

**SOUTHWESTERN COLLEGE  
PROFESSIONAL STUDIES**



**GRADUATE CATALOG 2013-2014**

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### ■ HISTORY

Southwestern College was chartered June 19, 1885, by the Methodists of Kansas as “an institution of learning of full collegiate powers.” It opened its doors for forty-three learners on September 7, 1886. The first name of the College was “The Southwest Kansas Conference College”; the name “The Southwestern College” was adopted November 5, 1908.

The residential campus\*, located on 85 acres in Winfield, Kansas, offers undergraduate and graduate degree programs for traditional age learners.

The College began offering degree completion programs for working adults in 1994. Currently Professional Studies has undergraduate and graduate programs in Wichita, Kansas; McConnell Air Force Base, Kansas; Midwest City, Oklahoma; Fort Riley, Kansas; Overland Park, Kansas and online.

Southwestern is a learning community of approximately 1,800 learners, 50 full-time teaching faculty members, and 270 affiliate faculty members from leading industries across the country. In addition to programs for traditional age learners and working adults, the College provides learning opportunities for service men and women in all branches of the military.



\* Southwestern College Residential Campus  
Winfield, KS

### ■ VISION

Southwestern College in Winfield, Kansas, is a learning community dedicated to:

- Intellectual growth and career preparation
- Individual development and christian values
- Lifetime learning and responsible citizenship
- Leadership through service and world without boundaries

### ■ MISSION

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers bachelor's, master's and doctoral degrees on ground and online.

Southwestern College:

- Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
- Employs emerging technologies that promote learning.
- Strives to live by and teach a sustainable way of life.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
- Provides preparation for a wide range of church-related vocations and involvement.
- Affords a residential learning experience abundant with co-curricular activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership.

## General Information

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### ■ LEARNER FOCUS

Southwestern College Professional Studies is strongly committed to being:

#### Learner focused

We understand and empathize with the unique needs of adult learners. Programs and services are specifically tailored toward adults who are balancing the pursuit of a college degree with work and family demands and/or military service.

#### Ethically sound

Building upon our historic connection to the United Methodist Church, we meet the highest ethical standards when working with learners and each other.

#### Academically excellent

Academic programs are reviewed on an ongoing basis to ensure that they exceed institutional outcomes. Instructors have relevant work experience as well as strong teaching skills with exemplary academic credentials.

#### Responsive

Understanding and responding to the educational needs of the workplace, community, and the military serve as a hallmark. We operate with a spirit of innovation and creativity in the development and deployment of new programs. We seek partnerships with other educational providers and organizations for the explicit reason of increasing access of educational opportunities to adults and are flexible in program design to the benefit of learners and the larger community.

#### iNstitutionally accountable

We recognize our unique role and work actively to participate in and advance the overall strategic goals and directions of Southwestern College.

#### Empowering

We take a developmental and motivational approach with learners and each other in order to help everyone reach their dreams – educationally, personally, and professionally.

#### Resolute

We are committed in our efforts to see our learners persist to graduation. We accept the role of learners' advocate and will never give up on our learners' lifelong goals to achieve an education.

### ■ ACCREDITATION

Southwestern College is accredited by The Higher Learning Commission and is a member of the North Central Association, (312) 263-0456, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org).

It is further accredited by the University Senate of the United Methodist Church, the Commission on Collegiate Nursing Education (nursing), the National Association for the Education of Young Children (early childhood education), the National Association of Schools of Music (music), the National Council for Accreditation of Teacher Education and the Kansas State Department of Education (teacher education program), and the Commission on Accreditation of Athletic Training Education (athletic training). The nursing program holds approval by the Kansas State Board of Nursing. Southwestern learners find credits taken here fully accepted in undergraduate and graduate schools across the nation.

Southwestern College is required by accrediting bodies to notify enrolled learners in a timely manner regarding curriculum changes affecting their program of study. Additionally, learners are expected to maintain current contact information with the College in order to ensure timely receipt of program related materials. Students should contact their Academic Success Coach (ASC) 888-684-5335 for learner specific program information.

### ■ TITLE II COMPLIANCE

Southwestern College is in compliance with federal regulations on disbursement of Title II information.

### ■ PRIVACY

Southwestern College has interpreted the Family Educational Rights and Privacy Act of 1974 (FERPA; the Buckley Amendment) to restrict the release of confidential information relating to learners. This information includes the learner's academic record, test scores, and academic progress. A full statement of policy and learners' rights is posted at [www.sckans.edu/registrar](http://www.sckans.edu/registrar).

## **General Information**

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### **■ NOTICE OF NONDISCRIMINATION**

Southwestern College is committed to a policy of nondiscrimination on the basis of race, gender, color, age, sexual orientation, religion, national origin, ethnic origin, or physical disability, veteran (including Vietnam era) status, or other non-merit reasons, in hiring, admissions, and educational programs or activities, all as required by applicable laws and regulations. The College also practices affirmative action in hiring. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning the Civil Rights Act of 1960, the Age Discrimination in Employment Act of 1975, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and other related federal, state, and local legislation, executive orders, regulations, and guidelines, has been delegated to the Director of Human Resources, Southwestern College, 100 College St., Winfield, KS 67156-2499, 620.229.6000.

### **■ ACCIDENTS OR INJURY**

Southwestern College does not insure against accidents or injury to learners that may occur during college sponsored activities or those that occur off campus as the result of class assignments. Learners are expected to act responsibly by taking necessary precautions against accidents. Learners are also advised to protect themselves from the financial burden of accident or injury by maintaining personal insurance.

### **■ ADA COMPLIANCE**

Southwestern College Professional Studies is committed to making reasonable accommodations for qualified students with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please contact the Director of Learner Support and Academic Success via your Academic Success Coach.

### **■ DISABILITY SERVICES**

The college does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in college programs and activities, nor are the persons with disabilities denied the benefits of these programs or subjected to discrimination.

It is the responsibility of the learner to bring to the college's attention the need for accommodation due to a qualifying disability along with such supporting information as reasonably required. Requests for accommodation should be made to the Director of Learner Support and Academic Success, and must be supported by appropriate documentation of the relevant disability. The director, in consultation with other trained professionals if necessary, will determine what reasonable accommodations will be made by the college. The learner should provide an updated request for accommodation should any changes occur which must be considered.

### **■ CATALOGS**

Courses and policies in this catalog are subject to change through the processes set forth in the institutional policy manuals. Normally, policy revisions are undertaken in the following year after due notification has been served. There may be cases, however, when a policy is changed and implemented in the same year. A curriculum or policy change could be applied to matriculated learners and, as such, the catalog should not be construed as a contract between the college and the learners.

#### **Selection of Catalog**

In most cases, learners will meet graduation requirements stated in the catalog under which they first enter the program. When graduation requirements change, learners may adhere to the ones listed in the catalog under which they first entered, or they may optionally select the newer catalog and follow those requirements. Learners who leave the bachelor's program but re-enroll having missed no more than the equivalent of three full semesters may follow the catalog under which they were previously enrolled.

## **General Information**

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### ■ **CAMPUS LOCATIONS**

#### **KANSAS**

##### **Wichita Campus**

2040 S. Rock Road  
Wichita, KS 67207-5350  
Ph: 316.684.5335 ▪ Fax: 316.688.5218  
prostudy@sckans.edu

##### **McConnell AFB Campus**

22 MSS/DPE  
53474 Lawrence Ct.  
McConnell AFB, KS 67221-4000  
Ph: 316.681.1467 ▪ Fax: 316.681.2837  
mccconnell@sckans.edu

##### **Fort Riley Campus**

Building 217, Custer Ave.  
Fort Riley, KS 66442  
Ph: 785.784.9930 ▪ Fax: 785.239.6739  
fortriley@sckans.edu

##### **Overland Park Campus**

9393 West 110th Street  
51 Corporate Woods, Suite 500  
Overland Park, KS 66210  
Ph: 913.323.6842 ▪ Fax: 913.451.6750  
kc@sckans.edu

##### **Winfield – Residential Campus**

100 College Street  
Winfield, KS 67156  
Toll Free Ph: 800.846.1543  
<http://www.sckans.edu/campus/>

#### **OKLAHOMA**

##### **Midwest City Campus**

1401 S. Douglas Blvd. Suite O  
Midwest City, OK 73130  
Ph: 405.733.3301 ▪ Fax: 405.733.1254  
okc@sckans.edu

**For an up-to-date and complete listing of staff visit  
our website at:**

<http://www.southwesterncollege.org/contact-us/staff>

### ■ APPLICATION PROCESS

Learners applying for a Professional Studies graduate program may obtain a formal application packet from:

Graduate Admissions  
Southwestern College  
2040 S. Rock Rd.  
Wichita, KS 67207

Application forms are also available electronically at:  
<http://www.southwesterncollege.org/enrollment/graduate/apply-now/>.

Admission decisions to any graduate program at Southwestern College Professional Studies reflect a consideration of a composite of qualitative and quantitative information that include, but are not limited to, the following: the applicant's statement of purpose and any other application essays, letters of recommendation, the academic standing of the learner in program(s) in which the applicant has studied, relevant professional activities and achievements, previous grades, and the recommendation of the faculty in the area to which the applicant is seeking admission, as appropriate. Each application is considered in the context of other applications to the same area, with due consideration given to the need to maintain a pool of learners of superior potential, and other goals of the program. Not every applicant whose credentials meet stated quantitative standards is admitted.

A person holding a bachelor's degree (or will hold this degree by the time he/she enrolls) from a U.S. regionally accredited institution (or the foreign equivalent for an international applicant) is eligible for consideration for admission.

