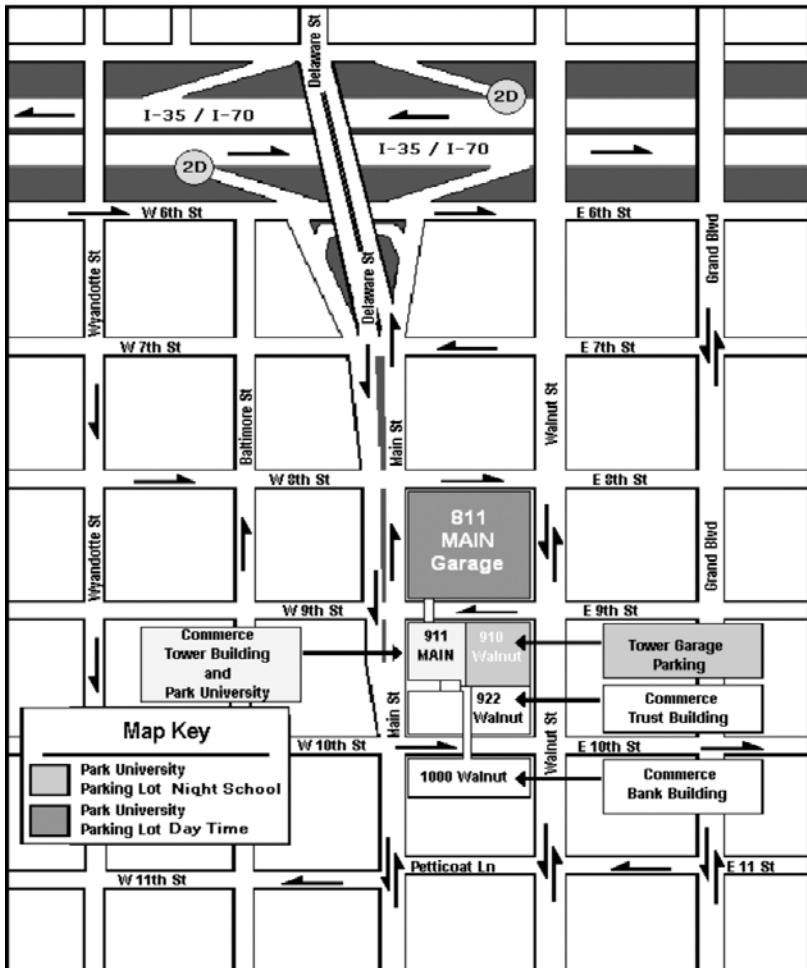
www.mshp.dps.missouri.gov/MSHPWeb/PatrolDivisions/CRID/SOR/SORPage.html

Downtown Campus Parking

Parking Notes

All students who are coming to the Downtown Kansas City Campus Center during the day for advising appointments, tutorials, etc. 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 parking card. Parking cards can be checked out to students on the first night of class. 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.



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.

Graduate Certificate programs, when completed, 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. 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 retroactively 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.

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 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. Minimum grade point average of 3.0 with a passing grade in all courses.

Required – 12 Hours, 3.0 GPA

| | |
|---|--------------|
| 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. |
| <i>or</i> | | |
| EN 518 | Creative Nonfiction | .3 cr. |
| EN 519 | Advanced Creative Nonfiction | .3 cr. |
| Total | | 12 cr. |

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 of Public Affairs which is housed within the College of Management. 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.

Required – 12 Hours, 3.0 GPA

| | | |
|--|---|---------------|
| Foundation courses | | 6 cr. |
| DEM 552 | Public Policy and Disaster | .3 cr. |
| <i>And select one:</i> | | |
| DEM 551 | Principles of Disaster and Emergency Management | .3 cr. |
| DEM 553 | Disaster and Society | .3 cr. |
| Theory integration courses (<i>select two for 3 credits</i>): | | 6 cr. |
| DEM 557 | Continuity of Operations in Public and Private Sectors | .3 cr. |
| DEM 558 | Critical Infrastructure and Key Resources in Disaster and Emergency Management | .3 cr. |
| DEM 559 | Global Comparative Emergency Management | .3 cr. |
| DEM 582 | Disaster, Disease and Public Health | .3 cr. |
| DEM 588 | Current Issues in Homeland Security | .3 cr. |
| DEM 589 | Theoretical Principles of Terrorism | .3 cr. |
| Total | | 12 cr. |

Graduate Certificate in Finance

The Graduate Certificate in Finance is housed in the School of Business within the College of Management. 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 – 12 Hours, 3.0 GPA

| | | |
|---------|--------------------------------------|--------|
| MBA 615 | Managerial Finance | .3 cr. |
| FIN 621 | Advanced Corporate Finance | .3 cr. |
| FIN 625 | International Finance | .3 cr. |

| | | |
|---------------|---------------------------------|---------------|
| FIN 640 | Investment Management | 3 cr. |
| Total. | | 12 cr. |

Graduate Certificate in Global Business

The Graduate Certificate in Global Business is housed in the School of Business within the College of Management. 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 – 12 Hours, 3.0 GPA

| | | |
|---------------|---|---------------|
| GB 500 | European Business Environment | 3 cr. |
| GB 501 | Business Strategies in Latin America | 3 cr. |
| GB 502 | Business Environments in Sub-Saharan Africa | 3 cr. |
| GB 602 | Doing Business in Asia | 3 cr. |
| Total. | | 12 cr. |

Graduate Certificate in Global Governance

The Graduate Certificate in Global Government is offered by the University’s Hauptmann School of Public Affairs which is housed within the College of Management. This certificate is designed for those who wish to improve their knowledge of global governance issues.

Required –12 Hours, 3.0 GPA

| | | |
|---------------|---|---------------|
| PA 508 | Research and Analysis | 3 cr. |
| PA 521 | Business, Government, and Global Society | 3 cr. |
| PA 524 | Global Comparative Public Administration and Policy | 3 cr. |
| PA 525 | Global Comparative Public Budget and Finance | 3 cr. |
| Total. | | 12 cr. |

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 in the School of Business within the College of Management, 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).

Required – 12 Hours, 3.0 GPA

| | | |
|---------------------------|---|--------------|
| 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 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. | | 12 cr. |

Graduate Certificate in Homeland Security

The Graduate Certificate in Homeland Security is offered by the University’s Hauptmann School of Public Affairs which is housed within the College of Management. This certificate 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 psychosocial, behavioral, criminological, and emergency management theories.

Required – 12 Hours, 3.0 GPA

| | | |
|---|--|---------------|
| Core. | | 9 cr. |
| DEM 552 | Public Policy and Disaster | 3 cr. |
| DEM 588 | Current Issues in Homeland Security. | 3 cr. |
| DEM 589 | Theoretical Principles of Terrorism | 3 cr. |
| Elective courses (select one): | | 3 cr. |
| DEM 551 | Principles of Disaster and Emergency Management. | 3 cr. |
| DEM 553 | Disaster and Society. | 3 cr. |
| Total. | | 12 cr. |

Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management is in the School of Business which is housed within the College of Management. The certificate is designed to expose students to the functional areas of a typical human resource department. In addition, the students gain a deeper appreciation of the consultative role that HR professionals play in supporting the organization’s management team, employees, and contractors. The competencies acquired in this curriculum will prepare students to more effectively manage personnel and leverage the support of their HR professionals as their career advances.

Required – 12 Hours, 3.0 GPA

| | | |
|------------------------|--|---------------|
| Core. | | 12 cr. |
|------------------------|--|---------------|

| | | |
|---------------|---|---------------|
| HRM 634 | Planning and Staffing | 3 cr. |
| HRM 635 | Training, Development, and Evaluation | 3 cr. |
| HRM 636 | Change Management and Conflict Resolution | 3 cr. |
| HRM 637 | Compensation Management | 3 cr. |
| Total. | | 12 cr. |

Graduate Certificate in the Leadership of International Healthcare Organizations

The Leadership of International Healthcare Organizations graduate certificate is in the School of Business within the College of Management and 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 Administration 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.

Required – 12 Hours, 3.0 GPA

Foundation Course

| | | |
|-----------------------------------|--|---------------|
| HA511 | Leadership and Management in Healthcare Systems | 3 cr. |
| Theory integration courses | <i>(choose three courses)</i> | 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. |
| IB 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. | | 12 cr. |

**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.*

Graduate Certificate in Management Accounting

The Graduate Certificate in Management Accounting is in the School of Business which is housed within the College of Management. The certificate is designed to prepare the students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, or budget analysts or directors. More specifically, this curriculum will provide the students with an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to making decisions, profit planning, budget forecasting and preparation, and broaden their leadership skills. The skills acquired in the management accounting curriculum will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics. The Management Accounting certificate is unique in that it is designed to prepare students without an undergraduate degree in accounting, or from different graduate disciplines, with the competencies necessary to assume leadership roles within the financial service units as opposed to working as a staff or public accountant.

Required – 12 Hours, 3.0 GPA

| | | |
|---------------|---|---------------|
| ACC 510 | Accounting Research and Analysis | 3 cr. |
| ACC 613 | Internal and Control of Mechanisms | 3 cr. |
| ACC 617 | Advanced Managerial Accounting Issues | 3 cr. |
| ACC 626 | Management Accounting Leadership – | 3 cr. |
| | Role of the Chief Financial Officer | 3 cr. |
| Total. | | 12 cr. |

Graduate Certificate in Management Information Systems

The Graduate Certificate in Management Information Systems is in the School of Business which is housed within the College of Management. This certificate is designed to give students an in-depth exposure to varying information systems and how these technologies are leveraged to alter organizational structures, improve workflow, and influence a firm's culture. In addition, the curriculum will allow students to analyze potential security and privacy risks associated with corporate information and how best to mitigate these concerns through administrative, technical, and physical safeguards. The students will be exposed to concepts and applications of data analytics, the big data life cycle, and those processes associated with project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Required – 12 Hours, 3.0 GPA

| | | |
|---------------|--|--------------|
| MIS 603 | Information Security and Risk Management | 3 cr. |
| MIS 605 | Management Information Systems | 3 cr. |
| MIS 609 | Database Management Systems | 3 cr. |
| MIS 614 | Data Analysis and Business Analytics | 3 cr. |
| Total. | | 12 cr |

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 Graduate 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.

Required – 24 Hours, 3.0 GPA

Course Requirements

| | | |
|--------------|---------------|---------------|
| MU 530 | Applied Music | .6 cr. |
| Total | | 24 cr. |

Graduate Certificate in Nonprofit Leadership

The Graduate Certificate in Nonprofit Leadership program, offered by the Hauptmann School of Public Affairs which is housed within the College of Management, 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.

| | | |
|------------------------------|---|---------------|
| 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 593 | Financing Nonprofit/Community Services | .3 cr. |
| Total | | 12 cr. |

Graduate Certificate in Project Management

The Graduate Certificate in Project Management (PM) is in the School of Business which is housed within the College of Management. The certificate is designed to prepare students with the knowledge, skills, and abilities (KSAs) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM certificate intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the five (5) process groups, 10 knowledge areas, and 47 processes.

Required – 12 Hours, 3.0 GPA

| | | |
|--------|--|--------|
| PM 690 | Integration, Scope, and Quality Management | .3 cr. |
| PM 691 | Time and Cost Management | .3 cr. |
| PM 692 | Communications, Risk, and Stakeholder Management | .3 cr. |
| PM 693 | Human Resource and Procurement Management | .3 cr. |

Total. 12 cr.

Graduate Certificate in Public Accounting

The Graduate Certificate in Public Accounting is housed in the School of Business which resides within the College of Management. This certificate focuses on the four parts of the CPA exam with deeper integration and analysis to prepare students to sit for the CPA exam.

Required – 12 Hours, 3.0 GPA

| | | |
|---------|---|--------|
| ACC 621 | Advanced Auditing | .3 cr. |
| ACC 623 | Advanced Business Environment and Concepts. | .3 cr. |
| ACC623 | Advanced Financial Accounting and Reporting | .3 cr. |
| ACC 624 | Advanced Regulation. | .3 cr. |

Total. 12 cr.

**Must have already earned a B.S. in Accounting.*

Graduate Certificate in Quality and Innovation Management

The Graduate Certificate in Quality Management and Innovation is in the School of Business which is housed within the College of Management. This certificate is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for the variation, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs, make it virtually impossible to forecast revenues, and contribute to poor quality goods or services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Required – 12 Hours, 3.0 GPA

| | | |
|---------------|--|---------------|
| QM 684 | Principles of Quality Management | 3 cr. |
| QM 685 | Innovative Techniques in Quality Management. | 3 cr. |
| QM 686 | Innovative Project Management | 3 cr. |
| QM 687 | Collaborative Innovative Strategies | 3 cr. |
| Total. | | 12 cr. |

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 Graduate Studies at Park University, are:

- Successful completion of the Graduate Certificate in Music Performance offered at Park University, or the equivalent graduate degree/certificate from an accredited U.S. or foreign institution, 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.

Required – 24 Hours, 3.0 GPA

Course Requirements

| | | |
|---------------|----------------------------------|---------------|
| MU 601 | Advanced Applied Music | 6 cr. |
| Total. | | 24 cr. |

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. College dean 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 dean of the College

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 dean of the College 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 dean of the College 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 dean of the College 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.

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

SCHOOL OF EDUCATION

Timothy Westcott, Ph.D., Interim Dean, College of Education and Health Professions
Jan McKinley, Ed.D., Director, Graduate Education Programs

Mission

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

Vision

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

Derived from Park University's vision, mission and core values, the School of Education's vision is to develop leaders in education. The SOE'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 SOE's Conceptual Framework, grounded in sound educational research, theory and practice, is centered on five core beliefs. These core beliefs guide the SOE 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 SOE's vision, mission, goals and core beliefs are being met, the SOE engages an assessment system that continually assesses and evaluates teacher candidates as they progress and transition through the SOE's programs. The SOE 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 SOE programming.



Diversity Statement

The School of 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 of 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 SOE's programs. These goals serve as a guideline for everything the School of 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 of 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 of 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.
- Earned master's thesis credits may not be transferred.
- 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 Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab) Students must return the completed form with the appropriate fee.

General Information

The graduate faculty of the School of 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

AVAILABLE:

M.E.

REQUIREMENTS:

30 HOURS

3.0 CORE GPA

3.0 CUMULATIVE GPA

3.00 PROFESSIONAL
EDUCATION GPA

THIS PROGRAM IS OFFERED
THROUGH:



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. Organizational Leadership and Adult Learning

Purpose

The Master of Education in Organizational Leadership and Adult Learning is a progressive, multi-disciplinary program that introduces key concepts of adult learning and development in a variety of contexts. Graduates and participants in the program are qualified for a variety of careers such as training and development in organizations and the military, higher education and online learning, and community-based education. The program will:

- Provide a comprehensive, research-based understanding of human capacity building and competency development.
- Connect advanced candidates with challenges facing today's organizations and prepare them to create innovative and effective learning solutions.
- Prepare advanced candidates to synthesize elements from adult learning theory, instructional design, emerging technology, and curriculum and program development and apply them to one's current or planned professional setting.

Drawing on a range of disciplines (education, business, information technology), this program will prepare one for a career to apply knowledge and skills, which can be effectively used and developed on an individual, team and organizational level.

Unique Program Features

The M.Ed. in Organizational Leadership and Adult Learning program utilizes real-world experiences to connect learners with external stakeholders and organizations through project- and problem-based learning. One will work with faculty in the U.S. and abroad, who work in a variety of adult educational settings, to develop transferable competencies highly sought after in organizational learning and development, consulting, higher education, the military, and other adult educational settings.

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Program Competencies

- **Active Inquiry & Critical Thinking** – Your decisions are based on supported learning and design theory, and the acquisition of new knowledge through extensive investigation viewed through the lens of critically reflective reasoning.
- **Problem Solving** – You will synthesize knowledge from diverse sources and contradictory points of view to solve complex and ambiguous learning, training, and development problems facing today’s organizations.
- **Strategic Thinking** – You will lead strategic change initiatives and develop learning strategies to help organizations develop and sustain competitive advantage.
- **Professional Ethics and Moral Reasoning** – Your actions are value-based under conditions of complexity and uncertainty.
- **Interpersonal Leadership** – You will build and utilize a set of communication and coaching skills that encourages the growth and professional development of individuals, and a positive climate that promotes effective learning in teams and organizations.
- **Educational Technology Innovation** – You will become a leader in utilizing emerging technologies, learning theory, and instructional design strategies to develop effective learning experiences and materials for a diverse set of adult learners in diverse organizational settings.

Admission Requirements

1. A bachelor’s degree from an accredited institution.
2. Minimum 3.0 grade point average on a 4.0 scale.
3. Advanced candidates with a GPA between 2.75 and 3.0 may be considered for admission after submitting a written Statement of Career Objectives and completing an interview with the Area Coordinator.

Required – 30 Hours, 3.0 GPA

| | | |
|---------------|---|---------------|
| ED 504 | Learning as a Competitive Advantage | 3 cr. |
| ED 512 | Human Capacity Building. | 3 cr. |
| ED 516 | Introduction to Graduate Research | 3 cr. |
| ED 540 | Emerging Technologies and Facilitation Strategies | 3 cr. |
| ED 542 | Program Planning for Adults | 3 cr. |
| ED 563 | Managing Change and Innovation | 3 cr. |
| ED 565 | Team Learning and Innovation | 3 cr. |
| ED 566 | Organizational Learning | 3 cr. |
| ED 572 | Developing Critical Thinking & Transformative Learning. | 3 cr. |
| ED 631 | Capstone. | 3 cr. |
| Total. | | 30 cr. |

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Graduation Requirements

- All advanced 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 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 in **MyPark/student academic information (under the student tab)**. Candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

B. Educational Leadership/Principalship

Purpose

The Master of Education with an area of emphasis in Educational Administration is designed for educators desiring to work as a building level administrator in a school setting. Completion of Park’s 30 credit hour program earns a Master of Education degree in Educational Leadership/Principalship. Certification as a principal is earned by the additional successful passing of current DESE state assessments. The program is offered in an 8-week format, classes meeting in a hybrid model (60% face-to-face and 40% online) or totally online. Full-time enrollment is one course per 8 week term. Full time enrollment during the academic year and one or two courses for two summers allows completion in two calendar years.

Admission Requirements

1. A bachelor’s degree from an accredited institution and 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. School employment as a teacher is required in order to fulfill 300 hours of administrative field experience in the school setting.
3. Students seeking Educational Leadership/Principalship must have two years’ teaching experience by the time they apply for state certification. DESE requires a Missouri state teaching certificate in order to apply for principal certification.
4. Minimum 3.0 grade point average on a 4.0 scale.
5. Advanced candidates 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.
6. A felony background check and FBI fingerprint check must be completed and clearance received for admission.
7. Child abuse and neglect screening.

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.

Master of Education

Program Requirements

The coursework for this 30-credit hour area of emphasis is offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for admission into ED 634 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 (CSARA). The appeal shall be submitted in writing to the chair of the CSARA using the appropriate appeal form. Documentation supporting the appeal must accompany the appeal form where applicable.

Required – 30 Hours, 3.0 GPA*

| | | |
|--------|---|-------|
| 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. |
| | <i>Note: The above course should be taken during the last Fall 16 weeks or Spring 16 weeks before graduation.</i> | |
| ED 635 | School Organization and Management | 3 cr. |
| | <i>and select one of the following two courses:</i> | |
| ED 624 | Elementary School Administration | 3 cr. |
| ED 625 | Secondary School Administration* | 3 cr. |

Total. 30 cr.

**Note: Those advanced candidates 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 10-14 year-old child.

Note: Graduate Education courses available to partially satisfy these requirements are:

| | | |
|--------|--|-------|
| ED 541 | Middle School Philosophy and Organization | 3 cr. |
| ED 546 | Advanced Diagnosis and Remediation of Reading Difficulties | 3 cr. |
| ED 527 | Growth and Development of Children & Adolescents | 3 cr. |

Graduation Requirements

All advanced 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*

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Policies under the *Academic Standards* 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 Leader Standards for initial principal certification. If the DESE Missouri School Leaders Professional Assessment (MoSLPA) is a requirement for principal certification, it will replace the Park Educational Leadership portfolio.
- Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for completion of the program.
Note: Certification as a school leader requires passing the appropriate DESE assessments with a passing score.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab)**. Candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

C. Educational Technology for Teachers

Purpose

The Master of Education in Educational Technology for Teachers degree focuses on technology-integrated instruction and assessment that emphasizes high-quality lesson design, critical inquiry, and building a community of learners. Studies will include a critical analysis of current and future technologies to enhance learning in the K-12 classroom through application, research, and data analysis.

The coursework for this 30-credit hour area of emphasis is offered in an 8-week online format. A professional electronic portfolio, as well as projects embedded in course work, are required. The degree can be completed in two calendar years, including summers.

Admission Requirements

1. A bachelor's degree from a regionally accredited institution.
2. A valid state teaching certificate (applicant must provide copy of certificate)
3. Minimum 3.0 grade point average on a 4.0 scale.
4. School employment as a teacher in a K-12 setting is required.
5. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon a clearance.
6. Child abuse or neglect screening.

Note: If items 5 and 6 above have been completed for continuous current employment or for the U.S. military, a copy of the same may be submitted.

7. 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 a supervisor based on good evaluations).
 - b. An acceptable GRE score for verbal and quantitative tests.

Master of Education

Degree Requirements

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

Required – 30 Hours, 3.0 GPA

| | | |
|---------------|--|---------------|
| ED 502 | Teaching and Learning in the Digital World | 3 cr. |
| ED 507 | The Connected Teacher Leader | 3 cr. |
| ED 511 | Utilizing Technology in Classroom Research | 3 cr. |
| ED 523 | Assessment and Evaluation of Teaching and Learning in the Digital Classroom. | 3 cr. |
| ED 543 | Trending Tools of the Internet | 3 cr. |
| ED 551 | Educational Technology/Tools for the 21st Century Learner | 3 cr. |
| ED 564 | Enhancing Instruction with Technology | 3 cr. |
| ED 571 | Issues and Ethics with Technology Integration. | 3 cr. |
| ED 574 | Analyzing and Presenting Data in the Workplace. | 4 cr. |
| ED 579 | Educational Technology Electronic Portfolio Development. | 2 cr. |
| Total. | | 30 cr. |

Graduation Requirements

- All advanced 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 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 ISTE Standards. This portfolio must be presented by the fifth week of the last term in the advanced candidate’s program.
- An application for graduation is required before a completion statement is posted to the transcript. The application for graduation is available in **MyPark/student academic information (under the student tab)**. Candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog for more information.

D. 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 Master of Education area of emphasis is for educators desiring to work as reading specialists in various public and private settings. The degree program meets the International Literacy 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 of emphasis leads to Missouri Special Reading certification. This certification is not available as an initial certificate; candidates must already be certified in another area.*

Master of Education

2. **English Language Learners Teacher** – This Master of Education area of emphasis is for educators desiring ELL linguistics and second language acquisition basics, as well as ELL methods, materials and assessments for public and private schools. This area of emphasis meets the National TESOL Standards as well as DESE ELL Standards. Courses are offered in the 8-week format. Full-time enrollment is one course per 8-week term. *This area leads to Missouri ELL 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 hold a valid state teaching certificate (applicant must provide copy of certificate)
2. School employment is not required for admission into the Language and Literacy programs. However, every course requires direct work with children; therefore, advanced candidates are responsible for finding students with whom to work if they do not have access to a classroom.
3. Advanced candidates seeking Special Reading Teacher or ELL certification must have two years' teaching experience by the time they apply for certification.
4. Minimum 3.0 grade point average on a 4.0 scale, and 2.5 GPA in core.
5. A felony background check and FBI fingerprint check and clearance received for admission.
6. 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.

7. Advanced candidates 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 a supervisor based on good evaluations).
 - b. An acceptable GRE score for verbal and quantitative tests.

Program Requirements

The coursework for this 30-credit hour area of emphasis is offered in an 8-week format, either in a hybrid model (60% face-to-face and 40% online) or totally online. A professional portfolio, as well as projects embedded in course work, is required. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for admission into Literacy Practicum I.

For all areas, in addition to completing the 30-credit hour curriculum with at least a 3.0 GPA, the advanced candidate must submit an approved portfolio that addresses satisfactorily the International Literacy Association Standards or the TESOL Standards (depending on the program) for teacher certification. An advanced candidate 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.

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Required – 30 Hours, 3.0 GPA

Special Reading

| | |
|---|---------------|
| Core Classes | 12 cr. |
| ED 545 Teaching Reading to Linguistically Diverse Learners | .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*

**ED 520 and ED 527 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 and Development of Children and 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. |

English Language Learners

| | |
|---|--------------|
| Core Classes | 9 cr. |
| ED 545 Teaching Reading to Linguistically Diverse Learners | .3 cr. |
| ED 546 Advanced Diagnosis and Remediation of Reading Difficulties | .3 cr. |
| ED 652 English Language Learners Practicum | .3 cr. |

Required Courses*

**ED 520 may be fulfilled with baccalaureate degree.*

| | |
|--|--------|
| ED 509 Language and Culture | .3 cr. |
| ED 520 Special Needs in the Classroom | .3 cr. |
| ED 552 Linguistics for English Language Learner Teachers | .3 cr. |
| ED 562 Principles of Second Language Learning | .3 cr. |
| ED 582 Methods for Teaching English Language Learners | .3 cr. |
| ED 584 Curriculum for Teaching English Language Learners | .3 cr. |
| ED 607 Assessment Strategies for English Language Learners | .3 cr. |

Electives

| | |
|--|--------|
| ED 609 Current Issues and Trends in Literacy | .3 cr. |
| ED 619 Multicultural Literature for Teachers | .3 cr. |

Total

30 cr.

Graduation Requirements

All advanced 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.
- In addition to graduation requirements stated in the *Academic Policies* section, an approved portfolio is required, which addresses satisfactorily the ILA Standards (Special Reading) or the TESOL Standards (ELL) for certification. The portfolio

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must be presented by the fifth week of the last term in the advanced candidate's program. Advanced candidates must successfully pass the School of Education Disposition Instrument for Advanced Candidates for completion of the program. An advanced candidate cannot complete the program or be recommended for certification without an acceptable portfolio.

- 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. Advanced candidates must return the completed form with the appropriate fee. See the *Graduation Requirements* section in this catalog.

E: Teacher Leadership: Urban Education

This 30-hour master's degree emphasizes the integration of theory and practice through four key elements: relationship building; classroom culture and climate; teaching cycle; and content knowledge. Common threads through all courses are developing a strong knowledge base in culturally responsive teaching, clinical practice, and assessment, with a focus on challenges and opportunities in urban education.

Admission Requirements

1. Accepted into the Kansas City Teacher Residency Program.
2. A bachelor's degree from a regionally accredited institution.
3. Minimum 3.0 grade point average on a 4.0 scale.
4. A felony background check and FBI fingerprint check must be completed for admission. Admission is dependent upon clearance. Child abuse or neglect screening.

Note: If item 5 above has 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 a supervisor based on good evaluations).
 - b. An acceptable GRE score for verbal and quantitative tests.

Graduation Requirements

- All advanced 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 the catalog for more information.
- An Application for Diploma is required before a completion statement is posted to the transcript. The Application for Diploma is available in MyPark/Student Academic Information (under the Student tab). Advance candidates must return the completed form with the appropriate fee. See the Graduation Requirements section in this catalog.

Master of Education**Required – 30 Hours, 3.0 GPA**

| | | |
|---------------|--|---------------|
| ED 501 | Diversity and Equity in Education. | 3 cr. |
| ED 517 | Instructional Design and Delivery. | 3 cr. |
| ED 521 | Contextual Factors Influencing Effective Instruction | 3 cr. |
| ED 573 | Investigating Teaching, Learning, and Student Engagement | 3 cr. |
| ED 545 | Teaching Reading to Linguistically Diverse Learners | 3 cr. |
| ED 562 | Principles of Second Language Learning | 3 cr. |
| ED 608 | Assessment. | 3 cr. |
| ED 621 | Serving Students with Special Needs in the Classroom | 3 cr. |
| ED 623 | Differentiated Instruction in the Regular Classroom | 3 cr. |
| ED 632 | Action Research. | 3 cr. |
| Total. | | 30 cr. |

Master of Social Work

AVAILABLE:

M.S.W.

REQUIREMENTS:

33-60 HOURS

3.0 CORE GPA

3.0 CUMULATIVE GPA

THIS PROGRAM IS OFFERED
THROUGH:



**Timothy Westcott, Ph.D., Interim Dean, College of
Education and Health Professions**
**Walter E. Kisthardt, Ph.D., Director, Master of Social Work
Program**

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. **The Master of Social Work (MSW) program at Park University earned full initial accreditation at the February, 2016 meetings of the Council on Social Work Education (CSWE) Commission on Accreditation (COA).**

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

Master of Social Work

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 GPAs 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*

Master of Social Work

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.
- 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.

Master of Social Work

Advanced Standing

Required – 33 Hours, 3.0 GPA

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. |

Total. 33 cr.

Regular Study

Required – 60 Hours, 3.0 GPA

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) 3 cr.

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

Total. 60 cr.

Master of Social Work

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.

COLLEGE OF MANAGEMENT

SCHOOL OF BUSINESS

Brad Kleindl, Ph.D., Dean, College of Management
Greg Moore, D.B.A., Associate Dean, Business Graduate Programs and;
Edward F. Lyle Professor of Finance;

Jackie Campbell, M.H.L., Director, Master of Business Administration Program;
Harold R. Griffin, Ph.D., Director, Master of Healthcare Administration Program

The School of Business, which resides within the College of Management, 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.

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.

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.

The Master of Business Administration and the Master of Healthcare Administration programs are accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

Sequential Master's Degrees Option

A student who has earned a master's degree from Park University or another regionally accredited college or university (or its international equivalent) may earn another master's degree, substituting up to twelve (12) hours of graduate credit awarded by Park University through the first master's degree (or nine (9) hours of transfer credit from another regionally accredited institution of higher education) to meet requirements for the sequential degree.

All courses approved for substitution/transfer must be approved by the program director.

1. The applicant must meet admission requirements for the second master's degree.

2. Petitioners for substitution or transfer from a completed master's degree must have successfully completed all requirements for the initial master's degree.
3. The petition for substitution must be submitted prior to the applicant's admission into a second master's degree program.
4. The earned grade in any course to be substituted must be a "B" or better.
5. The program director reserves the right to deny or limit any course substitution.
6. The students in the sequential program must meet the graduation requirements for the second degree program.

**Prerequisites may still be required for completion of the subsequent master's degree.*

Master of Business Administration

AVAILABLE:

M.B.A.

REQUIREMENTS:

33 HOURS

3.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:

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 blended 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, Lenexa, Kansas, Austin, Texas, El Paso, Texas, Camp Pendleton in California, and Defense Supply Center Columbus (DSCC), Ohio. 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:

- Disaster and Emergency Management
- Executive MBA
- Finance
- General Business
- Global Business
- Homeland Security
- Human Resource Management
- Management Accounting
- Management Information Systems
- Project Management
- Public Accounting
- Quality and Innovation Management



Master of Business Administration

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.