An applicant may apply to only two programs at a time and, upon acceptance to each, pursue only two programs at a time. Application to each program will be considered separately. The timeline for each program is based on the admission term for each, the degree completion requirements of each, and additional program requirements. A learner who pursues two programs must meet the degree requirements for each program.

Persons are admitted to a specific program of study as specified on the application. A request for a change of program or continuation beyond an original purpose is viewed as a new application and is subject to current procedures and standards.

Admission to graduate studies at Southwestern College Professional Studies is valid for 8 sessions after the requested entrance date. If a learner applies but does not complete any coursework within the 8 sessions of the requested entrance date, a new application must be submitted. If a learner stops out for 8 consecutive sessions, the learner must reapply for admission.

All graduate admission decisions are the responsibility of the Chief Academic Officer (CAO).

Admission requirements are subject to change without prior notice. Being admitted to a graduate program does not mean that each course required in the learner's program of study will be available each session or in a specific session. Learners are advised to work closely with their academic success coach to carefully map a degree plan

### CATEGORIES OF ADMISSION

Applicants for graduate studies may be admitted under one of three classifications:

#### Full Admission

Admission is granted without reservation. Indicates the applicant has a sound academic background in preparation for a graduate program of study and meets all the admissions requirements, including the following: The applicant must have an undergraduate grade point average, based on a 4.0 system, of 3.0 overall, 3.0 for the last 60 semester hours in a degree program, or 3.0 for a completed graduate degree program. These are minimum requirements; individual programs may set higher standards

## ***Getting Started***

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### **Provisional Admission**

Applicants with a complete application file who have not met the formal admission requirements (GPA below 3.0) but whose accomplishments have convinced the chief academic officer and other professional studies officials that they have potential for success in graduate studies may be granted Provisional Admissions. Continuation in the program as a degree-seeking learner is contingent upon fulfilling specific requirements stipulated in the provisional admission letter. The following are the circumstances in which provisional admission may be granted:

- Applicants who have a limited number of deficiencies in undergraduate course prerequisites. These deficiencies must be removed before enrollment in graduate courses of the same series.
- Applicants who present a GPA below 3.0 at the time of application. After admission, those learners are required to take nine (9) semester hours of course work specified by Professional Studies program manager or other designated official.

The learner may also be required to complete prescribed supplementary modules or other additional work to improve academic skills or remedy deficiencies in undergraduate preparation. The letter of acceptance and the Academic Success Coach will stipulate the requirements upon acceptance. To move from provisional admission to full admission, learners must earn at least a 3.0 GPA in their first their 9 hours of course work. If provisionally admitted learners fail to meet these requirements, the offer of admission to the graduate program will be withdrawn.

Provisionally admitted learners cannot register for their capstone course until they have satisfied their provisions and been reclassified as regular graduate learners.

### **Conditional Admission**

Southwestern College Professional Studies allows promising applicants to take courses for one session while they are completing their application file. To gain Conditional Admission, the learner must provide evidence of holding a bachelor's degree by submitting with his or her application an unofficial transcript from all colleges or universities where the applicant took courses. These colleges include those where the applicant enrolled but may have withdrawn or failed in some or all courses. By the end of the session, the learner who wishes to continue taking graduate courses must complete his/her application file. Once the file is complete, the learner will be awarded Full Admission, Provisional Admission, or be denied admission. A learner who does not fulfill the conditions within the specified time may be barred from subsequent registration in graduate courses. If the learner changes his or her program before the conditions have been fulfilled, the conditions remain in effect. Southwestern College Professional Studies reserves the right to cancel admission or only admit a conditional admission learner provisionally for any of the following reasons: the class/grade information on the application form does not match the transcript; the learner did not provide unofficial transcripts from all previous institutions, and subsequent review of these transcripts indicate failure to meet minimal admission standards; or the learner did not submit documents by the required deadlines.

Credit will be allowed for graduate courses learners complete acceptably while registered as conditional or provisional learners.

### **■ NON-DEGREE SEEKING LEARNERS**

Learners who do not plan to work for an advanced degree may be admitted as non-degree learners. Non-degree learners need special approval from the appropriate academic administrator prior to enrolling in their first course and evidence of a conferred bachelor's degree. A maximum of 12 non-degree graduate credits may be earned. A non-degree seeking learner who later wishes to enter a degree program or apply completed course work to a graduate certificate must undergo the full application and admission review process.



## Getting Started

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### Certificate Learners

Learners seeking a Southwestern College Professional Studies graduate certificate are admitted with non-degree seeking status. A maximum of 18 graduate certificate hours may be earned. A non-degree seeking certificate learner who later wishes to enter an advanced degree program must undergo the full application and admission review process.

### ■ TRANSFER LEARNERS

Learners may be able to transfer hours earned in other accredited graduate programs if the grade point average of those total hours is 3.0 or higher for the M.Acc. and MBA, 2.5 or higher for M.S.L., M.S.S.A., M.A.S.M., and M.S.M, 2.75 or higher for M.A.T. and M.Ed. graduate programs (see section below for additional details regarding transfer for the M.Ed. programs). Requests for transfer should be made through the learners' individual academic success coach.

Typically, no more than six semester hours (with grades of A or B) may be applied to the Southwestern College graduate degree, unless by specific articulation agreement or under special circumstances with approval by the appropriate academic administrator. Transfer credits from a Southwestern College graduate program to a second graduate program are limited to six semester hours for equivalent courses from the prior degree. It is required that there will be sufficient remaining unique courses to satisfy the total credits for the second degree. The decision to accept transfer credit will be made by the appropriate academic administrator. Official transcripts showing graduate coursework will also be required.

Transfer learners must also meet these requirements:

1. Regardless of grade points earned in graduate study at other institutions, have at least a grade point average of 3.0 for all work taken in the M.Acc., MBA, and M.Ed. programs, and a 2.5 for all other graduate programs at Southwestern College.
2. Accept the judgment of appropriate academic administrator in substituting transfer credits for courses in the Southwestern College graduate catalog.

### Transfer Courses for M.Ed. and M.A.T.

For the M.Ed. the following guidelines also apply:

1. Transfer courses must have been taken within the last five years from the date of program entry.
2. Transfer courses submitted for required courses must correspond to the catalog description of the Southwestern College course for which they are substituted.
3. Undergraduate courses may be transferred for credit but only for licensure requirements—they will not count as graduate credits for the degree but may still be used to meet Kansas Department of Education licensure requirements.
4. Applying transfer courses for elective classes:
  - a. No more than three semester hours or equivalent can be transferred from courses that do not directly correspond to catalog descriptions for the special education/curriculum and instruction Southwestern College elective courses.
  - b. Special education transfer courses must be in the field of education or psychology and be directly related to the licensure standards for adaptive special education teachers.
  - c. For courses already taken, follow the procedures associated with the course substitution form. This should be submitted to an academic success coach.
  - d. For courses not yet taken, the learner needs to obtain prior approval by submitting any available descriptive information on the class to the Academic Success Coach. Prior approval is required to ensure acceptance of transfer courses to fulfill program requirements. A course substitution form as well as the official transcript is required once the course is completed to include it in the program of study.
  - e. Graduate credit for education workshops may be available if prior arrangements are made to include the workshop in an independent study under EDUC 555x (A, B, C, etc) Topics in Education. Additional readings, activities or assignments may be required to assure that the independent study meets standards for a graduate level course.

## Getting Started

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### ■ INTERNATIONAL LEARNERS

International learners who wish to attend Southwestern College Professional Studies belong in one of the three categories described below. Review the appropriate category for additional application information. In all categories, the learner's undergraduate degree must be officially recognized by the government of the country in which the degree was granted. Learners who have attended schools where English has not been the primary language of instruction must show evidence of English proficiency through one of the following: a paper score of 550 or higher, or an internet score of 80 or higher on the Test of English as a Foreign Language (TOEFL), a score of 6.5 or higher on the International English Language Testing Service (IELTS) test; a score of 4 or higher on the Chinese Government English Exam; or special courses in other institutions such as completion of the highest level of an Intensive English Language Center program or other relevant experiences.

Learners who have completed graduate-level courses outside the US and who wish to transfer credits into a Southwestern College graduate program must provide official copies of all college transcripts and record of any undergraduate and graduate degrees awarded. All foreign credentials not listed in English should have an accompanying literal translation. Alternatively, learners can provide a third-party transcript evaluation from an organization such as ECE or WES. Please see the Transfer Learners section in this catalog for additional information.

**Category 1:** Learners who study online with Southwestern College Professional Studies programs from a country outside the USA follow the same policies and procedures outlined under Application Process in this catalog. Learners in this category must make payment arrangements with the Billing Office at the time of enrollment, or they will be dropped prior to the start of class.

**Category 2:** Learners who are permanent United States residents follow the same policies and procedures outlined under Application Process in this catalog. Learners in this category should provide an alien registration number or an ITIN number in place of a Social Security Number on application documents.

**Category 3:** Learners who are required to apply for an F-1 visa should plan to work jointly with a main campus and a Professional Studies admissions representative in order to ensure that all college admission and visa application requirements are met. Prospective learners can begin the process by contacting a Professional Studies admissions representative at 888.684.5335.

### ■ READMISSION

Learners not enrolled for the equivalent of more than three consecutive semesters are required to contact a Professional Studies graduate admissions counselor to complete all necessary documentation for readmission. Learners who leave the master's program but re-enroll having missed no more than one year (counting fall, spring, and summer semesters as one year) may follow the catalog under which they were previously enrolled. Southwestern College is in compliance with the Higher Education and Opportunity Act (HEOA) provision for service members readmission based on military service.