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.

Program Learning Outcomes

- Formulate a personal communication strategy that will help them cultivate professional relationships with diverse stakeholders to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage.
- Assess the level of professionalism needed for success in a highly dynamic and demanding environment by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. Demonstrate the ability to function autonomously and take responsibility for managing a culturally and geographically diverse group of professionals within a highly complex and changing business environment.
- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the business environment and its components in order to identify opportunities and threats, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success on a domestic and global scale.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic economy.
- Demonstrate advanced problem solving skills that result in viable and ethical solutions to complex issues that may impact product and service delivery.

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 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

Admission to Park University's Master of Business Administration program is open to graduates of all fields of undergraduate study.

Master of Business Administration

Types of Admission

Students will be admitted to the Master of Business Administration program with one of the following admission 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** – 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 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”.

Sequential Degree

The MBA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit on transfer credit. Additional information can be found in the graduate catalog on page 89.

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) 559-5625 for more information.

4+1 Undergraduate to MBA

The 4+1 Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MBA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count toward the completion of the MBA program. Qualified students may take up to 12 credit hours (4 courses) from the MBA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MBA credits under this option.

Master of Business Administration

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MBA courses.

| MBA Courses | Undergraduate Courses |
|---|---|
| MBA 515: <i>Accounting for Management Decisions*</i> | AC 380: <i>Cost Accounting</i> |
| MBA 522: <i>Organization, Behavior and Leadership</i> | MG 371: <i>Management and Organizational Behavior</i> |
| MBA 615: <i>Managerial Finance</i> | FI 360: <i>Financial Management</i> |
| MBA 630: <i>Strategic Marketing</i> | MK 351: <i>Principles of Marketing</i> |
| MBA 576: <i>Operations Management</i> | MG 375: <i>Production and Operations Management</i> |

*MBA 515 is a prerequisite for MBA 615

Alternative Course pairings may be possible but are subject to the approval of the MBA Program Director and area coordinators prior to enrollment.

For additional information about the 4+1 Program and to get started, contact your undergraduate Student Success Advisor.

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.

Format of Courses

- Online: Students can meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts. Blended courses are offered in Kansas City, MO, Lenexa, KS, Austin, TX, El Paso, TX, Columbus, OH or Camp Pendleton, CA campus centers.
- The MBA courses are offered in the 8-week accelerated format.

Master of Business Administration

Degree Requirements

Required – 33 Hours, 3.0 GPA

General (No Concentration)

| | | |
|-------------------|---|---------------|
| Core | | 21 cr. |
| MBA 515 | Accounting for Management Decisions..... | .3 cr. |
| MBA 522 | Organization Behavior and Leadership..... | .3 cr. |
| MBA 524 | Business Law and Ethics..... | .3 cr. |
| MBA 576 | Operations Management..... | .3 cr. |
| MBA 615 | Managerial Finance..... | .3 cr. |
| MBA 630 | Strategic Marketing..... | .3 cr. |
| MBA 695 | Strategic Management..... | .3 cr. |

General (No Concentration)..... 12 cr.

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

| | | |
|---------|--|--------|
| ACC 510 | Accounting Research and Analysis..... | .3 cr. |
| ACC 613 | Internal Auditing and Control Mechanisms..... | .3 cr. |
| ACC 617 | Advanced Managerial Accounting Issues..... | .3 cr. |
| ACC 626 | Management Accounting Leadership - Role of the Chief Financial Officer..... | .3 cr. |
| CIS 600 | Management Information Systems..... | .3 cr. |
| CIS 601 | Systems Analysis and Design..... | .3 cr. |
| CIS 602 | Database Management Systems..... | .3 cr. |
| CIS 603 | Information Security and Risk Management..... | .3 cr. |
| CIS 604 | Project Management for Information Technology..... | .3 cr. |
| CIS 605 | Data Analysis and Business Analytics..... | .3 cr. |
| CIS 606 | Applied Data Mining and Analysis of Big Data..... | .3 cr. |
| CIS 607 | Survey of Predictive Analytical Techniques..... | .3 cr. |
| CIS 608 | Web and Marketing Analytics..... | .3 cr. |
| CIS 609 | Data Visualization..... | .3 cr. |
| CIS 610 | Capstone in Information Systems..... | .3 cr. |
| DEM 551 | Principles of Disaster and Emergency Management..... | .3 cr. |
| DEM 582 | Disaster, Disease and Public Health..... | .3 cr. |
| FIN 621 | Advanced Corporate Finance..... | .3 cr. |
| FIN 625 | International Finance..... | .3 cr. |
| FIN 640 | Investment Management..... | .3 cr. |
| FIN 643 | Entrepreneurial Finance..... | .3 cr. |
| FIN 644 | Financial Markets and Institutions..... | .3 cr. |
| GB 500 | European Business Environment..... | .3 cr. |
| GB 501 | Business Strategies in Latin America..... | .3 cr. |
| GB 502 | Business Environments in Sub-Saharan Africa..... | .3 cr. |
| GB 602 | Doing Business in Asia..... | .3 cr. |
| HRM 634 | Planning and Staffing..... | .3 cr. |
| HRM 635 | Training Development and Evaluation..... | .3 cr. |
| HRM 636 | Change Management and Conflict Resolution..... | .3 cr. |
| HRM 637 | Compensation Management..... | .3 cr. |
| IB 525 | Entrepreneurship in the Global Economy..... | .3 cr. |
| IB 610 | Advanced Seminar in International Marketing..... | .3 cr. |

Master of Business Administration

| | | |
|---------|--|---------|
| IB 660 | Strategic Global Business Management | 3 cr. |
| MBA 611 | Green Marketing | 3 cr. |
| MBA 620 | Leadership in Organizations | 3 cr. |
| MBA 670 | Special Topics in Business | 1-3 cr. |
| MIS 605 | Management Information Systems | 3 cr. |
| MIS 607 | Systems Analysis and Design | 3 cr. |
| MIS 608 | Topics in Information Systems. | 3 cr. |
| MIS 609 | Database Management Systems | 3 cr. |
| PM 690 | Integration, Scope, and Quality Management | 3 cr. |
| PM 691 | Time and Cost Management | 3 cr. |
| PM 692 | Communications, Risk, and Stakeholder Management | 3 cr. |
| PM 693 | Human Resource and Procurement Management | 3 cr. |
| QM 684 | Principles of Quality Management | 3 cr. |
| QM 685 | Innovative Techniques in Quality Management. | 3 cr. |
| QM 686 | Innovative Project Management | 3 cr. |
| QM 687 | Collaborative Innovative Strategies | 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. Disaster and Emergency Management Concentration

The concentration in Disaster and Emergency Management is designed to prepare the graduate student with the knowledge, skills, and abilities (KSAs) to competently mitigate, prepare, respond, and assist communities and their organizations in recovering from natural and man-made disasters. An array of potentially hazardous events now more than ever confront businesses and include, but are not necessarily limited to homeland security issues; failures of complex technology; and a wide range of natural hazards. Ultimately, this concentration is intended to prepare graduates to design and improve emergency management capabilities and command and control operations within firms, so that they're better prepared to handle major and catastrophic disasters that threaten to disrupt business continuity.

Course Requirements. 12 cr.

Core

| | | |
|---------|--|-------|
| DEM 551 | Principles of Disaster and Emergency Management. | 3 cr. |
| DEM 557 | Continuity of Operation in Public and Private Sectors | 3 cr. |
| DEM 558 | Critical Infrastructure and Key Resources in Disaster and Emergency Management. | 3 cr. |
| DEM 559 | Global Comparative Emergency Management. | 3 cr. |

B. Finance Concentration

The MBA Finance concentration provides graduates with broad professional competence and skills for careers in executive positions at financial institutions and other organizations. This

Master of Business Administration

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 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 them 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

| | | |
|---------|-------------------------------------|-------|
| FIN 621 | Advanced Corporate Finance. | 3 cr. |
| FIN 625 | International Finance. | 3 cr. |
| FIN 640 | Investment Management. | 3 cr. |

Electives (*select one*)

| | | |
|---------|---|-------|
| FIN 643 | Entrepreneurial Finance. | 3 cr. |
| FIN 644 | Financial Markets and Institutions. | 3 cr. |

C. Global Business Concentration

The MBA Global 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 Global Business concentration provides the tools to operate in a multinational/multicultural environment.

Course Requirements. 12 cr.

Core

| | | |
|--------|--|-------|
| GB 500 | European Business Environment | 3 cr. |
| GB 501 | Business Strategies in Latin America | 3 cr. |
| GB 502 | Business Environments in Sub-Saharan Africa. | 3 cr. |
| GB 503 | Doing Business in Asia | 3 cr. |

D. Homeland Security Concentration

The concentration in homeland security is beneficial for those students interested in learning more about homeland security issues and how they can leverage this knowledge to best prepare their firms to timely and appropriately respond to internal and external threats. A number of homeland security issues will be addressed and include, but are not necessarily limited to an analysis of domestic and international threats; mitigation or prevention of threats; and response to terrorism through an understanding of psychosocial, behavioral, criminological, and emergency management theories.

Master of Business Administration

Course Requirements 12 cr.

Core

| | | |
|---------|---|-------|
| DEM 551 | Principles of Disaster and Emergency Management | 3 cr. |
| DEM 552 | Public Policy and Disaster | 3 cr. |
| DEM 588 | Current Issues in Homeland Security. | 3 cr. |
| DEM 589 | Theoretical Perspectives of Terrorism. | 3 cr. |

E. Human Resource Management Concentration

The MBA Human Resource Management concentration provides graduates with exposure to the theoretical 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

| | | |
|---------|---|-------|
| HRM 634 | Planning and Staffing | 3 cr. |
| HRM 635 | Training, Development, and Evaluation | 3 cr. |
| HRM 636 | Change Management and Conflict Resolution | 3 cr. |
| HRM 637 | Compensation Management | 3 cr. |

F. Management Accounting Concentration

The MBA Management Accounting concentration is designed to prepare students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, budget analysts or directors. More specifically, students will develop an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to decision-making, profit planning, budget forecasting and preparation, and broadening leadership skills. In acquiring skills for the CFO function within a variety of organizational structures, this concentration will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics.

Course Requirements 12 cr.

Core

| | | |
|---------|---|-------|
| ACC 510 | Accounting Research and Analysis. | 3 cr. |
| ACC 613 | Internal Auditing and Control Mechanisms. | 3 cr. |
| ACC 617 | Advanced Managerial Accounting Issues | 3 cr. |
| ACC 626 | Management Accounting Leadership - Role of the Chief Financial Officer | 3 cr. |

G. 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.

Master of Business Administration

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 competing in a global setting.

In addition, students are exposed to the concepts and applications of data analytics, security and privacy of big data, and project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

Course Requirements. 12 cr.

Core

| | | |
|---------|--|--------|
| MIS 603 | Information Security and Risk Management | .3 cr. |
| MIS 605 | Management Information Systems | .3 cr. |
| MIS 609 | Database Management Systems | .3 cr. |
| MIS 614 | Data Analysis and Business Analytics. | .3 cr. |

H. Project Management Concentration

The MBA Project Management (PM) concentration is designed to prepare students with the knowledge, skills, and abilities (KSAs) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM concentration intends to adequately prepare the students to take the Project Management Professional (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the 5 process groups, 10 knowledge areas, and 47 processes of project management.

Course Requirements. 12 cr.

Core

| | | |
|--------|--|--------|
| PM 690 | Integration, Scope, and Quality Management | .3 cr. |
| PM 691 | Time and Cost Management | .3 cr. |
| PM 692 | Communications, Risk, and Stakeholder Management | .3 cr. |
| PM 693 | Human Resource and Procurement Management | .3 cr. |

I. Public Accounting Concentration

The MBA Public Accounting concentration will prepare students for the CPA exam through additional courses aimed at graduate hours in accounting. The concentration will include a total of twelve (12) semester hours, which will include four (4) courses focused on the four parts of the CPA exam.

**Must have already earned a B.S. in Accounting.*

Course Requirements. 12 cr.

Core

| | | |
|---------|---|--------|
| ACC 621 | Advanced Auditing | .3 cr. |
| ACC 622 | Advanced Business Environment and Concepts. | .3 cr. |
| ACC 623 | Advanced Financial Accounting and Reporting | .3 cr. |
| ACC 624 | Advanced Regulation. | .3 cr. |

Master of Business Administration

J. Quality and Innovation Management Concentration

The MBA Quality and Innovation Management concentration is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for variations, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs, making it virtually impossible to forecast revenues, and contributing to poor quality goods and services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

Course Requirements. 12 cr.

Core

| | | |
|--------|--|-------|
| QM 684 | Principles of Quality Management | 3 cr. |
| QM 685 | Innovative Techniques in Quality Management. | 3 cr. |
| QM 686 | Innovative Project Management | 3 cr. |
| QM 687 | Collaborative Innovation Strategies | 3 cr. |

Executive Master of Business Administration

AVAILABLE:

M.B.A.

REQUIREMENTS:

33 HOURS

3.0 GPA



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.

Required – 33 Hours, 3.0 GPA

| | | |
|---|---|---------------|
| Core | | 21 cr. |
| MBA 515 | Accounting for Management Decisions . . . | 3 cr. |
| MBA 522 | Organization Behavior and Leadership. . . | 3 cr. |
| MBA 524 | Business Law and Ethics. | 3 cr. |
| MBA 576 | Operations Management | 3 cr. |
| MBA 615 | Managerial Finance | 3 cr. |
| MBA 630 | Strategic Marketing | 3 cr. |
| MBA 695 | Strategic Management | 3 cr. |
| Electives (<i>select three of the following</i>) | | 12 cr. |
| GB 500 | European Business Environment | 3 cr. |
| GB 501 | Business Strategies in Latin America. . . . | 3 cr. |
| GB 502 | Business Environments in Sub-Saharan Africa. | 3 cr. |
| GB 602 | Doing Business in Asia. | 3 cr. |
| Total | | 33 cr. |

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

Master of Healthcare Administration

AVAILABLE:

M.H.A.

REQUIREMENTS:

36 HOURS

3.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



The Master of Healthcare Administration (MHA) program is in the School of Business which is housed within the College of Management and 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 healthcare, 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.



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.

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.

Program Goals

The graduates will consistently be able to:

- Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place.
- Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession.
- Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment.

Master of Healthcare Administration

- Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery.
- Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable strategy formulation that effectively leverages internal competencies to achieve organizational success.
- Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.
- Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.

Admission Requirements

Students must meet the minimum 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 2.75 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 cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be requested by the Program Director.

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/mha.

Types of Admission

Students will be admitted to the Master of Healthcare Administration program with one of the following admission 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** – 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 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”.

Master of Healthcare Administration

Sequential Degree

The MHA program is a participant of the Sequential Degree option. This provides the opportunity to graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MHA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours of transfer credit.

4+1 Undergraduate to MHA

The 4+1 MHA Program allows undergraduate students in business (all majors) with at least 60 undergraduate credit hours and a cumulative grade point average of 3.0 on a 4.0 scale to take graduate coursework in the MHA program, which will not only count towards fulfilling their undergraduate degree requirements, but will also count towards the completion of the MHA program. Qualified students may take up to 12 credit hours (4 courses) from the MHA curriculum, which will reduce the time necessary to complete the graduate degree from two years to as little as one year following the completion of the undergraduate degree (see table below). Students must be enrolled in at least 12 semester credit hours combined of undergraduate and graduate classes each semester that he or she is taking MHA credits under this option.

The admission criteria for participation in the 4+1 program are as follows:

- Students must have completed 60 undergraduate credit hours toward their baccalaureate degree.
- Students must maintain a cumulative undergraduate GPA of 3.0 on a 4.0 scale while taking MHA courses.

| MHA Course to Take | Undergraduate Business Courses |
|---|---|
| HA 516: <i>Healthcare Finance</i> | FI 360: <i>Financial Management</i> |
| (MHA Elective) HA 603: <i>Healthcare Research Methods for Managerial Decision-Making</i> | EC 315: <i>Quantitative Research Methods</i> Or: MG 315: <i>Advanced Business Statistics</i> |
| HA 509: <i>Management of Health Information Systems</i> | IS 310: <i>Business Applications</i> |
| (MHA Elective) HA 515: <i>Marketing and Consumer Driven Healthcare</i> | MK 351: <i>Principles of Marketing</i> |

Alternative course pairings may be possible but are subject to the approval of the MHA Program Director and area coordinators prior to enrollment.

For additional information about the 4+1 program and to get started, contact your undergraduate Student Success Advisor.

Graduation Requirements

- Completion of 36 credit hours of approved courses with an overall grade point average of 3.0 or above.
- Satisfaction of all academic standards. See the Academic Policies and Academic Standards section for more information.

Master of Healthcare Administration

- Submit application for graduation within the established deadlines. See the Application for Graduation Deadlines section in the Academic Policies section for more information.

Format and Delivery of Courses

- Online: Courses in the MHA program are predominantly online. Students may meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom and an online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to the class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts.

Required – 36 Hours, 3.0 GPA

| | |
|---|---------------|
| Core Courses | 24 cr. |
| HA 509 Management of Health Information 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 (<i>recommended first course</i>) | 3 cr. |
| HA 604 Healthcare Economics and Policy | 3 cr. |
| HA 605 Healthcare Organizational Behavior and Leadership | 3 cr. |
| HA 612 Healthcare Operations Management | 3 cr. |
| Capstone Course | |
| HA 616 Healthcare Strategic Management and Marketing | 3 cr. |
| Concentration (<i>select from the options below</i>) | 12 cr. |
| TOTAL | 36 cr. |

Areas of Concentration and Requirements

All students complete all core courses to provide a curricular foundation. The general MHA program offers the flexibility to tailor electives to the student's professional interests. Ample formal concentration choices allow for a chosen focus, including finance, human resource management, global business, management accounting, management information systems, project management and quality and innovation management.

| | |
|---|---------------|
| General (<i>select four courses from below and/or from the other MHA concentrations</i>) | 12 cr. |
| HA 511 Leadership and Management in Healthcare Systems | 3 cr. |
| HA 515 Marketing and Consumer Driven Healthcare | 3 cr. |
| HA 521 Special Topics in Healthcare Administration | 3 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 557 Nursing Dimensions of Healthcare Administration | 3 cr. |
| HA 603 Healthcare Research Methods for Managerial Decision-Making | 3 cr. |
| HA 611 Mediation, Negotiation and Conflict Management | 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. |

Master of Healthcare Administration

Disaster and Emergency Management Concentration

The concentration in Disaster and Emergency Management is designed to prepare graduate students with the knowledge, skills, and abilities (KSAs) to competently mitigate, prepare, respond, and assist communities and their organizations in recovering from natural and man-made disasters. An array of potentially hazardous events now more than ever confront businesses and include, but are not necessarily limited to homeland security issues; failures of complex technology; and a wide range of natural hazards. Ultimately, this concentration is intended to prepare graduates to design and improve emergency management capabilities and command and control operations within firms, so that they're better prepared to handle major and catastrophic disasters that threaten to disrupt business continuity.

| | | |
|--------------------------|--|---------------|
| Required Courses. | | 12 cr. |
| DEM 551 | Principles of Disaster and Emergency Management | 3 cr. |
| DEM 557 | Continuity of Operation in Public and Private Sectors | 3 cr. |
| DEM 558 | Critical Infrastructure and Key Resources in Disaster and Emergency Management. | 3 cr. |
| DEM 559 | Global Comparative Emergency Management. | 3 cr. |

Finance Concentration

The MHA Finance concentration provides 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 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 them 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.

| | | |
|--------------------------|-------------------------------------|---------------|
| Required Courses. | | 12 cr. |
| FIN 621 | Advanced Corporate Finance. | 3 cr. |
| FIN 625 | International Finance. | 3 cr. |
| FIN 640 | Investment Management | 3 cr. |

Choose one from the following:

| | | |
|---------|---|-------|
| FIN 643 | Entrepreneurial Finance. | 3 cr. |
| FIN 644 | Financial Markets and Institutions. | 3 cr. |

Master of Healthcare Administration

Global Business Concentration

The MHA Global 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 Global Business concentration provides the tools to operate in a multinational/multicultural environment.

| | |
|--|---------------|
| Required Courses. | 12 cr. |
| GB 500 European Business Environment | 3 cr. |
| GB 501 Business Strategies in Latin America | 3 cr. |
| GB 502 Business Environments in Sub-Saharan Africa | 3 cr. |
| GB 503 Doing Business in Asia | 3 cr. |

Homeland Security Concentration

The concentration in homeland security is beneficial for those students interested in learning more about homeland security issues and how they can leverage this knowledge to best prepare their firms to timely and appropriately respond to internal and external threats. A number of homeland security issues will be addressed and include, but are not necessarily limited to an analysis of domestic and international threats; mitigation or prevention of threats; and response to terrorism through an understanding of psychosocial, behavioral, criminological, and emergency management theories.

| | |
|---|---------------|
| Required Courses. | 12 cr. |
| DEM 551 Principles of Disaster and Emergency Management | 3 cr. |
| DEM 552 Public Policy and Disaster | 3 cr. |
| DEM 588 Current Issues in Homeland Security. | 3 cr. |
| DEM 589 Theoretical Perspectives of Terrorism. | 3 cr. |

Human Resource Management Concentration

The MHA Human Resource Management concentration provides graduates with exposure to the theoretical 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.

| | |
|---|---------------|
| Required Courses. | 12 cr. |
| HRM 634 Planning and Staffing | 3 cr. |
| HRM 635 Training, Development, and Evaluation | 3 cr. |
| HRM 636 Change Management and Conflict Resolution | 3 cr. |
| HRM 637 Compensation Management | 3 cr. |

Master of Healthcare Administration

Management Accounting Concentration

The MHA Management Accounting concentration is designed to prepare students with the competencies necessary to excel in professional positions that require a high level of comfort with accounting and finance, such as chief financial officers, controllers, financial analysts, budget analysts or directors. More specifically, the students will develop an extensive understanding of management accounting concepts, cost accounting, accounting research practices, activity-based costing as an aid to decision making, profit planning, budget forecasting and preparation, and will broaden their leadership skills. In acquiring skills for leading the CFO function within a variety of organizational structures, this concentration will develop student knowledge of financial planning, financial analysis, control mechanisms, decision-making, and professional ethics.

| | |
|------------------------------------|--|
| Required Courses. | 12 cr. |
| ACC 613 | Internal Auditing and Control Mechanisms.3 cr. |
| ACC 617 | Advanced Managerial Accounting Issues3 cr. |
| ACC 626 | Management Accounting Leadership – Role of the Chief Financial Officer3 cr. |
| HA 514 | Accounting for Management Decisions3 cr. |

Management Information Systems Concentration

The MHA 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 MHA 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 systems technology to create efficient, effective business enterprises capable of competing in a global setting. In addition, students are exposed to the concepts and applications of data analytics, security and privacy of big data, and project management as they pertain to system architecture and a firm's ability to answer complicated business questions.

| | |
|------------------------------------|---|
| Required Courses. | 12 cr. |
| MIS 603 | Information Security and Risk Management3 cr. |
| MIS 605 | Management Information Systems3 cr. |
| MIS 609 | Database Management Systems3 cr. |
| MIS 614 | Data Analysis and Business Analytics.3 cr. |

Project Management Concentration

The MHA Project Management (PM) concentration is designed to prepare students with the knowledge, skills, and abilities (KSAs) to competently plan, organize, staff, and guide processes for creating a solution or system. The PM concentration intends to adequately prepare students to take the Project Management Professional (PMP)® credentialing exam. More specifically, the content is aligned with the Project Management Body of Knowledge (PMBOK, 5th edition) and introduces students to the 5 process groups, 10 knowledge areas, and 47 processes of project management.

Master of Healthcare Administration

| | |
|------------------------------------|---|
| Required Courses. | 12 cr. |
| PM 690 | Integration, Scope, and Quality Management3 cr. |
| PM 691 | Time and Cost Management3 cr. |
| PM 692 | Communications, Risk, and Stakeholder Management3 cr. |
| PM 693 | Human Resource and Procurement Management3 cr. |

Quality and Innovation Management Concentration

The MHA Quality and Innovation Management concentration is designed to give students an in-depth understanding of the concepts and techniques used to assess and improve process outcomes. In other words, the students will be able to isolate processes that are routinely experiencing too much variability in their output, identify natural and assignable causes for the variations, develop tactical strategies to improve process performance, and then establish formal mechanisms for monitoring future outcomes. Students will learn how to appropriately apply qualitative and quantitative approaches to diagnose the nature and scope of process problems and evaluate the effectiveness of interventions. The competencies that will be developed in this curriculum will serve students well as they progress in their careers. Defective processes drive up operating costs making it virtually impossible to forecast revenues, as well as contributing to poor quality goods or services. This can lessen a firm's competitive advantage in the marketplace and jeopardize their long-term financial viability.

| | |
|------------------------------------|---|
| Required Courses. | 12 cr. |
| QM 684 | Principles of Quality Management3 cr. |
| QM 685 | Innovative Techniques in Quality Management.3 cr. |
| QM 686 | Innovative Project Management3 cr. |
| QM 687 | Collaborative Innovation Strategies3 cr. |

Additional elective coursework is available for selection from the graduate Master of Business Administration, Master of Public Administration, 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 MHA Program Director prior to enrollment.

Master of Science Information Systems and Business Analytics

AVAILABLE:

M.S.

REQUIREMENTS:

36 HOURS

3.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



Vision Statement

Park University's Master of Science in Information Systems and Business Analytics will be the premier provider of graduate education in information systems and analytics.

Mission Statement

Park University's Master of Science in Information Systems and Business Analytics provides students with the technical, managerial, and strategic acumen necessary to leverage information technology and data to maintain a competitive advantage and improve operational outcomes.

Program Learning Outcomes

The graduates will be able to:

- Develop and maintain the information systems necessary to support the functional, operational, and strategic needs of domestic and multinational organizations.
- Determine the most efficient and effective methods of leading and managing the resources to support a firm's information systems and technology.
- Evaluate technology alternatives to resolve complex problems in an information systems context while taking into consideration internal and external constraints and the ethical implications.
- Formulate a plan to effectively collaborate and communicate with key stakeholders (business, HIMMS, and IT professionals) in order to achieve corporate or functional level goals and objectives.
- Establish an organization-wide information security risk management program designed to isolate significant internal and external threats while concurrently designing and implementing contingency, business continuity, and disaster recovery plans.
- Evaluate the usefulness of information technology to achieve a competitive advantage, efficient operations, and effective decision-making.
- Analyze large datasets for the purpose of uncovering hidden patterns, predicting future trajectories, and then using the resultant information to aid organizations in making well-informed operating, marketing, financing, and strategic decisions.

Admission Requirements

The Master of Science in Information Systems and Business Analytics will require applicants to meet the same admissions requirements as any other Park University graduate program in business.

- A baccalaureate degree from a regionally accredited college or university in the U.S. or from an accredited foreign institution of higher learning.
- Minimum of a 2.75 cumulative grade point average on a 4.0 scale from all colleges and universities attended.
- Students with a cumulative grade point average below 2.75 may be considered for conditional admission. Submission of additional documentation may be required by the Program Director.

Admission to Park University's Master of Science in Information Systems and Business Analytics program is open to graduates of all fields of undergraduate study.

Types of Admission

Students will be admitted to the Master of Science in Information Systems and Business Analytics program with one of the following admission 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** – 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 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”.

Sequential Degree

The MS in ISBA program is a participant of the Sequential Degree option. This provides an opportunity for graduate alumni of the College of Management at Park University to receive up to 12 credit hours in course substitutions towards the completion of the MS in ISBA degree. Alumni from Park graduate programs that are not aligned under the College of Management are not eligible to participate in the sequential degree options. They may receive up to 9 credit hours on transfer credit. Additional information can be found in the graduate catalog on page 89.

Graduation Requirements

Students in the Master of Science in Information Systems and Business Analytics program will be required to meet the following requirements in order to be conferred their degree:

1. Completion of a total of 36 credit hours of graduate coursework, which includes 24

Master of Science Information Systems and Business Analytics

hours in the core curriculum and 12 hours in the concentration.

2. Must have a minimum cumulative graduate grade point average of 3.0 (on a 4.0 scale) after completing all required coursework.
3. May have no grade lower than a “C” and no more than six (6) hours in graduate courses taken at Park University with a grade of “C” at the time of graduation.
4. Must submit application for graduation within the established deadlines.

Format of Courses

- Online: Students can meet all course requirements through an online format.
- Blended: All ground courses are offered using a blended delivery format. This means that each weekly class session includes a physical classroom as well as the online component. In this format, students are expected to complete assigned readings, review supplemental materials, and complete certain assignments prior to each class session. During the class sessions, the instructors will facilitate in-class activities that promote collaborative learning and provide opportunities to apply learned concepts. Blended courses are offered in Kansas City, MO.
- The MS in ISBA courses are offered in the 8-week accelerated format.

Required – 36 hours, 3.0 GPA

| | | |
|--------------------------------------|---|---------------|
| Degree Requirements | | 24 cr. |
| CIS 600 | Management Information Systems | 3 cr. |
| CIS 601 | System Analysis and Design. | 3 cr. |
| CIS 602 | Database Management Systems | 3 cr. |
| CIS 603 | Information Security and Risk Management | 3 cr. |
| CIS 604 | Project Management for Information Technology | 3 cr. |
| CIS 605 | Data Analysis and Business Analytics. | 3 cr. |
| MBA 576 | Operations Management | 3 cr. |
| CIS 610 | Capstone in Information Systems | 3 cr. |

Concentration in Business Analytics **12 cr.**

The concentration in Business Analytics is designed to prepare the graduate student to use big data to revolutionize business operations, in much the same way as information and communication technologies (ICT) have changed corporate America. Students will learn to undertake big data projects intended to improve operational performance; strengthen managerial decision-making; predict demand and outcomes; and leverage the resultant information to gain a distinct competitive advantage in the marketplace.

| | | |
|---------|--|-------|
| CIS 606 | Applied Data Mining and Analysis of Big Data | 3 cr. |
| CIS 607 | Survey of Predictive Analytical Techniques. | 3 cr. |
| CIS 608 | Web and Marketing Analytics | 3 cr. |
| CIS 609 | Data Visualization | 3 cr. |

HAUPTMANN SCHOOL OF PUBLIC AFFAIRS

Brad Kleindl, Ph.D., Dean, College of Management
James Vanderleeuw, Ph.D., Associate Dean, Hauptmann School of Public Affairs
Melanie Smith, Ph.D., Director, Master of Public Administration Program

For more than three decades, the Hauptmann School of Public Affairs (HSPA) 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 Administration 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. Today, the **Master of Public Administration (MPA)** program resides within the College of Management and 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.