### ■ ORIENTATION

All Professional Studies graduate learners are given access to a Blackboard course with continuous enrollment for orientation and resources. This site contains helpful information for all graduate learners, including supplemental program resources and details regarding capstone projects.

### ■ ACADEMIC SUCCESS COACHING (ADVISING)

Academic Success Coaching (ASC) plays a critical role in the learner's educational journey at Southwestern College. A staff of professional, full-time coaches assists learners with degree plans, course selection, and other issues related to the learner's program. In addition, the academic success coach is prepared with the tools and best practices needed to help learners persist to their individual educational goals. Each academic success coach is committed to proactive learner contact, providing the necessary level of support for an optimal educational experience. Prospective learners are invited to discuss their specific goals with a graduate academic success coach. To contact an academic success coach, e-mail [graduate@sckans.edu](mailto:graduate@sckans.edu).

**■ PRIOR LEARNING ASSESSMENT**

Learners may receive additional credit through prior learning assessment process. These include: transfer credit and credit evaluated by the American Council on Education (ACE).

A description of the policies specific to these various credit options is described below.

**Transfer Credit**

Learners must provide an official transcript of graduate coursework done at all other institutions for review by the appropriate academic administration to apply those hours toward requirements at Southwestern College. Only hours successfully completed with a final grade of A or B earned at institutions recognized by the Council for Higher Education Accreditation (CHEA) may be considered. A maximum of six graduate transfer hours may be applied to an advanced degree at Southwestern College.

**Credit Evaluated by the Academic Council on Education (ACE)**

Recommendations for graduate credit will be reviewed for credit and applied to degree requirements like other transfer credits.

**Validation of Credits by Examination**

This option is currently available only in Southwestern College undergraduate programs.

**■ CODE OF CONDUCT**

Enrollment at Southwestern College is interpreted by the institution to have both academic and social behavioral implications. Learners are expected to conduct themselves ethically, honestly, and with integrity. This requires the demonstration of mutual respect and civility in both academic and professional discourse and settings. Learners are expected to respect the rights and privileges of others and to foster an environment conducive to learning. The following actions or behaviors which are inconsistent with the college mission and academic traditions or unacceptable to the established community standards may result in suspension or expulsion.

1. Actions, oral statements, and written statements which threaten or violate the personal safety of faculty, staff, or learners.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any learner, faculty, or staff member.
3. Stalking or persistently pursuing another person and creating unwelcomed contact or communication.
4. Unauthorized, inappropriate or misuse of computers and technology.
5. Theft or damage to personal or college property or services.
6. Academic dishonesty including but not limited to plagiarism and cheating.
7. Physical harm or threat of physical harm to any person or persons, including but not limited to assault, sexual abuse, or other forms of physical abuse.
8. Carrying of weapons or other hazardous items on campus, at campus-sanctioned events, or when meeting with campus personnel (does not apply to learners who are law enforcement officers).
9. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class.
10. Falsification, alteration or invention of information on college forms including financial aid applications.
11. Violation of federal, state, or local laws and regulations that impact the college educational environment.

This list is representative but not all-inclusive. Violators of the Code of Conduct will be referred to the Vice President of Southwestern College Professional Studies who will make an appropriate disciplinary decision.

## Academics

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### ■ ACADEMIC INTEGRITY

Southwestern College assumes the academic integrity of its learners. Academic dishonesty is any act of cheating, fabrication, plagiarism, and abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply:

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. Fabrication is the falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
3. Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications to phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
4. Dissimulation is the disguising or altering of one's own actions as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for such things as missing classes, postponing tests, handing in late papers; turning in a paper for one class that was originally written for another class, etc.
5. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material which is necessary for academic work. Examples: hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes or software; failure to return library materials when requested by the library, etc.

6. Forgery of academic documents is the unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc. Examples also include completion of an application for any Southwestern College academic program which omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.
7. Sabotage is the damaging or impeding of the academic work of another learner. Examples: ruining another learner's lab work, failure to participate in group assignments, destroying another learner's term paper, etc.
8. Aiding and abetting academic dishonesty is knowingly facilitating any act defined in items 1-7.

### ■ POLICIES FOR DEALING WITH VIOLATIONS OF ACADEMIC INTEGRITY:

#### Course:

1. The instructor shall determine if the infraction is intentional or unintentional.
2. The instructor may issue a reprimand (written or oral) for intentional or unintentional violations, and/or assign a reduced score or zero for the assignment (paper, exam or project). Institutional procedures will also apply if a zero is recorded due to an intentional violation of the academic integrity policy.
3. The most severe violations of academic integrity may result in the learner receiving a failing grade in the course. In such circumstances the instructor will consult with the Chief Academic Officer prior to assigning the failing grade. Institutional procedures will also apply if a learner receives a failing grade due to a violation of the academic integrity policy.
4. The learner may appeal the instructor's decision to the Chief Academic Officer.

# Academics

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## ■ POLICIES FOR DEALING WITH VIOLATIONS OF ACADEMIC INTEGRITY *(continued)*

### Institutional:

1. When a zero is recorded for an assignment because of intentional academic dishonesty the occurrence will be reported, in writing, to the Chief Academic Officer.
2. The violation will be documented by the appropriate college staff members.
3. Validated attempts of academic dishonesty will become a permanent part of the learner's academic record.
4. The Chief Academic Officer will review the documentation and may issue a written warning (probable first violation) or suspend (subsequent violations) the learner from Southwestern College.
5. The learner may appeal the Chief Academic Officer's decision to the appropriate Academic Governance Committee. Appeals must be submitted in writing within 30 days of notification by the Chief Academic Officer. Decisions of the Academic Governance Committee are final.

## ■ GRADUATE DEGREES OFFERED

Southwestern College confers the following graduate degrees for program offered in Professional Studies:

M.Acc.	Master of Accountancy
M.A.S.M.	Master of Arts in Specialized Ministries
M.A.T.	Master of Arts in Teaching
M.A.T.S.	Master of Arts in Theological Studies
MBA	Master of Business Administration
M.Ed.	Master of Education with a major in Curriculum and Instruction
M.Ed.	Master of Education with a major in Special Education
M.S.L.	Master of Science in Leadership
M.S.M.	Master of Science in Management
M.S.S.A.	Master of Science in Security Administration

Learners seeking a degree must fulfill all requirements as listed in this catalog.

## ■ CERTIFICATE PROGRAMS OFFERED

Southwestern College offers the following graduate certificate programs for Professional Studies. Non-degree seeking certificate learners may transfer a maximum of one class into a certificate program.

### Certificates

Emergency Planning  
Enterprise Risk Management  
Executive Accounting  
Executive Leadership  
Executive Quality Management  
Rural Healthcare Administration

## ■ CHANGING DEGREES OR ADDING A GRADUATE CERTIFICATE

A learner wishing to change degrees must submit a completed Change of Degree form to the learner's academic success coach. The Chief Academic Officer reviews and approves the program change. The learner assumes responsibility for any extra credits that may be involved in meeting the requirements of the new degree.

# Academics

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## ■ COURSE NUMBERING SYSTEM

Courses are numbered by level:

- 100-400 Undergraduate\*
- 500+ Graduate

*\*Graduate learners interested in taking undergraduate courses will need to contact an admissions counselor and undergo the undergraduate admissions process.*

## Course Authorization

Courses carrying graduate credit are listed in this catalog. Additional graduate level elective courses may be developed and announced in other publications.

## ■ CALENDAR OF SESSIONS

Southwestern College Professional Studies programs include eight, six-week sessions each year, with three sessions during the traditional fall and spring semesters and two sessions in the summer semester. Teacher Education courses are offered in a combination of 12-week and 6-week sessions. Courses are offered online, on ground, and in a blended environment. Enrollment is completed online or at any on ground location and is open three weeks prior to each semester, through Thursday 11:59 p.m. Central Time before the start of the session.

### Fall Semester

- PS Session 1: Aug 19 – Sept 29, 2013
- PS Session 2: Sept 30 – Nov 10, 2013
- PS Session 3: Nov 11 – Dec 22, 2013

### Spring Semester

- PS Session 1: Jan 6 – Feb 16, 2014
- PS Session 2: Feb 17 – Mar 30, 2014
- PS Session 3: Mar 31 – May 11, 2014

### Summer Semester

- PS Session 1: May 12 – Jun 22, 2014
- PS Session 2: Jul 7 – Aug 17, 2014

*EDUC & RHC courses may combine two sessions in a single semester for one 12 week session.*

## ■ GRADING SYSTEM

The college grading system defines the following marks as graded hours and assigns the grade points shown per semester credit hour:

- A+ = The grade of A+ is reserved for a perfect score (100%) of all work in a course
- A = Superior work  
(A+ or A, 4 points; A-, 3.67)
- B = Above average work  
(B+, 3.33; B, 3; B-, 2.67)
- C = Average work  
(C+, 2.33; C, 2; C-, 1.67)
- D = Minimally acceptable work for receiving credit  
(D+, 1.33; D, 1; D-, 0.67)
- F = Failure  
(0 points)
- WF = Withdraw Failure  
(0 points)

These additional marks are also used but do not designate graded hours and do not impact calculation of a GPA:

- WD = Withdrawal from a course
- W = Withdrawal from a course  
(for active duty Army learners only)
- AW = Administrative withdrawal from a course
- I = Incomplete work
- WM = Withdrawal by the Army  
(obtained through the Army)
- S = Satisfactory work  
(equivalent to a C- or better)

Southwestern College Professional Studies' participation in memoranda of agreements may require additional grade designations.