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 administration, 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 Administration
- Bachelor of Public Administration

(Information can be found in the 2018-19 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 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. Additional information about the Hauptmann Lecture Series can be found on the Park University website.

Master of Public Administration

AVAILABLE:

M.P.A.

REQUIREMENTS:

36 HOURS

3.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



The Master of Public Administration (MPA) 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 (HSPA), housed within the College of Management, recognizes public administration 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.

The Master of Public Administration program 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 administration from the local to the global communities.

Mission

Developing ethically grounded professionals for public sector management and service in community nonprofit organizations through public service values education.

Vision

Graduating leaders who exercise authority responsibly, make ethical decisions, act with moral courage, and advance human dignity worldwide.

Goals

The Master of Public Administration 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.

Master of Public Administration

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 exceptional learning 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.

4+1 Bachelor to MPA Program

With the approval of the Director of the MPA Program and Associate Dean of the Hauptmann School of Public Affairs, undergraduate students in public administration who have completed at least 60 credit hours with at least a 3.0 GPA may apply to take up to 12 credit hours of graduate courses towards the MPA. A student electing this option will take the selected courses during their senior year and must be enrolled in at least 12 semester credit hours total of undergraduate and graduate classes each semester.

Graduate Courses towards Undergraduate Courses:

| MPA Courses | Undergraduate Courses |
|--|--|
| PA 508: <i>Research and Analysis*</i> | PA 430: <i>Research in Public Administration</i> |
| PA 509: <i>Leadership and Development and Organizations</i> | PA 333: <i>Public Management and Leadership</i> |
| PA 512: <i>The Environment of Public Organizations</i> | PA 331: <i>Public Organizations</i> |
| PA 521: <i>Business, Government, and Global Society</i> | PA 404: <i>Capitalism and Societal Issues</i> |
| PA 542: <i>Social Policy</i> | PA 404: <i>Capitalism and Societal Issues</i> |
| DEM 551: <i>Principles of Disaster and Emergency Management</i> | CJ 353: <i>Emergency Management</i> |
| PA 600: <i>Ethical Foundations of Authority and Responsibility</i> | PA 380: <i>Public Service Values</i> |

*Students are required to complete PA 508 first before proceeding to any other course choices.

4+1 students are not automatically eligible for admission to the Master of Public Administration 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 administration 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.

Master of Public Administration

Students select one area of concentration from among the following seven program areas: (a) public management; (b) global governance; (c) nonprofit and community services management; (d) disaster and emergency management; (e) criminal justice administration; (f) project management; and (g) management information systems. Students who elect to pursue a Graduate Certificate in Global Government, Disaster and Emergency Management, Homeland Security, or Nonprofit Leadership may apply many of those 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. 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. PA 503 or PA 504 may replace a concentration elective; contact your Student Success Advisor, Area Coordinator, or MPA Director for more information.

Just as the cornerstone of the curriculum assumes the unity of the public administration area, so does its capstone course, PA 602 (Seminar in Public Affairs). This experiential-based 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 administration, using the framework of the founding documents of the United States. It is recommended that students take the capstone in their final term in the program, as preparation for the comprehensive examinations which are an integral part of the program. The examination assesses the student's professional preparation and understanding of the field of public administration.

The comprehensive examinations 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.

- 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.
- 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.
- A statement of in-service or pre-service status to determine need for an internship. (Form will be provided by the MPA advisors.)
- Additional information may be requested if needed.

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

Comprehensive Examination

During enrollment in PA 602 (Seminar in Public Affairs) or as soon afterwards as possible, each student is required to successfully complete a comprehensive examination.

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

Master of Public Administration

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 Administration 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 area coordinator. 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 area coordinator 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 canceled. 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.

Master of Public Administration

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).

Format of Courses

Courses in the MPA are offered in multiple formats: online, traditional face-to-face classroom, and blended. Students may complete their degree using any combination of formats.

Courses of Study

Students are required to take a series of core public administration courses in the Master of Public Administration program. In addition, from the program areas, students select one as a concentration area. The concentration area consists of 15 credit hours of study.

In-service students select a 3-credit cross-sector elective in lieu of the internship. 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. Graduate courses outside of the MPA program may require special permission; contact the MPA Program Director for more information about taking a cross-sector elective outside of the MPA.

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 – 36 Hours, 3.0 GPA

| | |
|--|---------------|
| 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

Criminal Justice Administration

Required courses (9 cr.)

| | |
|---|--------|
| DEM 588 Current Issues in Homeland Security | .3 cr. |
| DEM 589 Theoretical Perspectives of Terrorism | .3 cr. |
| PA 630 Comparative Criminal Justice Systems | .3 cr. |

Master of Public Administration

Criminal Justice Electives (6cr)

| | | |
|---------|--|--------|
| PA 513 | Policy Development, Evaluation, and Impact for Public Organizations -OR- | .3 cr. |
| DEM 552 | Public Policy and Disaster | |
| PA 564 | Budgeting and Finances of Public Organizations -OR- | .3 cr. |
| PA 594 | Financial Management for Nonprofit/Community Organizations | |

Cross Sector Course or Internship (1-4 cr.)

| | | |
|--------|---|--------|
| PA 504 | Independent Study in Public Affairs | .3 cr. |
|--------|---|--------|

Disaster and Emergency Management 15 cr.

Three theory courses (9 cr.)

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

Choose three of the following theory/practice integration courses (6 cr.)

| | | |
|---------|---|--------|
| DEM 557 | Continuity of Operations in Public and Private Sectors | .3 cr. |
| DEM 558 | Critical Infrastructure and Key Resources in Disaster and Emergency Management | .3 cr. |
| DEM 559 | Global Comparative Emergency Management | .3 cr. |
| DEM 582 | Disaster, Disease and Public Health. | .3 cr. |
| DEM 588 | Current Issues in Homeland Security | .3 cr. |
| DEM 589 | Theoretical Principles of Terrorism | .3 cr. |

Global Governance 15 cr.

Three theory courses (9 cr.)

| | | |
|--------|---|--------|
| PA 521 | Business, Government, and Global Society | .3 cr. |
| PA 524 | Global Comparative Public Administration and Policy | .3 cr. |
| PA 525 | Global Comparative Public Budget and Finance | .3 cr. |

Choose two of the following theory/practice integration courses (6 cr.)

| | | |
|--------|---|--------|
| PA 537 | Global Sustainable Development | .3 cr. |
| PA 538 | Global Conflict and Dispute Resolution | .3 cr. |
| PA 545 | Management of Nonprofit and Nongovernmental Organizations | .3 cr. |
| PA 503 | Emerging Issues in Public Affairs. | .3 cr. |

Management Information Systems 18 cr.

Required courses (12 cr.)

| | | |
|---------|--|--------|
| MIS 603 | Information Security and Risk Management | .3 cr. |
| MIS 605 | Management Information Systems | .3 cr. |
| MIS 609 | Database Management Systems | .3 cr. |
| MIS 614 | Data Analysis and Business Analytics. | .3 cr. |

Choose one and PA 504 (pre-service) or two (in-service) of the following (6 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. |

Master of Public Administration

Nonprofit and Community Services Management. 15 cr.

Three theory courses (9 cr.)

- PA 542 Social Policy3 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 Services3 cr.
- PA 593 Financing Nonprofit/Community Services3 cr.
- PA 595 Communications and Marketing for
Nonprofit/Community Organizations3 cr.

Project Management 18 cr.

Required courses (12 cr.)

- PM 690 Integration, Scope, and Quality Management3 cr.
- PM 691 Time and Cost Management3 cr.
- PM 692 Communications, Risk, and Stakeholder Management3 cr.
- PM 693 Human Resources and Procurement Management.3 cr.

Choose one and PA 504 (pre-service) or two (in-service) of the following (6 cr.)

- PA 511 Public Management.3 cr.
- PA 512 The Environment of Public Organizations3 cr.
- PA 513 Policy Development, Evaluation, and Impact for
Public Organizations3 cr.

Public Management. 15 cr.

Three theory courses (9 cr.)

- PA 511 Public Management.3 cr.
- PA 512 The Environment of Public Organizations3 cr.
- PA 513 Policy Development, Evaluation and Impact
for Public Organizations3 cr.

Choose three of the following theory/practice integration courses (6 cr.)

- PA 562 Administrative Leadership2 cr.
- PA 563 Personnel Systems of Public Organizations2 cr.
- PA 564 Budgeting and Finances of Public Organizations2 cr.
- PA 566 Administrative Law and Public Organizations2 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.

COLLEGE OF LIBERAL ARTS AND SCIENCES

James F. Pasley, Ph.D., Dean, College of Liberal Arts and Sciences

J. Mark Noe, Ph.D., Director, Master of Arts in Communication and Leadership 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

AVAILABLE:

M.A.

REQUIREMENTS:

36 HOURS

3.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:



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.

Master of Arts in Communication and Leadership

- 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 copy of A copy of resume or CV.
- Official transcripts of all previous college work, both undergraduate and graduate.
- Two letters or professional reference.
- A brief personal statement describing the prospective student's interest and goals for pursuing the degree (no more than 1,000 words)

Note: Students must be admitted by both the Department of Communication Arts and to Graduate 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

Required – 36 Hours, 3.0 GPA

| | | |
|-------------------|---|---------------|
| Core | | 15 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. |

Master of Arts in Communication and Leadership

| | |
|--|---------------|
| 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 (<i>choose one</i>)..... | 6 cr. |
| CA 700 Graduate Project..... | .3 cr. |
| Elective (required with the Graduate Project option)..... | .3 cr. |
| <i>or</i> | |
| CA 797 Thesis — Design and Research..... | .6 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

Sergeants Major Academy: Master of Arts in Communication And Leadership

Program Format and Expedited Admissions Process

The Master of Arts in Communication and Leadership (MACL) program at Park University offers a 5-term MACL degree program to SMA applicants, with blended courses offered in 8-week segments. The Graduate School offers a tailored and expedited admissions policy for SMA applicants, with the GMAT and the GRE waived among other benefits.

Transfer Credits

Park University's MACL graduate program will accept up to 12 hours of transfer academic credit. Graduate credit hours completed in the Sergeants Major Courses (SMC) may be transferred towards this master's degree; up to 12 hours of transfer academic credit will be granted upon successful completion of the Sergeants Major Courses. MACL degree completion will normally occur during time spent at the Sergeants Major Academy.

Other Considerations

A comprehensive examination will be required for all students during completions of the capstone course, CA 700. This comprehensive exam will serve as a primary means of program assessment and a means if further vetting the transfer credit we are accepting from the Sergeants Major Academy and applying to the MACL program. Through the comprehensive exam, students will demonstrate connections between their Sergeants Major Academy coursework and the outcomes of the MACL.

Master of Arts in Communication and Leadership

Program Outcomes – MACL graduates will:

- Understand the centrality of communication in all aspects of personal and organizational life;
- Attain a foundation in historical leadership perspectives from the 1940s to the present;
- Develop advanced abilities to research problems and challenges and devise outcomes to improve organizations;
- Collaborate with organizational leaders concerning the requirements to achieve excellence.

Requirements for USASMA students:

| | | |
|--------|--|-------|
| CA 501 | Human Communication Perspectives | 3 cr. |
| CA 529 | Cross-Cultural Communication | 3 cr. |
| CA 505 | Organizational Leadership | 3 cr. |
| CA 520 | Leading Organizational Change | 3 cr. |
| CA 567 | Communication Teaching Training and Consulting | 3 cr. |
| CA 649 | Introduction to Mediation. | 3 cr. |
| CA 699 | Epistemology of Communication | 3 cr. |

Capstone Experiences

| | | |
|--------|------------------------------|------------------------|
| CA 700 | Graduate Project | 3 cr. |
| | Comprehensive Exam | (pass/fail; no credit) |

TOTAL credit hours taken at Park. 24 cr.

TOTAL credit hours *accepted via transfer from Sgt Majors Academy* 12 cr.

TOTAL PROGRAM 36 cr.

Program Description and Transfer Credit Equivalencies

The MACL program will accept up to 12 hours of academic credit for students who complete the SMA curriculum.

| MACL Courses | SMA Lessons |
|---|--|
| CA 525: <i>Interpersonal Communication Theories</i> | C161a, C161b, C211, L112, L203 |
| CA 641: <i>Communication in Conflict Management</i> | L102, L110, L111, F100, F101, F102, F103, F104, F105, F106, F107, F108 |
| CA 670: <i>Measuring Leadership</i> | C131, C132, C135, L101 |
| CA 675: <i>Case Studies in Communication and Leadership</i> | C121, C122, C123, C205, L100, L101, L103, L104, L105, L106, L107, L108, L109, L200, L204, L205 |

Learning Outcomes Assessment / Program Assessment

- Understand the centrality of communication in all aspects of personal and organizational life;
- Attain a foundation in historical leadership perspectives from the 1940s to the present;
- Develop advanced abilities to research problems and challenges and devise outcomes to improve organizations;
- Collaborate with organizational leaders concerning the requirements to achieve excellence.

AVAILABLE:

M.M.

REQUIREMENTS:

36 HOURS

3.0 GPA

THIS PROGRAM IS OFFERED
THROUGH:

James F. Pasley, Ph.D.
Dean, College of Liberal Arts and Sciences

Roger Kugler, 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 graduate 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.

International Center of Music

The student may select one of the following performance areas:

Piano Performance (2-year program)

Required – 36 Hours, 3.0 GPA

| | |
|--|---------------|
| <i>Applied Lessons and Recitals (two recitals, one in each, years one and two)</i> | 12 cr. |
| MU 500 | 3 cr. |
| <i>Chamber Music</i> | 4 cr. |
| MU 501 | 1 cr. |
| <i>Performance Class</i> | 4 cr. |
| MU 502 | 1 cr. |
| <i>Collaboration</i> | 8 cr. |
| MU 503 | 2 cr. |
| <i>Approved Electives</i> | 8 cr. |
| Total. | 36 cr. |

String Performance (2-year program)

Required = 36 Hours, 3.0 GPA

| | |
|--|---------------------|
| <i>Applied Lessons and Recitals (two recitals — one each in years one and two)</i> | 12 cr. |
| MU 500 | 3 cr. each semester |
| <i>Chamber Music</i> | 4 cr. |
| MU 501 | 1 cr. each semester |
| <i>Performance Class</i> | 4 cr. |
| MU 502 | 1 cr. each semester |
| <i>Orchestra</i> | 4 cr. |
| MU 504 | 1 cr. each semester |
| <i>Orchestra Repertoire</i> | 4 cr. |
| MU 505 | 1 cr. each semester |
| <i>Approved Electives</i> | 8 hrs. |
| Total. | 36 cr. |

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

Courses of Instruction

The lettered prefix before each course number represents an abbreviation of the course's discipline. The first digit of the course number represents the level of the course. The following course number system is used: 500-700 Graduate Level

Definition of Credit Hour: Fifty minutes of classroom or direct faculty instruction and two hours out-of-class student work each week for 15 weeks, plus 40 minutes reserved for a final exam, for one semester hour of credit.

One hundred minutes per week of classroom or direct faculty instruction and 240 minutes out-of class student work each week for 8 weeks, for one hour of credit.

Courses scheduled for a different number of weeks and other academic activities such as laboratory work, internships, practica, and studio work, have an equivalent number of hours as reflected in the combination of direct faculty instruction and out of class student work for the same amount of credit as listed above.

For online and blended courses, active student engagement with other students, the instructor and/or online course content, combine to form the equivalent amount of time (100 minutes per week), while other out of class student work, which is designed to achieve course learning outcomes, makes up the approximately 240 minutes of such work for each one hour of credit.

ACC – Accounting

ACC 510 Accounting Research and Analysis 3 cr.

This course will apply accounting research tools and current accounting issues in multiple organizations ranging from “for-profit” and “not-for-profit” enterprises to “international” conglomerates. A base comparison of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Strategies (IFRS) will also be included in this course. Other topics will include research of accounting questions related to assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, fund balance, and tax-related research. The impact of change from GAAP to IFRS as related to important accounting issues will also be covered. Research will be customized to various sizes and types of organizations ranging from the LLC level to applicable issues for complex international conglomerates. The course will include financial analysis in organizations and computation and analysis of metrics denoting liquidity levels, debt-paying abilities, and profitability analysis from the perspective of GAAP as well as IFRS. *Prerequisite: MBA 515 or HA 514.*

ACC 613 Internal Auditing and Control Mechanisms 3 cr.

It is important that leadership teams have a practical understanding of internal and external auditing process, so that they may render necessary support before, during, and following the audit, and more effectively leverage the findings to improve the firm’s operational and financial performance. To this end, this course will approach audits from the perspective of an executive team member. Students will focus on high level oversight of the auditing practices performed by public accountants, internal auditors, or internal investigators. Topics that will be covered include management’s role in the public accounting audits, preparing for audits, ensuring the timely and accurate resolution of findings, communicating with audit committees and client organizations. In addition, students will focus on the role of internal auditing and computer-assisted audit techniques in organizations; concepts such as governance, risk assessment, and the internal control framework developed by the Committee of Sponsoring Organizations (COSO). Students will experience practical team approaches to internal audits in organizations seeing positive benefits of audits and evaluative techniques to bring about more effective operations. *Prerequisite: MBA 515.*

ACC 617 Advanced Managerial Accounting Issues 3 cr.

This course places emphasis on high-level strategic decision making for planning and control in organizations. The course focuses on data analytics and performance metrics in decision-making. Managerial tools and concepts such as target setting, activity-based costing, strategic alignment with management objectives, measurement and control of quality costs and capacity, operational constraints, and emerging managerial accounting issues will be explored. In addition, this course will examine the computation and analysis of metrics from the perspective of GAAP and IFRS. Special emphasis will be placed on trends in management accounting/corporate environments through case studies that effect desired change in organizations. *Prerequisite: MBA 515.*

ACC 621 Advanced Auditing 3 cr.

An intensive study to prepare for the Auditing (AUD) section of the CPA exam. The AUD section tests knowledge and skills related to external auditing including audit reports and procedures, generally accepted auditing standards, attestation and other engagements, and

ACC – Accounting (continued)

government auditing. *Prerequisite: Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*

ACC 622 Advanced Business Environment and Concepts 3 cr.

An intensive study to prepare for the Business Environment and Concepts (BEC) section of the CPA exam. The BEC tests knowledge and skills covering general business topics, such as corporate governance, information technology, financial management, economics, and operations management, including managerial accounting. *Prerequisite: Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*

ACC 623 Advanced Financial Accounting and Reporting 3 cr.

An intensive study to prepare for the Financial Accounting and Reporting (FAR) section of the CPA exam. The FAR tests knowledge and skills covering financial accounting and reporting used by business enterprises under U.S. Generally Accepted Accounting Principles (GAAP), not-for-profit accounting, governmental accounting, and the differences between International Financial Reporting Standards (IFRS) and U.S. GAAP. *Prerequisite: Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*

ACC 624 Advanced Regulation 3 cr.

An intensive study to prepare for the Regulation (REG) section of the CPA exam. The REG tests knowledge and skills covering topics from both business law and taxation, including the taxation of property transactions, individuals, and other entities. *Prerequisite: Undergraduate degree in accounting. Prerequisite: Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program. Prerequisite: Undergraduate degree in accounting. This course should be taken during the last twelve credit hours of the program.*

**ACC 626 Management Accounting Leadership -
Role of the Chief Financial Officer. 3 cr.**

This course prepares students to professionally interact with CEOs as a CFO in organizations and is the capstone course for the Management Accounting concentration. This course prepares students as they develop leadership strategies for corporate financial management and accounting operation. The course explores CFOs as strategists, leaders, and advisors and develops skills in the various roles. Students will conduct research and develop their personal career path for success. Communication skills will be polished to prepare students for leadership in organizations. Students will interpret management accounting theory and practices and provide requisite analytical data for decision-making. *Prerequisites: MBA 515 or HA 514, ACC 613 or ACC 617.*

CA – Communication

- 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 – Communication (continued)

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. 3 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. 3 hours in the SMA 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 – Communication (continued)**CA 797 Thesis Design and Research 1-3 cr.**

With the approval of the program director, interested and capable students may elect the Thesis Option to satisfy degree requirements. The six (6) 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 Graduate Studies *Thesis Standards and Procedures manual*. *Variable credit: 1-3 hours; may be repeated; must total 6 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.*

CIS – Computer Information Systems**CIS 600 Management Information Systems 3 cr.**

This course focuses on analyzing the use of information by organizations and their different types of information systems. It explores the technological, managerial, and organizational considerations of information systems. The theoretical foundations of information systems and their development, uses, operations, management oversight, control, structure, and impact will be explored. The analysis of information within the organization, the nature of 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. In addition, the course will emphasize the usefulness of information technology to achieve a competitive advantage, efficient operations, and effective decision-making.

CIS 601 Systems Analysis and Design 3 cr.

System analysis and design are core, interconnected components of system development. This course focuses on an 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. More specifically, students will learn how to use agile management to turn a set of user requirements into a logical system specification, and then take that specification and use it to design an information system for an enterprise. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 602 Database Management Systems 3 cr.

This course will explore techniques used to design databases and database management systems. Topics such as relational and non-relational databases; knowledge databases (knowledgebase); database operations; data repositories, warehouses, and marts, and data mining will be covered. This course will examine common sources of big data and big data architecture, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. The basic structure of queries and structured query language (SQL) will be covered. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 603 Information Security and Risk Management 3 cr.

This course will stress the necessity for establishing an organization-wide information security risk management program designed to isolate external threats through the application of technical security evaluations. In addition, this course will explore the risks associated with using wireless networks and permitting remote access to corporate information, as well as an examination of current and future administrative, physical, and technical security safeguards. Contingency, business continuity and disaster recovery planning will be covered along with applicable laws and regulations dealing with security and privacy. Finally, students will be exposed to applicable federal, state, local, and international laws and regulations pertaining to the privacy and security of data and information stored, transmitted, or received through information systems. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 604 Project Management for Information Technology 3 cr.

This course will draw attention to the similarities and differences between traditional and agile project management. The iterative nature of agile management and how this method uses cross functional input to make informed determinations on the next steps in a project will be emphasized. Explore and apply the skillset needed to successfully manage a project using the constraints of scope, time, cost, and quality for an information system application in business. Current technical and behavioral tools of project management are covered within the context of the information systems development process. *Prerequisite: CIS 600 is normally taken before this course; however, the Program Director may make an exception.*

CIS 605 Data Analysis and Business Analytics 3 cr.

This course focuses on how to make informed and more expedient business decisions using data. Students will be exposed to advanced analytic techniques commonly employed in organizations of all sizes and structures, such as text analytics, machine learning, predictive analytics, data mining, statistics, and natural language processing. In addition, the synergies associated with analyzing previously untapped data coupled with existing enterprise data will be explored in terms of making sound business decisions. Furthermore, this course will evaluate common sources of big data, the big data life cycle, big data architecture framework, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. *Prerequisite CIS 600 is normally taken before this course; however the Program Director may make an exception.*

CIS 606 Applied Data Mining and Analysis of Big Data 3 cr.

This course will emphasize the extraction, transformation, and preparation of data from traditional relational databases, NoSQL, or software ecosystems such as Hadoop for analytical purposes. Students will be introduced to data wrangling, munging, and scraping of both structured and unstructured data. Furthermore, students will also be introduced to parallel computing for big data such as MapReduce and query languages like Apache Hive. An overview of data mining tools and techniques used to realize unseen patterns will be examined through the application of traditional statistical analysis and machine learning techniques. *Prerequisite: CIS 600 and MBA 576 is normally taken before this course; however, the Program Director may make an exception.*

CIS 607 Survey of Predictive Analytical Techniques. 3 cr.

This course addresses the foundation of using predictive statistics on big datasets to guide the decision-making process. The focus will be on applied examples using realistic data associated with marketing research and operations. Models implemented include multiple logistics regression, principle component analysis, factor analysis, propensity score matching, classification, decision trees, and clustering with analytical estimations using spreadsheet software or SPSS. Hypotheses formulation and testing, sampling methodologies, determining an appropriate sample size, levels of significance, confidence intervals, interpreting results (p-value and critical value approaches), and the application of A/B testing will be covered. In addition, market based analysis and product launch models will be explored. Finally, students will be introduced to exporting models into operating systems (OS). *Prerequisites: CIS 605 is normally taken before this course; however, the Program Director may make an exception.*

CIS 608 Web and Marketing Analytics. 3 cr.

This course will emphasize the application and accurate interpretation of web analytics and other social media platforms for purposes of understanding and optimizing web and social media usage and business intelligence. Students will work with Goggle Analytics and other web analytical platforms to judge performance throughout the customer lifecycle and ascertain the return on investment (ROI) on a firm's web and marketing programs. *Prerequisite: CIS 605 is normally taken before this course; however, the Program Director may make an exception.*

CIS 609 Data Visualization 3 cr.

This course provides the students an opportunity to perform analyses and create dashboards in business intelligence applications. Emphasis is placed on knowing the needs and expectations of internal and external stakeholders, identifying proper metrics, and the best approach to display them for different end users. Dashboards will be built for implementation on both desktops as well as tablet devices using Tableau. Students will identify key performance indicators (KPIs) and how they may be effectively used across different levels of the organization to achieve business optimization. Finally, students will be introduced to the concept and application of balanced scorecards in business settings. *Prerequisites: CIS 605 is normally taken before this course; however, the Program Director may make an exception.*

CIS 610 Capstone in Information Systems. 3 cr.

This capstone course focuses on the integration and synthesis of previous knowledge in information systems and the student's concentration of choice. More specifically, students will analyze and synthesize relevant data and user requirements, and then utilize this information to develop and implement recommendations that may assist a firm in maintaining its competitive advantage in a highly dynamic environment. *Prerequisite: This course is typically taken at the end of the program; however, the Program Director may make an exception.*

DEM – Disaster and Emergency Management

DEM 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.

DEM 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.

DEM 553 Disaster and Society 3 cr.

Disasters affect people and communities. This course considers the social aspects of disasters through social science theory and research. Case studies will be used to illustrate the influence of social factors such as race, gender, culture, and socioeconomic status on perceptions of disasters.

DEM 557 Continuity of Operations in Public and Private Sectors. 3 cr.

This course examines the implications of crises, emergencies, and disasters on public and private organizations. In particular, this course considers how an organization can prepare for, mitigate, respond to, and recover from disasters through appropriate continuity of operations planning (COOP) and business continuity planning (BCP), so that the organization can continue to provide essential services to its stakeholders. Case studies will be utilized to demonstrate underlying theory and best practices related to COOP and BCP.

**DEM 558 Critical Infrastructure and Key Resources
in Disaster and Emergency Management 3 cr.**

This course examines the role of critical infrastructure and key resources (CI/KR) in disaster and emergency management. CI/KR are public, private and nonprofit organizations which provide critical resources and services to a community. During and following a disaster, these services may be disrupted or unavailable. This course discusses the role of CI/KR throughout the emergency management cycle. Case studies will be utilized to demonstrate underlying theory and best practices related to CI/KR in planning, mitigation, response, and recovery.

DEM 559 Global Comparative Emergency Management 3 cr.

This course examines the field of emergency management around the world. The course will discuss similarities and differences in the ways that disaster and emergency management is practiced in various countries and cultures. Students will consider the effects of global issues such as climate change, terrorism, and population changes on the way that smaller-scale and larger-scale disasters are managed. Case studies will be utilized to demonstrate underlying theory and best practices related to planning for, mitigating, responding to, and recovering from disasters in the global community.

DEM 582 Disaster, Disease and Public Health 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

DEM – Disaster and Emergency Management (continued)

disaster and emergency management concepts to evaluate community wellness and resiliency related to naturally-occurring and man- made health threats.

DEM 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 terrorism.

DEM 589 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.

ED – Education

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.

ED 501 Diversity and Equity in Education 3 cr.

This course focuses on factors of diversity that impact decisions K-12 educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

ED 502 Teaching and Learning in the Digital World 3 cr.

This course is designed to provide background and understanding of the skill sets of 21st Century students and the expectations for the teaching and learning environment.

ED 504 Learning as a Competitive Advantage. 3 cr.

The course will provide a historical perspective of adult education theory, philosophy, and practice. Additionally, the transformation of workplace and adult learning due to advance in technology will be examined. Changes in the nature of informal and formal learning, the learning needs of organizations and the role of the adult educator in the 21st century will be explored.

ED – Education (continued)**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 507 The Connected Teacher Learner 3 cr.

This course explores the work processes and digital tools of an innovative professional in a global and digital society.

ED 509 Language and Culture 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. The ways in which people use languages, the nature of languages used both in American and in countries of immigrants, and differences in communicative systems will be investigated. Recognizing bias to counter stereotypes is necessary for building an inclusive learning environment.

ED 511 Utilizing Technology in Classroom Research 3 cr.

This course provides an introduction to the pedagogy of academic research, utilizing computer-based research platforms to develop an action research plan.

ED 512 Human Capacity Building 3 cr.

This course explores the philosophy of human capacity building as a means to help individuals develop personally and meet professional goals, and to increase overall organizational performance. Current issues and trends in organizational learning and development as it relates to adult education and training will be analyzed, including learning organizations, adult basic education, executive education, workplace learning, and career planning.

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 prospective school leaders the opportunity to delve into the Professional Standards for Educational Leaders and apply those standards to life as a building principal. With an intense focus on leadership in a school building through decision making, communication strategies, conflict management approaches, and organization systems, students will gain a better understanding of the standards, principles, practices, and theories to be an effective school leader. Students will also be required to complete a minimum of 20 hours of field experience within their building/district.

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 – Education (continued)

- 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. *Prerequisite: ED 504*
- ED 517 Instructional Design and Delivery 3 cr.**
This course provides an overview of the art and science of teaching with an introduction to data driven instruction and accountability.
- 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 521 Contextual Factors Influencing Effective Instruction 3 cr.**
This course provides a framework inclusive of contextual factors within a community, school, and classroom that influence effective instruction.
- 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 523 Assessment and Evaluation of Teaching
and Learning In the Digital Classroom 3 cr.**
This course analyzes the issues of assessment in a technologically enhanced classroom.
- 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 for students who exhibit a wide range of behavioral needs and characteristics. Teachers will study how to prevent behavior problems, what to do when problems occur and what to do to increase the possibility of a positive learning environment for all students. Teachers will develop a personal philosophy and plan for an optimal learning environment.
- 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

ED – Education (continued)

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 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 both the exchange of information and the creation of knowledge as the emergence of digital and electronic technologies has generated profound cultural transformations in communication, organizations, and higher education delivery. Learners will develop systems and processes to keep abreast of new technologies and will utilize selected technology tools to develop and facilitate an eLearning unit. *Prerequisites: ED 504 and ED 516.*

ED 541 Middle School Philosophy and Organization 3 cr.