## ■ POWER CAMPUS SELF-SERVICE AND COURSE SELECTION

Learners are strongly encouraged to consult their academic success coach before selecting courses. Power Campus Self-Service is Southwestern College's web based learner information system where learners may enroll, view schedules, make schedule changes (drop a course before it begins), access account information, view unofficial transcripts, print grades, view progress towards degree, and pay their bill. It may be accessed at

<https://prodweb.sckans.edu/SelfService/Home.aspx>

## Academics

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### ■ COURSE LOAD

Full time status is nine (9) hours per semester (fall, summer, spring). Three-quarter time is six (6) hours, while part time is four and a half (4.5) hours per semester. One course per session is the preferred course load in Professional Studies graduate programs. Enrollment in more than three credit hours in a session requires a review by and approval from the Director of Learner Support and Academic Success. A learner may be dropped from a course at the discretion of the Director of Learner Support and Academic Success if the learner has not received prior approval for more than three credit hours and if the learner has not provided sufficient evidence to demonstrate successful completion of the extra course(s).

### ■ CANCELLATION OF COURSES

Southwestern College reserves the right to cancel any course with an enrollment that falls below the minimum enrollment established by the appropriate academic administrator.

### ■ INDEPENDENT STUDY

Independent study is available to serve a learner's interest in pursuing study in an area not offered in any established course. Approval forms are available from the graduate academic success coach. The form requires course parameters, rationale, and outcomes and must be completed before coursework begins. The following requirements govern enrollment in independent study courses:

1. Written consent of both the instructor and the appropriate academic administrator before enrollment.
2. Content of the course cannot be the same as a course offered at a regularly scheduled time (exceptions must have the written approval of the appropriate academic administrator before enrollment).
3. Contact hours between learner and instructor must be sufficient over the duration of the independent study to ensure appropriate content commensurate with the amount of graduate credit earned in a regular course offering.
4. A maximum of six hours graduate credit may be taken by independent study.

### ■ BLACKBOARD LEARN

Blackboard Learn is Southwestern College's course management software used for all online courses and as a supplement to many on ground classes.

### ■ DEETS LIBRARY

Learners are expected to make use of the Southwestern College Deets Library, where useful resources are held and access to online resources provided. Learners can also access reference materials and ebooks through the library. Access to the library is provided by using the Southwestern College ID and designated password from the College.

### ■ ATTENDANCE

For on ground courses, learners are expected to attend all classes for the full length of the class period. One or more absences per course may result in a lower grade. Learners are responsible for missed material and for arranging make-up work. More than two absences per class in one six week period is considered unacceptable and may result in a lower grade for the course. Tardies may be counted as absences at the discretion of the instructor. For online learners, regular, systematic weekly participation is required according to the tenets established on the course syllabus. More than two weeks of nonparticipation in one six-week period may result in a lower grade for the course. Learners who fail to demonstrate participation in an online course by the end of the third week of class and who cannot be reached by phone or e-mail may be administratively withdrawn unless other arrangements have been made with the instructor.

### ■ FAILURE TO MEET COURSE REQUIREMENTS

In order to pass a course all key assignments must be complete. Failure to complete and submit any key assignment may result in a failing grade for the course.

If a learner exceeds the permitted number of class absences or otherwise fails to do the work of a course, an instructor can inform that learner in writing that it will be impossible for the learner to pass the course and an F will be the result when grades are turned in. The instructor may wish to suggest to the learner that further attendance or completion of class work will not change this outcome.

If this notice comes prior to the official last day to withdraw from a course (refer to withdrawal section), the learner may withdraw and receive a grade of WD. After that date the grade will be an F.

A copy of the notification letter will be retained in the learner record.

## Academics

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### ■ INCOMPLETE WORK

A learner may request a temporary grade of incomplete when the work of the learner has been generally satisfactory but for reasons beyond the learner's control it has not been possible to complete certain assignments made by the instructor. A minimum of 50 percent of the course work must be completed before an incomplete can be granted. If the instructor agrees to the learner's request, the learner and instructor must jointly complete a form describing the work remaining in the course and a plan for its completion. The form will then be submitted to the Chief Academic Officer. If the incomplete is acceptable the form will be filed with the Registrar.

If an incomplete is given, the learner will work with the instructor to set a reasonable deadline. A deadline of no more than 30 days is strongly suggested. Under extreme conditions, learners may request a maximum of 90 days after the end of the course to complete the course work. A grade of F will automatically be entered as a final grade if the remaining work is not completed by the deadline.

Incompletes must be requested by the learner prior to the end of class, and are awarded at the discretion of the instructor. To qualify for an incomplete, the learner must have made satisfactory progress in the class, and have encountered extraordinary circumstances preventing the completion the class by the scheduled end date.

Extension of the deadline may be allowed by special permission of the Chief Academic Officer in cases of illness or other conditions beyond the learner's control. Requests for extensions of deadlines must be initiated by the learner and endorsed by the instructor involved in order to be considered. During the period in which a learner holds an incomplete, the grade point average will be calculated without counting the incomplete. A learner who has received a grade of Incomplete in a course cannot submit a withdrawal request for the course.

An instructor may not give an incomplete unless the learner has requested it. If the form is not submitted to the Professional Studies Academic Affairs office by the end of the grading period for that term, a grade of F will be recorded.

### ■ EXTRA CREDIT POLICY

At SCPS, instructors may not offer extra credit to learners.

### ■ REPEATING COURSE WORK

If a learner repeats a course, both the original and repeat grade will be recorded on the official transcript, but only the repeat grade will be used in calculating earned hours and grade point averages, regardless of whether that grade is higher or lower than the original grade. Courses shown in the catalog as repeatable do not fall under this rule.

### ■ APPEAL OF GRADE

Any grade change or appeal for a grade change must be requested in writing within 30 days after the end of the course in which the grade is given. If a learner believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the learner may then seek resolution with the Chief Academic Officer by providing a written appeal of the grade. The Chief Academic Officer will render a decision based on a review of the course, assignment submission, and any documents submitted by the learner with the written appeal. If the learner disputes this decision, the final step would be to submit a written request for an appeal of a grade to the appropriate Academic Governance Committee.

All written appeals should be provided in a letter document format which should include any relevant information. Appeals can be submitted electronically via email to the Chief Academic Officer with the documents as attachments.

The Committee has the right to interview the learner, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of the issue. The appropriate Academic Governance Committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the Academic Governance Committee.

This process is also followed in appealing sanctions placed on a learner as a result of the academic integrity policy and code of conduct violations.



## Academics

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### ■ COMPLAINT POLICY

Southwestern College tries to be sensitive to learner concerns. Learners should first attempt to resolve conflicts regarding a course directly with the instructor. Other concerns can be communicated to a professional studies staff member. If such an attempt fails, the learner should report the complaint to the appropriate academic administrator. If the learner is not satisfied, a written complaint may be filed in the appropriate academic administrator's office. The academic administrator will review the complaint and attempt to resolve the issues among the parties.

### ■ WITHDRAWAL

Withdrawal requests must be made in writing or by submitting the online form found at:  
<http://w3.sckans.edu/ps/withdraw/>.

#### **Official Withdrawal from Courses**

A learner may withdraw from a course at any time before the start of the last week of class in a regular six week session and receive a grade of WD which does not influence the grade point average. For courses lasting longer than six weeks, the last date to withdrawal is two weeks before the end of the course. A charge will result for any course withdrawal after the end of the first week of class. Military learners who wish to inquire about the impact of mobilization, activation, and temporary duty assignments on academic standing and financial responsibilities associated with adding, dropping and withdrawing from a course, should speak with their academic success coach or a staff member in the billing office at (888) 684-5335.

#### **Withdrawal from College**

Any learner wishing to withdraw entirely from the college during a term should give official notice to the Director of Learner Support and Academic Success. Withdrawal protects the academic record in that the designation of WD is recorded for any course in progress at the time of the learner's departure from the college. Learners who leave without completing the withdrawal process risk receiving Fs for courses in progress and can receive full charges for the courses. Information regarding charges and fees is found in this catalog under "Charges and Fees."

### **Administrative Withdrawal**

A grade of AW may be registered for any learner who has not participated in class and cannot be contacted by the end of the third week of class. The administration may also elect to register AW for courses in progress under limited circumstances associated with medical emergencies, disciplinary action, or exigent circumstances preventing the learner from requesting a withdrawal or an incomplete.

### ■ ASSESSMENT

Southwestern College is committed to quality in higher education, striving to meet the educational needs of society and of individual learners. The academic assessment program at Southwestern exists to evaluate the effectiveness of the college experience in assisting learners' movement toward the outcomes identified as flowing from the mission of the college. To that end aggregate data are collected from learners periodically. The process and product of academic assessment focuses on the centrality of the teaching mission of higher education, and on the institution's ability to self-correct in ways meaningful to the educational experience of learners. The information resulting from the assessment process will not be used in any way other than for institutional improvement.

### ■ ACADEMIC FORGIVENESS

Individuals who have accumulated a grade point average of less than 2.0 at Southwestern College may petition the appropriate Academic Governance Committee to have their prior Southwestern College academic record "forgiven." To qualify, the petitioner cannot have been enrolled as a degree candidate at Southwestern College for a period of two years and must be deemed ready for academic success. Academic forgiveness expunges all of the learner's academic record at Southwestern College and may be received only once. When granted, the learner's prior record of academic work completed at Southwestern College will be sealed. The new academic record will indicate "Academic Forgiveness Granted" and the effective date. The learner may then resume study under no academic restrictions.