This course explores the unique nature of modern middle schools to include organization, methodology and curriculum with particular emphasis on integration of interdisciplinary teaming. Understanding the unique developmental needs of current middle school students will occur through individual research, readings and reflective inquiry. The student will gain a deeper understanding of curriculum, instruction and engagement strategies through a field-based experience ranging from observation to classroom teaching.

ED 542 Program Planning for Adults 3 cr.

This course provides the learner with leading models of planning, designing, and assessing courses and programs. Learners will use these models to lead all phases of a course or program lifecycle, from needs assessment, design, managing the overall project and development, implementation, and finally assessing the program and showing its value in community-based, higher education, and organizational environments. *Prerequisites: ED 504, ED 516, ED 540, ED 566.*

ED 543 Trending Tools of the Internet 3 cr.

This course investigates and evaluates tools trending on the internet.

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

ED – Education (continued)

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 551 Educational Technology/Tools for the 21st Century Learner 3 cr.

This course explores digital tools and resources to support curriculum and an integrated learning classroom environment.

ED 552 Linguistics for English Language Learner 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 – Education (continued)**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.

Organizations today are in a state of continuous change as they adapt to new global realities. The ability for consultants and leaders in education and organizational learning to embrace change quickly and effectively, with committed and capable people is a strategic advantage. This course will connect change management theory to practice in a variety of professional settings. Learners will create strategies to support change management and foster innovation opportunities in teams, departments and organizations. *Prerequisites ED 504, ED 516, ED 540.*

ED 564 Enhancing Instruction with Technology. 3 cr.

This course focus is on rigor and relevance to align appropriate classroom instructional strategies with technology tools and resources to enhance instructional opportunities for learners.

ED 565 Team Learning and Innovation. 3 cr.

Teamwork is an essential component of most professional activities in the modern world. This course is an introduction to the innovation and effectiveness that successful teams bring to an organization. But how can you foster success for your team as a member or leader of a team? This course covers why teams are important, how networking within diverse teams and organizations can be a source of information and learning, and explores research related to organizations with high-performing teams. Learners will be introduced to Problem-Based Learning model and use the model to promote innovation and problem-solving within teams. The Problem-Based Learning model addresses the roles and responsibilities of individuals in a team, processes for effective teamwork and communication, and methods for addressing team conflict. *Prerequisite: ED 504 and ED 516.*

ED 566 Organizational Learning. 3 cr.

The modern organization faces continual change along with the pressure to remain competitive and innovative. Effective organizations develop a culture of learning to enable the ongoing evolution and transformation in individuals, teams, and at the enterprise level in an effort to remain relevant and competitive. This course considers factors that contribute to a learning culture, which starts with personal mastery but also includes importance concepts such as assessing the readiness of an organization to change and how to foster motivation, diversity, reflective discussion, and the ability to think critically at all organizational levels

ED – Education (continued)

to equip them anticipate and innovate in an environment of increasing ambiguity and complexity.

ED 571 Issues and Ethics with Technology Integration 3 cr.

This course investigates national standards, copyright laws, and district policies governing technology, including digital citizenship and its effect on today's digital learners.

ED 572 Developing Critical Thinking & Transformative Learning 3 cr.

This course evaluates the work of leading critical educators and analyzes the challenges of empowering adult educators toward social change and transformative action within their communities and organizations. Models of critical thinking and critical reflection will be used to apply critical learning theories and principles to solve complex issues related to social, economic, psychological, and motivational challenges in a variety of professional settings.

Prerequisite: ED 516.

ED 573 Investigating Teaching, Learning, and Student Engagement 3 cr.

This course focuses on instructional and assessment best practices that engage students in the learning process.

ED 574 Analyzing and Presenting Data in the Workplace 4 cr.

This course utilizes information that includes analysis of results and a presentation from a completed action research project. *Prerequisite: ED 511*

ED 579 Educational Technology Electronic Portfolio Development 2 cr.

This course analyzes strategies for the development, organization and presentation of an electronic portfolio.

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 for Teaching English Language Learners 3 cr.

Through the instruction of theories and best practices for teaching English to speakers of other languages in K-12 classrooms, this course allows the teacher candidate to identify and practice teaching techniques and methodologies necessary to be successful, reflective and empathetic English Language Learner teachers.

ED 584 Curriculum for Teaching English Language Learners 3 cr.

This course provides the study of approaches and techniques used in teaching language skills and developing cross-cultural understandings to English Language Learners in grades K-12. The emphasis of the course includes curriculum development through different development states and content areas in addition to lesson planning.

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 20 hours field experience is required.

ED – Education (continued)**ED 607 Assessment Strategies for English Language Learners 3 cr.**

This course provides a review of the use and interpretation of commercially available diagnostic and achievement and classroom tests. The relation between academic testing and development of language skills will be addressed, and teachers will be introduced to the means by which teachers can make on-going assessments of the development of the students' language.

ED 608 Assessment 3 cr.

This course examines the relationship between instruction, student engagement, learning, and assessment, as well as technology integrated with these processes. The collection and reporting of data at the student, classroom, school district, state, and national levels will also be examined. A 20-hour field experience component 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. It addresses effective instruction and competencies related to the evaluation and assessment of teacher performance. Theoretical and practical approaches are addressed to encourage human relations and to improve school climate and culture. 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 – Education (continued)**ED 621 Serving Students with Special Needs in the Classroom. 3 cr.**

This course is designed to examine and address the various diagnoses of children with special needs, including related issues such as the disproportionate representation of culturally diverse students. *A minimum of 10 hours of field experience is required.*

ED 623 Differentiated Instruction in the Regular Classroom 3 cr.

This course examines educational models that provide frameworks for teachers to follow as they plan and implement curriculum, instruction, and assessment in response to student needs, thus improve the teaching-learning process for ALL students. *A minimum of 10 hours field experience and completion of a service learning project are 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 Capstone. 3 cr.

The program culminates in the application of knowledge acquired and competencies developed throughout the program. Learners will coach others engaged in problem-based learning teams, evaluating the team's strengths and weaknesses and working with individuals and teams to create an action plan to promote effective team learning an innovation. Learners will propose, research, design, and present a research-substantiated course or program to the academic community and/or their organization of choice.

Prerequisites: ED 504, ED 516, ED 540, ED 542, ED 565.

ED 632 Action Research 3 cr.

This course will introduce practitioners to principles, methods, and procedures of action research, a form of self-reflective systematic inquiry on their own teaching practice. The exploration of intentional research allows investigation of a significant question, concern, or issue relevant to their own teaching practice and an exploration of solutions and interventions that can improve teaching practice and impact student learning.

ED 633 Application of Educational Research 3 cr.

In Application of Educational Research, the students will learn how to analyze, interpret, make critical decisions, and communicate those decisions based on the results of their research, to a wide variety of stake holders including parents, teachers, and administrators. Students will utilize elements garnered from their coursework to demonstrate their ability to act as a change agent and teacher leader in their school. *Prerequisite: ED 505 Introduction to Educational Research.*

ED – Education (continued)**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 ELL 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.

This is the Master of Literacy Education's culminating course, its "capstone". The course will involve the implementation of an individualized inquiry project in an authentic field setting. The nature of the inquiry project will be shaped by the student, in consultation with and under the mentorship of a faculty advisor, to fit the student's individual goals. The project must involve active collaboration with stakeholders at the field site (educators, students, and families) and address an identified literacy need in the setting where it is conducted. Prior to enrolling in this course, the student must prepare and present a proposal to the instructor of the course and receive that instructor's approval. Opportunities for submitting projects to conferences and journals will be explored, and such submission will be encouraged. Students must select for their project a target age level that is at a different K-12 age level (age levels are elementary, middle school, and high school) from the age level of learners that were worked with in Practicum I.

ED 652 English Language Learners Practicum 3 cr.

This course provides a supervised clinical experience in which candidates acquire experience in planning for and working with English Language Learner students in various instructional settings in both elementary and secondary schools. Candidates will collaborate with other educators in the school environment to support student learning.

ED – Education (continued)**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.*)

EN – English**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 – English (continued)**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 EN 518 and EN 519.*

FIN – Finance**FIN 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 MBA615 (Managerial Finance). Some areas of financial management not covered in MBA615 are covered in FIN621. 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 MBA615 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 HA 516 (MBA 615).*

FIN 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: HA 516 (MBA 615).*

FIN 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.

FIN 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 companies,

FIN – Finance (continued)

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: HA 516 (MBA 615).*

FIN 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. *Prerequisite HA 516 (MBA 615).*

GB – Global Business**GB 500 European Business Environment 3 cr.**

Doing Business in Europe provides a broad overview of culture and management practices in main Western and Emerging European economies putting some emphasis on countries as their business activities are diligently connected with those of European Union. The course will conduct a survey examination of the European Union business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how Europe's geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on European production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how European Union countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.

GB 501 Business Strategies for Latin America. 3 cr.

Doing Business in Latin America provides a broad overview of culture and management practices in main Latin American economies putting some emphasis on countries such as Brazil, Argentina and Chile as their business activities are diligently connected with those of greater Latin America. The course will conduct a survey examination of the Latin American countries business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how Latin America geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on Latin America production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how Latin America countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.

GB – Global Business (continued)**GB 502 Business Environments in Sub-Saharan Africa 3 cr.**

Doing Business in Sub-Sahara Africa provides a broad overview of culture and management practices in Sub-Sahara African economies putting some emphasize on countries such as South Africa, Nigeria, Kenya, and Angola as their business activities are diligently connected with those of greater Sub-Saharan Africa. The course will conduct a survey examination of sub-Saharan Africa business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how sub-Saharan Africa's geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on Sub-Sahara African production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how Sub-Sahara African countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.

GB 602 Doing Business in Asia 3 cr.

Doing Business in Asia provides a broad overview of culture and management practices in main East and Southeast Asian economies, as well as India and Arab Emirates as their business activities are diligently connected with those of greater Asia. The course will conduct a survey examination of the Asian business environment, along with that of each country's history, culture and economy; and it will examine specific management practices in each country. In this course, students will evaluate how Asia's geopolitical, economic, financial, and legal status is impacting its ability to compete in the global market. Conversely, students will examine the effect that global events are having on Asian production, resource consumption, imports, and exports. Strategic management implications will be thoroughly explored. Finally, this course will critically evaluate how Asian countries view social responsibility taking into account local customs, values, beliefs, ethics, and the laws.

HA – Healthcare Administration**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 then 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. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA – Healthcare Administration (continued)**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 514 (MBA 515) Accounting for Management Decisions 3 cr.

This course emphasizes the use of accounting data and analytical techniques employed by management for decision-making in for-profit and not-for profit businesses and governmental organizations. Students will study, evaluate and apply the analytical techniques as part of the broader management accounting process used to analyze, evaluate, and convey their recommendations concerning economic events related to management decisions. Areas covered include cash flow analysis, financial statement analysis, ratio 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 discussion, problems, accounting case studies and a term project to evaluate the student's comprehension of the material.

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 knowledge of financial principles is advantageous to managers in virtually every discipline in healthcare. The content of this course integrates both conceptual and practical information related to financial and managerial accounting and financial management within healthcare organizations. The following topics will be covered: financial accounting: income statement and statement of change in equity, balance sheet and statement of cash flows; managerial accounting: cost behaviors and profit analysis, cost allocation models, pricing and service decisions, planning and budgeting; financial management concepts: time value analysis, financial risk and required return; long-term financing: LT debt financing, equity financing and security markets, capital structure and the cost of capital; capital investment decisions: capital budgeting, project risk analysis; current asset management and financing; financial condition analysis, lease financing and business valuation; financial risk management; and consider ethical implications associated with financial practices and decision-making. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA 517 Legal and Ethical Issues in Healthcare Administration. 3 cr.

In the U.S., the healthcare industry is recognized as one of the most heavily regulated sectors of the economy and is becoming more operationally complex. These characteristics make it essential that healthcare administrators have a sound working knowledge of the law and create a culture that makes corporate compliance and risk mitigation a priority. This course

HA – Healthcare Administration (continued)

will provide students with the practical knowledge needed to identify legal and ethical issues inherent in health care administration and to understand the legal and moral ramifications of administrative and management decisions. Specifically, this course will cover the following topics: sources of law; tort, contract, criminal, and employment law; antitrust laws; corporate structure and legal issues; legal issues associated with the medical, nursing, and other allied health professionals; information management; patient consent; patient and employee rights and responsibilities; legal reporting requirements; professional and product liability; labor relations; patient safety; tort reform; and ethical issues associated with decision-making, end-of-life choices, and procreation. *Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.*

HA 518 Organization of Healthcare Delivery Systems 3 cr.

The U.S. healthcare delivery system is unique in many ways from that of other developed countries. The system is comprised of a number of subsystems that loosely work together towards a common goal to promote the health and welfare of the population. This course explores the social, political, economic, technological, legal, key stakeholders, and environmental factors that influence the health care delivery system in the U.S. Focus is placed on the factors affecting the need, access, and use of services; factors related to healthcare costs; quality assessment and quality assurance; the impact of legal, regulatory, and accreditation actions; and financing of care through private health insurance and governmental programs. Major influences in the advances and other changes to the health services system are evaluated with pertinent references to the Patient Protection and Affordable Care Act (ACA). The effects of medical education, scientific advances, rising costs, changing population demographics, and American values and assumptions regarding health care are covered. Role of population health management and public health on health care systems and practices are explored.

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 – Healthcare Administration (continued)**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 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.

Healthcare spending in the U.S. is consistently larger per capita and as a portion of the gross domestic product (GDP) than other developed countries. The capability to think critically regarding health policy is a must for healthcare administrators. Economics continues to be used as a means for analyzing health policy questions and providing support for new policy formulation. This course will cover the following topics: relevance of studying health economics; provide an overview of the healthcare delivery and financing systems; the approaches for describing, evaluating, and managing risk; understanding costs; bending the cost curve; demand for health products; elasticity; forecasting; supply and demand; profit maximization; pricing; asymmetrical information and incentives; economic analysis of clinical and managerial interventions; profits, market share, and market power; government interventions in healthcare markets; policy and regulation; and behavioral economics.

Prerequisite: HA 518 is normally taken prior to this course; however, the MHA Director may make an exception.

HA – Healthcare Administration (continued)

HA 605 Healthcare Organizational Behavior and Leadership 3 cr.

With a dynamic industry such as healthcare, leaders need to challenge themselves to discover new and innovative approaches to achieve effectiveness within complex organizational structures and settings. This course will examine organizational behavior and leadership from an individual perspective, group perspective, and institutional perspective. More specifically, this course will address topics such as diversity, attitudes, communication, motivation, power versus leadership, theories of leadership, managing stress in the workplace, decision-making, conflict management and negotiation skills, group dynamics, teams and team building, organizational development, change management, strategy and structure, and organizational culture. *Prerequisite: HA518 is normally taken prior to this course; however, the MHA Director may make an exception.*

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 612 Healthcare Operations Management 3 cr.

Historically, the healthcare industry has struggled to contain costs, improve profitability, strengthen access, and achieve consistent quality outcomes. Many of these issues can be effectively addressed when utilizing a systematic and rigorous approach to operations management. This course provides students with the concepts, techniques, and tools necessary to design, analyze, and improve the operational capabilities of healthcare organizations. The topics covered include: healthcare operations and systems; quality, productivity, and performance management; operations research methods; operational metrics; project management; operational planning; return on investment analysis; logistics and supply chain management; purchasing and materials management; inventory management, forecasting; and operational analysis and benchmarking. *Prerequisite: HA518 is normally taken prior to this course; however, the MHA Director may make an exception.*

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.