## Academics

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### ■ ACADEMIC FORGIVENESS *(continued)*

This policy applies only to the usage of learner academic records within Southwestern College. This would include the use of learner GPA in determination of graduation requirements, suspensions and probations, and internal financial aid stipulations. Although a learner's prior academic record will be marked as "Academic Forgiveness Granted," outside agencies and other academic institutions may choose to ignore this distinction and require copies of all Southwestern College academic work for their purposes. A learner transferring from Southwestern College to another institution must follow the receiving institutions policy.

### ■ ACADEMIC STANDING

To remain in satisfactory academic standing, a learner must maintain a cumulative grade-point-average (GPA) of 3.0 for the MBA, M.Acc., M.Ed., and M.A.T. or a 2.5 GPA for all other programs each session and make satisfactory academic progress towards his/her Master's degree. At the end of each session, the cumulative GPA and academic records of the learner will be evaluated to determine academic standing. Failure to remain in good academic standing will result in the learner being placed on academic probation, suspension or expulsion as defined below.

#### **Satisfactory Academic Standing**

A learner will remain in satisfactory academic standing if his/her cumulative GPA is 3.0 or above for the MBA, M.Acc., M.Ed., and M.A.T. or a 2.5 or above for all other program, earns no grade below a C and withdraws from no more than 2 courses in an academic year. Learners not meeting Satisfactory Academic Standing may be moved into Probation, or Suspension.

### **Academic Probation**

After completing 3 credit hours of coursework, a learner must have a minimum cumulative GPA of 3.0, no grade below a C, and no more than 2 withdraws in an academic year. Those not meeting these conditions will be placed on academic probation. The learner will receive notification from the appropriate academic administrator. Any learner placed on probation is subject to the conditions prescribed by the Chief Academic Officer. Learners on probation are required to repeat any course they received less than a 2.0 in as soon as possible, raise his/her cumulative GPA to a 3.0 or above within 3 sessions and not receive a grade lower than a C within those 3 sessions. If the learner does not raise the Cumulative GPA to over a 3.0 within the three sessions, the learner may be placed on academic suspension. In addition, learners who violate professional or academic standards of conduct may also be subject to probation, suspension or expulsion.

Learners placed on academic probation as a result of an approved suspension appeal, will be held accountable to the conditions as outlined in their re-admittance letter.

### **Academic Suspension**

Learners who fail to make minimum progress toward the degree and who fail to maintain defined satisfactory academic standards may be suspended from the college. Additionally, after completing 12 hours of course work, a learner must have a minimum cumulative GPA of 3.0 with no grade below a C, have no more than 2 withdrawals in an academic year and completed at least 60% of attempted courses or the learner may be suspended from the graduate program.

- Learners may expect to have his/her academic status reviewed more frequently, if the appropriate academic administrator so requests.
- Learners who violate professional or academic standards of conduct may also be subject to suspension or expulsion.

# Academics

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## **Academic Suspension** *(continued)*

Learners who are suspended may appeal, but are required to sit out for 6 sessions and if re-admitted will come back on a probationary basis. See Appeal Process for further explanation.

Learners enrolled in the M.Ed. and M.A.T. programs should refer to the teacher education handbook for further clarification on suspension.

## **Appeal**

Any learner who is academically suspended has the right to appeal and may request a one-time reinstatement after a period of 6 sessions. An appeal must be made in writing, should include any relevant information or documentation that supports the reason for the appeal and be addressed to the Chief Academic Officer and Professional Studies Academic Affairs Council (PSAAC). Appeals should be submitted in a Word document and attached to an email to the learner's Academic Success Coach. Appeals will be reviewed by PSAAC and the council's decision shall be final.

A learner, who has been suspended and granted an appeal, may be readmitted on a probationary basis and is subject to the stipulations as defined by the Chief Academic Officer and PSAAC.

Learner's not enrolled for 12 consecutive months or longer, will be required to submit a new application along with the appeal and will matriculate under the current catalog requirements.

## **Expulsion**

A learner, who has previously been suspended and allowed to reenter under the appeal process, may be expelled if satisfactory academic progress is not maintained. No further reviews or appeals will be permitted. This includes withdrawing and/or receiving a grade of less than a B in any course.

Learners who violate professional or academic standards of conduct may also be expelled with no further review or appeal.

## ■ **REQUIREMENTS FOR GRADUATION**

### **Degree Requirements**

From the date of acceptance, learners have five consecutive years to complete the degree. If an extension is necessary, an application in writing must be made to the appropriate academic administrator stating information pertinent to the request.

1. Complete the specific program requirements for the master's program.
2. Have an overall grade point average of: 3.0 (B average) for the M.Acc., MBA and M.Ed. or a 2.5 (B- average) for all other graduate programs, with no single grade below a C (2.0).
3. Have Southwestern College graduate course credit of at least 30 hours per degree, or special permissions from the Chief Academic Officer for fewer credit hours.
4. Complete the Application for Degree by stated deadline.
5. Be elected to the degree by the faculty and the Board of Trustees.

### ■ **CONFERRING DEGREES**

Learners who have completed all degree requirements must complete and return an Application for Degree to the office of the registrar by the first day of the month preceding graduation to be considered for graduation.

Regardless of the point at which a learner completes coursework for a degree at Southwestern College, degrees are conferred in May, August, and December. Learners are considered May, August, or December graduates.

Learners who complete requirements in May, or the end of the summer semester immediately following, may participate in May Commencement ceremonies.

Learners who complete requirements in December may participate in Commencement ceremonies the following May. Commencement ceremonies are held annually in May on the main campus in Winfield, Kansas.

### ■ CHARGES and FEES

The following charges apply to Professional Studies graduate programs. Military tuition discounts are available for active duty military and their spouses, reserve members, guard members, and DoD civilians.

#### Tuition\* (*per credit hour*)

- \$ 579 ..... Master of Accountancy
- \$ 416 ..... Master of Arts in Specialized Ministries
- \$ 417 ..... Master of Arts in Teaching
- \$ 416 ..... Master of Arts in Theological Studies
- \$ 579 ..... Master of Business Administration
- \$ 417 ..... Master of Education (C&I, Spec. Ed.)
- \$ 496 ..... Master of Science in Leadership
- \$ 496 ..... Master of Science in Management
- \$ 496 ..... Master of Science in Security Administration

#### Fees

- \$ 100 ..... Online materials fee
- \$ 7 ..... Official transcript fee (*per copy*)
- \$ 10 ..... Faxed official transcript (*per copy*)
- \$ 15 ..... Payment plan fee  
(*per semester; non-refundable*)

\* *Military tuition discounts are available for active duty military and their spouses, reserve members, guard members, and DoD civilians.*

### ■ OFFICIAL TRANSCRIPTS

A transcript is a certified copy of a student's permanent academic record. It contains confidential information and cannot be released without the student's signed, specific request.

Learners may order as many transcripts as desired in one online transaction using any major credit card. Southwestern College offers electronic transcript delivery to other educational institutions (through the National Student Clearinghouse) as well as by mail, fax, and overnight delivery options.

Learners may order their transcripts online by selecting *Records Request* in PowerCAMPUS Self-Service or through [www.getmytranscript.com](http://www.getmytranscript.com).

### ■ TEXTBOOKS

If a textbook is required for a course, it is the learner's responsibility to obtain textbooks. In lieu of a textbook, some courses may have course materials provided for which there is a course material fee. The learner should consult the course syllabus for textbook or course materials requirements. Syllabi can be found in the online Enrollment Center at [www.SouthwesternCollege.org](http://www.SouthwesternCollege.org). Southwestern College has an agreement with its preferred textbook vendor that allows a learner to purchase through the enrollment center by debit or credit card. The college is in compliance with the Higher Education and Opportunity Act (HEOA) provision on course material information disclosure through their preferred vendor at <http://bookstore.mbsdirect.net/sckans.htm>.

### ■ PAYMENT OF ACCOUNTS

#### Payment Policy

##### Learners Payment Obligation

All tuition and fees from each semester are due and payable before a learner may enroll in an additional semester. In order to finalize registration, payment arrangements must be made before classes begin. Any learner unable to make payment in full before the first day of classes (including those learners who have not completed the financial aid process) must make a payment arrangement. A \$15 per semester nonrefundable fee will be assessed.

##### Failure to make Payment Arrangement

Failure to pay in full or arrange for a payment plan by the final day for adding may result in future classes being dropped. Failure to make any payment as agreed in a payment plan may result in a mandatory administrative withdrawal from courses in which the learner is currently enrolled. Disagreement with an administrative decision may be presented for appeal through the Learner Complaint and Appeals process (*refer to page 23*).

##### Change of Address

To facilitate accurate record keeping it is necessary to keep the college apprised of current name, address and social security information. Change of address notification can be handled online, in-person, or through written correspondence.

## Financial

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### Payments

#### **Statements**

Billing statements will be available online through Self-Service by the first business day of the month for any learner with a balance due. Statements will reflect anticipated financial aid until the time of disbursement of funds to the learner's account. The balance due will be based on all charges less anticipated aid. Any miscellaneous charges will be included in the monthly billing and will be due and payable upon receipt of the statement.

#### **Payment Methods**

Payments to Southwestern College may be made online through Self-Service by ACH/electronic check, Visa, MasterCard, American Express or Discover. Payment may also be made through the Billing Office, in person, by mail or by phone.

#### **Returned Checks**

A \$25 fee will be assessed for each check returned by our bank and not paid for any reason. If a check returned for non-sufficient funds was intended as a payment on account, it will be considered a non-payment and will be subject to the conditions in the Past Due Accounts section.

#### **Refunds**

Refunds will be credited first to the balance due on account in accordance with the published refund policy. Financial aid refunds will only be issued after funds are disbursed to the learner's account. They will be processed on a weekly basis.

### Payment Plans

#### **Standard Payment Plan**

For those who are unable to pay tuition in full prior to class start date, Southwestern offers a payment plan option. A \$15/semester nonrefundable fee will be assessed for all payment plans. The standard payment plan allows payment over 5 months in the fall and spring semesters, and over 3 months in the summer semester. (Aug-Dec for Fall, Jan-May for Spring, and May-Jul for Summer). Failure to pay according to the payment plan agreement will result in a stop on the learner account until it has been brought to current status. Missed or late payments will be subject to a finance charge based on the unpaid balance for the semester.

### **MILITARY**

#### **Active Duty Air Force**

After registering for courses with Southwestern College, all active duty Air Force who wish to use tuition assistance (TA) as payment for their course(s) and fee(s) will need to log into the AI Portal and request tuition assistance. Once learners have been notified of TA approval, they will then need to fill out a TA form and return to the billing office.

#### **All Active Duty Navy, Marines, Coast Guard, and DoD**

After registering for courses with Southwestern College, all Navy, Marines, Coast Guard, and DoD learners who wish to use Tuition Assistance (TA) as payment for their course(s) and fee(s) will need to submit their approved TA form to the billing office.

#### **All Active Duty Army**

Army learners must register through the portal. Southwestern College works directly with the Army for payment of accounts (some exceptions may apply).

#### **Reserve Members**

Please contact the billing office details on tuition assistance, contact [accounts@sckans.edu](mailto:accounts@sckans.edu).

#### **VA Education Benefits**

A Veterans Affairs certifying official is on staff at Southwestern College. If a learner wishes to activate VA education benefits for use at Southwestern College, contact [VA@sckans.edu](mailto:VA@sckans.edu).

#### **Company Reimbursement**

For tuition reimbursed by an employer, the learner must provide the billing office a copy of the employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement. Payment will be deferred for 60 days from the end of the semester on tuition and fees covered by your employer. Payment for all tuition and fees not covered by the employer is due by the first day of class. A \$15 nonrefundable fee will be assessed unless the full amount of tuition and fees is paid in full by the first day of class. The letter should be printed on company letterhead and must specify the following:

- The name of the agency
- The appropriate contact person
- The learners name
- The course and/or fees that have been pre-approved for payment

## Financial

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### Direct Company Billing

If a learner's organization has authorized Southwestern College for direct billing to the organization, a voucher or letter authorizing the direct billing must be submitted to the Billing Office at Southwestern College, 2040 S. Rock Road, Wichita, KS 67207. Learners will be responsible for paying the Third-Party Billing fee if not paid by their sponsor. The letter should be printed on company letterhead and must specify the following:

- The name of the agency
- The appropriate contact person
- The invoice mailing address
- The learners name
- The course and/or fees that have been pre-approved for payment

### Past Due Accounts

#### Prior balances

A person who has outstanding indebtedness to the college will not be allowed to register for additional classes, receive a transcript or record, have academic credits certified, or receive a diploma until the indebtedness has been satisfactorily cleared. Prior balances must be paid before setting up a new payment plan. Registration for the current semester will not be complete until all outstanding indebtedness has been cleared.

#### Finance Charges

A monthly finance charge of 1.5 percent (annual rate, 18 percent) is assessed on the unpaid balance of an account. The finance charge will be waived if on-time payment is received based on an agreed-to payment plan.

#### Final Payment Notices

Any account with a balance at the end of a semester will receive a 30 day letter. If payment is not made upon receiving a final notice, the account is subject to being sent to collections.

**Collections:** If a learner does not make full payment of tuition, fees, and other college bills and the account is sent to a collection agency, the learner is responsible for all collection costs, including agency fees, attorney fees and court costs, plus whatever amounts the learner owes the college. In addition, non-payment or a default judgment against the learner's account may be reported to a credit bureau and reflected in a credit report.

### ■ ADMINISTRATIVE WITHDRAWAL

If a learner does not demonstrate participation in a course by the end of the third week of class and cannot be reached by phone or e-mail, a grade of AW (Administrative Withdrawal) may be recorded for the course and tuition will be assessed according to normal withdrawal fees.

### ■ CANCELLATION OF CHARGES

Learners who officially withdraw from courses will have fees cancelled based upon the date of written notification of withdrawal by the learner. An official withdraw request must be submitted in writing to one of the following:

- Online: <http://w3.sckans.edu/ps/withdraw>
- E-mail: [withdraw@sckans.edu](mailto:withdraw@sckans.edu)
- Fax: 316-688-5218
- Mail: Learner Support (DLSAS)  
2040 S. Rock Rd.  
Wichita, KS 67207

Military Learners who wish to inquire about the impact of mobilization, activation, and temporary duty assignments on financial responsibilities associated with adding, dropping, or withdrawing from a course should speak with a staff member in the billing office at (888) 684-5335.

#### For courses lasting six weeks

- Full tuition will be reimbursed when withdrawal notice is given before midnight Sunday the end of the first week of class.
- Seventy percent of tuition will be reimbursed when notice is given before midnight Sunday of the second week of class.
- Tuition is not reimbursed when notice is given after midnight Sunday of the second week of class.
- Withdrawal is not permitted after the fifth week of class.

#### For courses lasting twelve weeks or longer

- Full tuition will be reimbursed when withdrawal notice is given before midnight Sunday the end of the first week of class.
- Seventy percent of tuition will be reimbursed when notice is given before midnight Sunday of the fourth week of class.
- Tuition is not reimbursed when notice is given after midnight Sunday of the fourth week of class.

A week starts on Monday and ends Sunday before midnight central time.

## Financial

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### ■ CANCELLATION OF FINANCIAL AID

Withdrawing learners who have received financial aid are required to return a portion of their aid to those sources that assisted in enrollment.

For federal aid, a calculation is made of “earned” and “unearned” aid based on the days of attendance. Unearned aid is returned first to loans (in this order: unsubsidized, subsidized, Perkins, PLUS), then to a Pell grant, SEOG, and other Title IV programs.

For Southwestern aid, the amount returned is the same percentage as the amount of charges cancelled. For state and other aid, all funds are usable until the learner’s account balance reaches zero. Any excess is returned.

### Refunds

After calculation of charges cancelled and financial aid cancelled, any excess remaining on the account is refundable to the learner.

### ■ FINANCIAL AID AND FELLOWSHIPS

Some graduate learners are eligible for federal financial aid, primarily loans. For information, inquire at the financial aid office on the main campus or see a financial aid counselor at the Wichita East Branch Campus.

Two graduate fellowships are awarded on a competitive basis. Tuition waivers depend on the terms of the fellowship. Please obtain information about these fellowships directly from the Associate Vice President of Professional Studies.

### How to Apply for Financial Aid

Learners must have been granted admission to Southwestern College. Before financial aid can be applied to an account, these steps should be followed to apply for financial aid:

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), indicating Southwestern College (School Code Number 001940) on the form. Application forms may be obtained online at [www.fafsa.gov](http://www.fafsa.gov). Priority application receipt date for financial aid for all returning learners is April 1.

2. The learner must complete the Student Data Form.
3. If a learner’s application is selected for verification, submit requested supporting documents.

### Financial Aid Regulations

The following regulations govern all scholarships and grants:

1. Southwestern College Scholarships and grants are awarded by application.
2. Southwestern College is federally obligated to adjust the financial aid awards of learners who withdraw prior to the end of the semester or who reduce the number of hours enrolled in during a semester. Southwestern College Scholarships and grants are adjusted according to the college’s policies on cancellations and refunds. Federal and state aid is adjusted according to federal regulation
3. For learners receiving state or federal aid, Southwestern College is required by law not to offer institutional aid that would exceed the financial need of the student.
4. Financial aid awards are credited to student accounts according to federal regulation and divided among the student’s total number of terms (maximum of three within a 12 months period – summer, fall, spring).
5. Learners in the Professional Studies and graduate programs are not eligible for main campus institutional aid programs.
6. The entire financial aid award may be voided if incorrect or false information is provided on the Free Application for Federal Student Aid (FAFSA). Intentional false statements or misrepresentation on any of the student’s financial aid application materials may subject the filer to a fine or imprisonment, or both, under provisions of the U.S. Criminal Code.

## Satisfactory Academic Progress

Southwestern College is required by federal regulation to monitor satisfactory academic progress for financial aid recipients. These standards ensure that only those learners demonstrating satisfactory progress toward the completion of their educational program will continue to receive financial aid. Southwestern College's policy measures a learner's performance in the following four areas: 1) successful completion of courses (credit hours), 2) cumulative grade point average (GPA), 3) maximum time to degree completion, and 4) overall pace toward degree.

### 1. Successful Completion of Courses

At the end of the fall, spring, and summer semesters, learner progress is measured by comparing the number of attempted credit hours with the number of earned credit hours (i.e., receipt of a grade of A, B, C, D, or S). In any given year, learners must have earned at least 70 percent of the credits they attempted to remain in good standing for financial aid purposes only. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours:

- F – Failure
- I – Incomplete
- WD – Withdrawal
- WF – Withdraw Failure
- WM – Military Withdrawal
- AM – Administrative Withdrawal

### 2. Cumulative Grade Point Average

Learners whose work is below level described in the academic suspension policy are failing to make minimum progress toward their degree (see Academic Policies).