HA 616 Healthcare Strategic Management and Marketing 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

HA – Healthcare Administration (continued)

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 tactical implementation and monitoring plans. Finally, the students will be exposed to the processes involving data analytics, planning, implementation, and controlling marketing activities associate with consumer-oriented marketing programs designed to favorably position an organization to achieve and sustain a competitive advantage in the market. *Prerequisites: HA 509, HA 516, HA 517, HA 604, HA 605, HA 612, or the equivalent as approved by the MHA Director.*

HRM – Human Resource Management

HRM 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.

HRM 635 Training, Development, and Evaluation 3 cr.

This course examines concepts, strategies and current issues in the training and development of quantitative methods to analyze the impact of training and development on organizational and strategic human resource management outcomes and their effectiveness.

HRM 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.

HRM 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.

IB – International Business

IB 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 United States that market to these countries. The course is built around an e-commerce business concept, which focuses on more than one non-US country. Investigating opportunities through trade allows both the extension of traditional 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 and evaluate the outcome of an opportunity; analyze competitive environment; analyze market potential; and identify sources of financial support for the new venture.

IB 610 Advanced Seminar in International Marketing. 3 cr.

This course provides tools for marketing management decision processes and marketing systems in 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.

IB 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 – Master of Business Administration

MBA 515 Accounting for Management Decisions 3 cr.

This course emphasizes the use of accounting data and analytical techniques employed by management for decision-making in for-profit and not-for-profit businesses and governmental organizations. Students will study, evaluate and apply analytical techniques as part of the broader management accounting process used to analyze, evaluate and convey their recommendations concerning economic events related to management decisions.

Areas covered include: cash flow analysis, financial statement analysis, ratio 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 discussion, problems, accounting case studies and a term project to evaluate the student's comprehension of the material.

MBA 522 Organization Behavior and Leadership 3 cr.

Achieving optimal effectiveness in today's workplace is a challenge for even the most seasoned leaders. In order to remain competitive in a domestic and global market, leaders need to be able to leverage internal competencies to create a culture that fosters innovation while instilling an entrepreneurial spirit throughout the firm. Students will learn how leadership styles directly influence the organizational culture; affect problem-solving, workplace stress, and conflict resolution; and influence the level of motivation within an entity. In addition, students will explore the linkages between power and politics, change management, and organizational success, as well as the challenges, benefits, and tactical approaches to forming and managing high performing, diverse workgroups and teams. Finally, students will learn the key attributes of successful leaders to include professionalism, being accountable for one's own actions and those of subordinates, the ability to demonstrate flexibility and adaptability when situations are dynamic and expectations are ambiguous, an awareness of the ethical implications of decision-making, establishing a shared vision, effective communication, and working well within groups and autonomously to achieve established goals and objectives.

MBA 524 Business Law and Ethics 3 cr.

This course examines the legal and ethical environment of business with particular attention to principles of law relating to business operations. The course emphasizes how organizational leaders identify, address, minimize, and prevent legal and ethical issues in areas of law important to business including: constitutional law; property law, with a focus on intellectual property; contract law, including UCC Article 2, Statute of friends remedies, and e-commerce; tort law, including intentional, negligence, strict, and product liability; criminal law, including cybercrime, white-collar crime, and the Sarbanes-Oxley Act; regulatory law; agency and employment law; international law; forms of business organization; bankruptcy law; and litigation and alternative dispute resolution. Finally, students will be expected to apply critical thinking and legal reasoning to consider both the legal and ethical impacts of decision-making and business practice.

MBA 576 Operations Management 3 cr.

This course focuses on the vital concepts, issues, and techniques for efficient and effective operations to produce goods and services for consumers and/or businesses. Special emphasis is placed on process improvement logistics and supply chain management; planning; organizing and managing resources to accomplish organizational objectives within a

MBA – Master of Business Administration (continued)

variety of business structures. Topics include operations strategy; product and service design; project management; operational planning; return on investment analysis process design and analysis; capacity planning; lean production systems; purchasing; materials and inventory management, forecasting; quality management and six sigma; and operational analysis and benchmarking.

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 financial management issues faced by financial managers in today's business environment. This course will cover time value analysis, financial risk and required return long-term financing; LT debt financing, equity financing and security markets, capital structure and the cost of capital; capital investment decision: capital budgeting, project risk analysis; current asset management and financing; financial condition analysis, lease financing and business valuation financial risk management; and consider ethical implications associated with financial practices and decision-making. Emphasis will be on operational definitions of financial concepts and analytical techniques to real world situations confronted by management. *Prerequisite: MBA 515 or equivalent.*

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 630 Strategic Marketing 3 cr.

Strategic Marketing encompasses the vision of marketing as a value creating process that is essential to the formulation of a customer-driven strategy by selecting target markets, setting objectives and developing, implementing, and managing marketing programs designed to meet the value requirements of the customers in each market. Students will study strategic positioning, market opportunities, pricing strategies, market analysis, as well as product differentiation with an overarching goal to ensure the firm maintains a competitive advantage within its current and future markets. Strategic and tactical analysis of the marketing mix will be covered in a decision making focus, together with considerations of globalization, leadership, data driven decision making, and integrated marketing for brand building and equity. This course uses an application-oriented approach to study marketing strategy and incorporates real-world examples of marketing strategies adopted by both large and small companies in a variety of business areas.

MBA – Master of Business Administration (continued)

MBA 670 Special Topics in Business 1-3 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 695 Strategic Management 3 cr.

One of the key factors of success for an organization is the ability to not only find and implement sustainable competitive advantages but also implement actions to respond and adjust strategies as needed. This requires leaders to apply research and analysis when leading decision making and policy changes at the organizational and functional levels for long-term performance of an organization. Strategic skills include strategic thinking, choosing competitive strategies, strategic planning, crafting and defending competitive advantages, defining goals, and allocating critical resources. This course enables students to build skills in strategy formulation implementation, evaluation and control by applying a variety of tools and techniques related to strategic analysis. Students then use that analysis to formulate organizational goals, tactical implementation to reach goals, and monitor plans. Students will use internal and external data as part of the planning, implementation and monitoring processes in order to sustain a competitive advantage in current and future domestic and global markets. *Prerequisites: MBA 515, MBA 522, MBA 524, MBA 576, MBA 615, MBA 630 or equivalent by the MBA Director.*

MIS – Management Information Systems

MIS 603 Information Security and Risk Management 3 cr.

This course will stress the necessity for establishing an organization-wide information security risk management program designed to isolate significant internal and external threats through the application of technical security evaluations. In addition, this course will explore the risks associated with using wireless networks and permitting remote access to corporate information, as well as an examination of current and future administrative, physical, and technical security safeguards. Contingency, business continuity and disaster recovery planning will be covered along with applicable laws and regulations dealing with security and privacy.

MIS 605 Management Information Systems 3 cr.

This course focuses on analyzing the use of information by organization and the different types of information systems. It explores the technological, managerial, and organizational considerations of information systems. The theoretical foundations of information systems and their development, uses, operations, management oversight, control, structure, and impact will be explored. The analysis of information within the organization, the nature of 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.

MIS – Management Information Systems (continued)

MIS 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.

MIS 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 technology to meet the needs of the ever-changing business environment will also be addressed. Case studies will reinforce lectures.

MIS 609 Database Management Systems 3 cr.

This course will explore techniques used to design databases and database management systems. Topics such as relational and non-relational databases; knowledge databases (knowledgebase); database operations; data repositories, warehouses, and marts; and data mining will be covered. This course will examine common sources of big data and big data architecture, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. Visual analytics will be presented with an emphasis on how it permits end-users to directly interact with the data analysis capabilities of modern computing systems.

MIS 614 Data Analysis and Business Analytics 3 cr.

This course focuses on how to make well-formed and more expedient business decisions using data. Advanced analytic techniques such as text analytics, machine learning, predictive analytics, data mining, statistics, and natural language processing will be covered. In addition, the synergies associated with analyzing previously untapped data coupled with existing enterprise data will be explored in terms of making sound business decisions. In addition, this course will evaluate common sources of big data, the big data life cycle, big data architecture framework, issues pertaining to the security and privacy of big data and how to identify data that is needed to produce the information and knowledge necessary to answer business questions. Finally, the course will cover the processes associated with project management, such as initiating, planning, executing, monitoring & controlling, and closing projects. *Prerequisite: MIS 609*

MU – Music**MU 500 Applied Lessons and Recitals 3 cr.**

This course places emphasis on expanding repertoire and is designed to develop artistry, technical skills, performing technique, analytical understanding, and professionalism. Students have two intensive one-hour private lessons per week. Assigned new repertoire will be performed in recital at the end of each semester. Students will be encouraged to participate in regional, national and international competitions. Repeatable registration for credit allowed, not to exceed 36 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.

MU 501 Chamber Music 1 cr.

The study, rehearsal, and performance of music for chamber ensembles. Repeatable registration for credit allowed, not to exceed six credits. Meets two hours per week.

MU 502 Performance Class 1 cr.

Course provides a weekly opportunity for students to perform in a simulated concert environment with critical feedback by music faculty, students and guest artists. Repeatable registration for credit allowed, not to exceed six credits. Meets one day per week for two hours.

MU 503 Collaboration 2 cr.

Course provides a weekly opportunity for students to perform instrumental repertoire requiring accompaniment. Repeatable registration for credit allowed, not to exceed six credits.

MU 504 Orchestra 1 cr.

Course provides a weekly opportunity for students to perform instrumental repertoire requiring accompaniment. Repeatable registration for credit allowed, not to exceed six credits.

MU 505 Orchestral Repertoire 1 cr.

Course provides a weekly opportunity for students to study a wide variety of standard orchestral repertoire. Repeatable registration for credit allowed, not to exceed six credits.

MU 530 Applied Music. 6 cr.

This course places emphasis on the development and expansion of appropriate repertoire and is designed to develop musical artistry, technical skills, performing technique, analytical understanding, and professional level musical performance. Students have two intensive one-hour lessons per week. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.

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 – Music (continued)**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 570 Applied Music. 6 cr.

A continuation of MU 560.

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.

MU 600 Applied Music. 6 cr.

This course places emphasis on the development and expansion of appropriate repertoire and is designed to develop musical artistry, technical skills, performing technique, analytical understanding, and professional level musical performance. Students have two intensive one-hour lessons per week. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the students final semester of study.

MU 601 Advanced Applied Music 6 cr.

This advanced course places emphasis on the development and expansion of appropriate repertoire and is designed to develop the highest level of musical artistry, technical skills, performing technique, analytical understanding, and professional musical performance. Students have two intensive on-hour lessons per week. Students will be expected to participate in national and international competitions. Repeatable registration for credit allowed, not to exceed 24 credits, culminating in the passing of a major recital as adjudicated by music faculty during the student's final semester of study.

PA – Public Administration

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 in collaboration with the Hauptmann School of Public Affairs, and is open to all MPA students, regardless of area of concentration. Travel expenses may be subsidized, in part, by Park University. The Office of International Education 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. 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

PA – Public Administration (continued)

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 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 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 Global Society. 3 cr.

This course examines management of the interrelationship between business and government within society, both domestically and globally.

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.

PA 524 Global Comparative Public Administration and Policy 3 cr.

This course examines the interdisciplinary mechanisms of public administration through the structure and functions of governments and policy globally.

PA – Public Administration (continued)

PA 525 Global Comparative Public Budget and Finance 3 cr.

This course examines public budgeting and financing issues, methods, and techniques in governments globally.

PA 537 Global Sustainable Development 3 cr.

This course examines the economic and social issues and debates in development policies globally.

PA 538 Global Conflict and Dispute Resolution 3 cr.

This course examines methods and techniques in conflict and dispute alternatives across cultures globally.

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.

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.

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 – Public Administration (continued)

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 3 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 591 Planning Nonprofit/Community Services 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 – Public Administration (continued)**PA 593 Financing Nonprofit/Community Services 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 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 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. 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.

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 630 Comparative Criminal Justice Systems 3 cr.

This course will discuss the management and administration of criminal justice systems in various jurisdictions in the United States and globally. In this course, students will explore concepts of criminality through a sociological perspective and will discuss similarities and differences in criminal justice systems around the nation and world.

PA – Public Administration (continued)

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 the thesis committee. 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 thesis committee chair as well as all thesis committee members. *(Offered in 16 week format)*

PA 799 Thesis Continuous Enrollment. 1 cr.

Arranged through the thesis committee chair when additional time is needed to complete thesis requirements. *(Offered in 16-week format; may be repeated.)*

PM – Project Management

PM 690 Integration, Scope, and Quality Management 3 cr.

This course focuses on the processes and activities used by the project manager and team to identify, define, combine, unify, and coordinate project work, such as developing the project management plans. Further, special attention is given to the planning, executing, and controlling of project scope. Finally, students will learn the processes, policies, and procedures that must be implemented to meet the quality requirements.

PM 691 Time and Cost Management. 3 cr.

This course introduces students to the policies, procedures, and documentation required to plan, develop, manage, execute, and control the project schedule. In addition, learners will leverage the schedule baseline when creating the project budget. An important takeaway is the relationship between time management and cost management.

PM 692 Communications, Risk, and Stakeholder Management 3 cr.

This course emphasizes the criticality of effective and efficient communications from the project manager to both internal and external stakeholders. In addition, stakeholder identification and engagement are examined relative to the communications strategy. Finally, the risk management process is evaluated to include risk planning, identification, analysis, and response planning.

PM – Project Management (continued)

PM 693 Human Resource and Procurement Management 3 cr.

This course underscores the value of effectively managing human resources that are assigned to projects, with an emphasis on acquiring, developing, and managing project team members. In addition, learners are exposed to the procurement management knowledge area, which focuses on the processes required to acquire products, services, and results from external vendors.

QM – Quality and Innovation Management

QM 684 Principles of Quality Management 3 cr.

This course provides an overview of Quality Theorists and their contribution to the field. Quality Management resulted mainly from the work of American quality gurus such as Joseph Juran, W. Edwards Deming, Phillip Crosby and Armand Feignbaum; and Japanese quality such as Kaoru Ishikawa, Genichi Taguchi, and Shigeo Shingo. In addition, quality systems and processes are assessed and evaluated. Topics include managing a quality improvement effort, tools, applications (TQM and Lean Six Sigma), metrics, benchmarking, best practices, and ethical practices.

QM 685 Innovative Techniques in Quality Management 3 cr.

This course provides a proven method to apply innovation to achieve successful quality outcomes. This course will integrate innovative principles and techniques of Design for Six Sigma, creative techniques for innovation, and quality management applications. In addition, change management principles and data-centric decision-making will provide a successful method for beginning to change the culture of the organization.

QM 686 Innovative Project Management 3 cr.

This course provides a cadre of agile, disciplined, and transformational tools and processes for improving innovation opportunity outcomes and achieving sustained innovation project success. Provides future organizational leaders and decision-makers with a responsive and proven methodology for making time-sensitive and fact-based decisions on innovation opportunities.

QM 687 Collaborative Innovation Strategies 3 cr.

Innovation on a corporate scale does not just happen; it is planned and executed by management. Management must see the value in innovating the way they operate, communicate, and carryout decisions. This course prepares the student to facilitate innovation within the organization or business. Innovation strategy consists of cultural and environment assessment, diagnostics, opportunities identification, implementation strategies and processes.

SW – Social Work

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

SW – Social Work (continued)

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

SW – Social Work (continued)

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

SW – Social Work (continued)

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

SW – Social Work (continued)

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 – Social Work (continued)

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.

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NOTES

NOTES

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, liberal arts education and community stewardship.
- We embrace **INCLUSIVITY** that fosters diversity, teamwork and collaboration.
- We act with **INTEGRITY** through honesty, efficiency and reliability.



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