### 3. Maximum Time to Degree.

Graduate learners are eligible to receive federal and state financial aid up to 54 attempted credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters.

### 4. Overall Pace toward Degree.

At the end of the fall, spring, and summer semesters, learner progress is measured by comparing the number of cumulative attempted hours with the number of cumulative earned hours (i.e., receipt of a grade of A, B, C, D, or S). Learners must have earned at least 70 percent of the overall credits they have attempted to remain in good standing. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours:

- F – Failure
- I – Incomplete
- WD – Withdrawal
- WF – Withdraw Failure
- WM – Military Withdrawal
- AM – Administrative Withdrawal

## Financial Aid Warning/Suspension/Probation

At the end of the fall, spring, and summer semesters, all aid recipients will be evaluated for satisfactory academic progress. Financial aid recipients who do not meet one of the four requirements for progress will be placed on financial aid warning for one semester. A learner on financial aid warning is eligible to receive financial aid for the next semester of attendance. If the learner does not meet one of the four conditions imposed upon him/her during the warning period, the learner will be placed on financial aid suspension. Suspension prevents the learner from receiving any federal or state financial assistance for future semesters until such time as the learner again meets all four satisfactory academic progress standards. Learners who have reached the maximum hour limit and have yet to receive a degree are immediately sent to suspension without a warning period. Learners on suspension have the right to appeal the decision.

## Conditions for Appeal Reinstatement

Learners may appeal their financial aid suspension by submitting an appeal form to the financial aid office for consideration by a committee of student services officials. Appeal forms are available from the financial aid office.



## Financial

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### ■ FINANCIAL AID AND FELLOWSHIPS *(continued)*

Some circumstances, such as medical problems, illness, death in the family, relocation, or employment changes can be considered for an appeal. The committee will review the appeal and contact the learner by a reasonable date. Learners who are approved will be placed on financial aid probation and required to submit to a prescribed academic plan. Learners must meet the goals on the academic plan to be removed from probation. The committee's decision is final and may not be appealed further.

Learners who choose to pay for their expenses using private resources may continue to enroll in subsequent semesters without appealing. Learners may have their financial aid reinstated and may be removed from suspension or probationary status once all satisfactory academic progress standards are met.

### Consortium Agreements

Occasionally, it is in the learner's best interest to round out a semester schedule using coursework from one or more different colleges. Under certain circumstances and on a case-by-case basis, Southwestern may enter into a consortium agreement with these other colleges in order to qualify to receive federal aid that is based on total enrollment – particularly the Pell grant. Learners interested in this option should speak with their academic success coach and then notify the financial aid office of their plans. In such cases, proration of institutional financial aid may apply.

### ■ FEDERAL AID

#### Teacher Assistance for College and Higher Education (TEACH)

This federal grant program is offered to learners who intend to teach full-time in high-need subject areas for at least 4 years at schools that serve learners from low-income families. The grant provides full-time undergraduates and graduates with up to \$4,000 per year. Learners interested in this grant must be admitted to the teacher education program, meet the academic requirements, and sign an annual Agreement to Serve with the Federal Government. Should the learners not fulfill their part of the contract in the Agreement to Serve, the grant will turn into a Federal Unsubsidized Direct Loan.

### Federal loans

The Department of Education offers a variety of learner loans. The learner is under full obligation to repay the loans.

#### Federal Subsidized Direct Loans

Subsidized loans are for learners demonstrating financial need. The federal government pays the interest for the learner while the learner is enrolled. Maximums vary, according to the learner's grade level.

#### Federal Unsubsidized Direct Loans

Unsubsidized loans are available to learners who do not demonstrate financial need. The loan is the same as the Subsidized Stafford Loan except the learner is responsible for the interest while enrolled.

### More information

Additional financial aid information is available online at [www.sckans.edu/finaid](http://www.sckans.edu/finaid).

### ■ LEARNER COMPLAINT AND APPEALS PROCESS

Learners with complaints about their account balances, student records, or other non-academic matters should seek resolution with the appropriate administrator. If satisfactory resolution is not achieved at this level within 30 days of the complaint, the learner may file a formal appeal with the Associate Vice President for Professional Studies, whose decision will be issued within 30 days and is final.

### ■ MASTER OF ACCOUNTANCY (M.Acc.)

The career path of the Master of Accountancy (M.Acc.) learner may be in various specialty areas for a CPA of forensic accounting, auditing, taxes, preparing financial information for public and private companies, or, they may be working toward a Controller or Chief Financial Officer position. A learner could also choose to pursue a M.Acc. for personal or professional growth and development outside of these areas. The M.Acc. learner enters the program with considerable accounting, finance, and economics coursework, or equivalent accounting work experience.

The M.Acc. curriculum is mapped to the four areas of the Uniform CPA Exam\*: Auditing and Attestation, Financial Accounting and Reporting, Regulation, and Business Environment and Concepts. Essential skills for successfully completing the program include attention to detail, knowledge in word processing and spreadsheets, business procedures, mathematics, and organizational communication skills. Learners develop skills in organizational budgeting, financial decision-making, and ethical reasoning.

#### Required Courses

- MGMT510 Financial Accounting
- MGMT515 Managerial Accounting
- MACC511 Legal Aspects of Financial and Commercial Transactions
- MACC518 Governmental and Not-for-Profit Accounting Theory and Application
- MACC521 Ethics and Regulatory Compliance
- MACC531 Federal Income Tax: Planning and Decision Making
- MACC541 Accounting Systems and Analysis
- MACC551 Managing International Standards
- MACC561 Auditing and Forensics Accounting
- CAPS600 Graduate Capstone

*\* The Uniform CPA Examination prepared by the American Institute of Certified Public Accountants (AICPA) is rigorous. Less than one-half of those who take it each year pass every part on the first try. Southwestern College can make no guarantee that successful completion of the M.Acc. program will make a graduate eligible to sit for a licensure exam or to obtain state licensure. In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency. Even after completing the M.Acc. graduate program, additional self-study and/or coursework may be necessary to realize success.*

## Programs of Study

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### ■ MASTER OF ARTS IN SPECIALIZED MINISTRIES (M.A.S.M.)

The Southwestern College Professional Studies Master of Arts in Specialized Ministries program is designed for those who want to enhance their understanding of, and hone their skills in, working with youth and young adults. This nondenominational program is ideal for working or aspiring youth ministers who are called to lead others through the doctrines of the Christian faith. The Master of Arts in Specialized Ministry uses non-traditional formats that are well adapted to the needs of contemporary learners.

#### **Core Required Courses** (21 credit hours)

- SMIN501 Introduction to Ministry
- SMIN503 Studies of the Old Testament
- SMIN505 Studies of the New Testament
- SMIN507 Theology
- SMIN509 Survey of Church History
- SMIN596 Practicum in Specialized Ministry Part 1
- SMIN597 Practicum in Specialized Ministry Part 2

All requirements of area of emphasis below:

#### **Emphasis in Youth and Young Adult Ministry**

##### **Emphasis Required Courses** (15 credit hours)

- SMIN530 Theology of Youth Ministry
- SMIN531 Ethical Issues in Youth Ministry
- SMIN532 Faith and Formation in Developing Adults
- SMIN533 Program Design and Development in the Local Church
- LEAD570 Leadership for the Future

### ■ MASTER OF ARTS IN THEOLOGICAL STUDIES (M.A.T.S.)

Southwestern College Professional Studies' Master of Arts in Theological Studies (M.A.T.S.) program is designed for those who want to pursue graduate work in theology and biblical studies. It is also suitable for those who want to minister more effectively in the church or in a church-related ministry. The M.A.T.S. uses non-traditional formats that are well adapted to the needs of contemporary learners.

#### **Required Courses**

- SMIN503 Studies of the Old Testament
- SMIN505 Studies of the New Testament
- THEO510 Theological Research Methodology
- THEO511 History of Christianity 1
- THEO512 History of Christianity 2
- THEO521 Systematic Theology 1
- THEO522 Systematic Theology 2
- THEO523 Systematic Theology 3
- THEO530 Spiritual Theology
- THEO540 Philosophy of Religion
- THEO545 Theological Ethics
- THEO550 Science and Religion
- THEO565 Studies in Theologians
- THEO595 Thesis

#### **Elective Courses**

- THEO 595B Continuing Thesis
- THEO 596 Workshop in Theological Research and Careers

## Programs of Study

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### ■ MASTER OF ARTS IN TEACHING (M.A.T.)

The on ground (main campus) or online (professional studies) Master of Arts in teaching degree at Southwestern College provides graduate courses toward Kansas teacher licensure for grades 6-12 for graduates who have received baccalaureate or higher degrees in the following areas: biology, English, social sciences, mathematics, physics, and speech/theatre. The program can enable licensure for grades K-12 for graduates who have received baccalaureate or higher degrees in music as well as physical education. The graduate program does not include a pathway to early childhood or elementary licensure. A transcript review is conducted to determine if additional undergraduate courses are needed to meet all Kansas State Department of Education (KSDE) content standards associated with a teaching license. A content area deficiency plan is developed if additional courses are needed. Successful completion of the MAT does not ensure teacher licensure. In addition to KSDE approved teacher education course work, the agency also requires successful completion of the Praxis II content exam as well as the Principles of Learning and Teaching exam to receive a teaching license. See <http://www.ets.org>.

To accommodate the needs of candidates, graduate classes are scheduled on-line in six and 12-week sessions. Field experiences in high schools as well as practica/student teaching are required. Kansas licensure is accepted in other states. Anyone interested in the program who resides in a state other than Kansas must check with that state's department of education to determine specific licensure requirements for teaching within that state and the acceptability of an out of state license.

### Required Courses

- EDUC512 Action Research
- EDUC524 Introduction to Special Education\*
- EDUC549 Race, Class, and Power in Schools\* Seminar\*
- EDUC601 Education Foundations\*
- EDUC602 Educational Psychological/Learning Theories\*
- EDUC603 Content Area Literacy\*
- EDUC604 Teaching in the Content Areas\*
- EDUC605 Teaching Methods\*
- EDUC606 Student Teaching Practicum\* **OR**
- EDUC607 Restricted Licensure Practicum\*/\*\*
- EDUC608 Teacher Portfolio\*
- EDUC609 Developmental Psychology\* **OR**
- EDUC526 Classroom Management **OR**
- EDUC518 Educational Practice and Innovation

*\* Course required for licensure. Equivalent undergraduate courses will substitute for licensure but will not be included toward the master's degree. If developmental psychology is not on the undergraduate transcript, EDUC 610 is required. Otherwise, EDUC 518 and/or 526 can be included in the program to complete the degree*

*\*\* EDUC608 may be repeated for credit-see course description*

## ***Programs of Study***

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### **■ MASTER OF BUSINESS ADMINISTRATION (MBA)**

The Southwestern College Professional Studies Master of Business Administration program prepares the learner to manage various aspects of an organization with real world applications of cutting-edge concepts and theories. Contemporary management practices and foundational theories in multiple business areas are emphasized in order to prepare learners for strategic planning and adapting in today's global environment. Participants also learn from resources provided throughout the program. The MBA graduate exhibits technical capabilities in key business operations, verbal and written communication competency, an appreciation and demonstrated understanding of ethical reasoning, and leadership skills. Designed by experienced professionals, the program encourages learners to apply concepts of project management, accounting, finance, human resources, marketing, and quality management to relevant projects that they can use to immediately contribute to their organizations. These experiences can inspire learners to continue in additional graduate degree programs.

#### **Required Courses**

- MGMT500 Organizational Behavior and Human Resource Management
- MGMT505 Project Management Fundamentals
- MGMT510 Financial Accounting
- MGMT515 Managerial Accounting
- MGMT520 Managing Organizational Change and Conflict
- MGMT525 Business Law
- MGMT530 Marketing Strategies
- MGMT560 Ethics in the Global Marketplace
- MGMT565 Financial Analysis and Management 1
- MGMT575 Financial Analysis and Management 2
- MGMT580 Quality Management and Statistical Analysis
- MGMT585 Strategic Management
- CAPS600 Graduate Project

### **■ MASTER OF EDUCATION (M.Ed.)**

The Master of Education degree at Southwestern College meets the needs of area teachers as well as provides assistance for those seeking national certification through the National Board for Professional Teaching Standards (NBPTS). Majors in curriculum and instruction or special education are offered. Most Southwestern graduate learners are professionals employed in education or other fields. To accommodate the needs of these learners, graduate classes are scheduled evenings and weekends in six and 12-week sessions. Some courses and programs are available online.

#### **M.Ed. Majors**

Curriculum and Instruction (C&I)

Adaptive Endorsement in Special Education

Functional Endorsement in Special Education

## Programs of Study

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### ■ M.Ed., Major in Curriculum and Instruction

The online Master of Education with a major in Curriculum and Instruction (M.Ed. in C&I) includes 33 semester-hours of courses, for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment. Enrollment in the program requires a minimum 2.75 GPA, an application and degree-bearing official transcripts from a Higher Learning Commission or equivalently accredited college or university. Once admitted, dispositions will be assessed and such information is aggregated across all learners to establish baseline information for the program.

The M.Ed. in C&I is organized through a four-dimensional approach to preparing educators for the 21st century and is grounded in the five core propositions of the National Board for Professional Teaching Standards (NBPTS). Those propositions are that teachers:

- are committed to learners and their learning
- know the subjects they teach and how to teach those subjects to learners,
- are responsible for managing and monitoring learner learning,
- think systematically about their practice and learn from experience, and
- are members of learning communities.

This program is consistent with the conceptual framework of The Dole Center for Teacher Education, which specifies that we build professional educators who have the abilities of wisdom, interaction, facilitation, and reflection. Each of these abilities can be seen in all of the dimensions of the program.

The first dimension of the program, the Professional Core, is a series of courses in the theoretical, philosophical, cultural, and historical processes of curriculum and teacher leadership. These courses assist candidates in using their knowledge of what learners know, how they think, who they are, where they come from, and what motivates them. The courses that accomplish this active understanding and demonstration of skills are: EDUC501, 518, 530, 542, and 549.

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate learners will have a specified curricular strand that includes: EDUC520, 540, and 560. The content area focus promotes critical thinking skills and helps graduate learners use prior knowledge to gain confidence and independence in posing, exploring, and solving new problems.

Three English for Speakers of Other Languages (ESOL) courses can be included in the program as part of the program and these courses are substituted in place of courses from either the Professional Core and/or Area of Emphasis. Work with your advisor to ensure program expectations are met.

The third dimension, Research and Assessment, provides teachers with the tools to become effective and perceptive educators in their schools and classrooms. Through a series of courses in action research and assessments, tests, and measurements, graduate learners learn to gauge learner progress through the on-going processes of action research, multiple evaluation methods, and the interpretation of research literature, which serves as a guide for improving their practice. Considered crucial, the mastery of these tools connects teacher-leaders to their daily practice through a systematic, scientific framework that validates their work and brings about positive curricular, instructional, and evaluative changes in their individual classrooms. This dimension is accomplished through the following courses: EDUC512, and 543.

The last dimension is the Pathway (Portfolio) Experience. The M.Ed. in C&I degree is a standards-based program grounded in the precepts of the National Boards of Professional Teaching Standards (NBPTS). The program promotes that assessment as a course of action will provide demonstrated evidence of the graduate learner's growth and development. The vehicle for this assessment is the portfolio. The portfolio will be a purposeful collection of educational artifacts developed throughout the program which are designed to provide tangible evidence of the candidate's academic growth, skill development, and professional dispositions that improve instruction and assessment to enhance learner learning.

## Programs of Study

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### ■ M.Ed., in C&I (*continued*)

#### EDUC562 Portfolio

The contents of the portfolio provide evidence of the candidate's competence in:

- Thoroughly knowing the subjects taught and how to effectively teach those subjects to learners
- Effectively managing and monitoring learner learning
- Thinking systematically about practice and learning from that experience
- Demonstrating competencies in critical and reflective thinking, and scholarly writing
- Demonstrating commitment to learners and their learning
- Demonstrating growth and transformation through the establishment of new professional goals
- Disseminating knowledge and appropriate practice to the professional community

Reflective statements similar to those in NBPTS licensure processes will connect themes of experiences in the candidate's graduate program to understanding of theory, research, knowledge, skills and dispositions learned.

The electronic presentation of the portfolio to the teacher education faculty has as its main goal an assessment process that incorporates work completed during the program and requires the candidate to engage in critical dialogue on how her/his current self-evaluation processes reflect the thoughtful consideration of knowledge gained through the completion of the program presented in her/his role as a teacher/scholar.

The Master of Education with a major in Curriculum and Instruction incorporates the ideals of the National Board and empowers teachers to become reflective practitioners who will be able to meet the challenge of providing quality educational programs for all learners.

Students pursuing a M.Ed. must earn a grade of "C" or better in each course required for the program.

### Required Courses:

#### In the Professional Core: *Select Five Courses*

- EDUC501 Current Educational Trends
- EDUC518 Educational Practice and Innovation
- EDUC530 Curriculum Development
- EDUC542 Instructional Design
- EDUC549 Race, Class, and Power in Schools
- EDUC615 Reading Assessment and Intervention

#### Area of Emphasis: *OR* Courses in ESOL

- EDUC520 Instruction and English Language Students
- EDUC540 Creating Community in the Classroom
- EDUC560 Investigating Learner Work  
*OR*
- EDUC550 Introduction to Language and Linguistics
- EDUC580 Second Language Acquisition and Cultural Identity in Language
- EDUC590 Teaching English as a second Language and Assessing Language Competency

#### In Research and Assessment:

- EDUC512 Action Research
- EDUC543 Assessments, Tests, and Measurements

#### Portfolio Experience:

- EDUC562 Portfolio

*All courses are three semester hours unless otherwise indicated.*

## Programs of Study

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### ■ M.Ed., Adaptive Endorsement in Special Education

The master of education with a major in special education is designed for those who wish to earn a license in teaching special education as part of their graduate degree programs. A core of 30 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Licensure in adaptive disabilities (learning disabilities, intellectual disabilities, emotionally disturbed, autism spectrum disorders, developmental delay, and other health impairments) may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional license.

Successful completion of two or three practica courses is required depending on the program of study. In the program for adaptive grades K-6 two practica courses, EDUC 558 and 658 are required. In adaptive grades 6-12 two practica courses, EDUC 559 and 659 are required. In the adaptive PreK-12 program, three practica courses, EDUC 557, 559 and 658 are required. Each practicum requires 100 hours of instructional services with students with adaptive-level disabilities. Within each practicum, a case study is developed to demonstrate mastery of the standards required for licensure.

Successful completion of a program portfolio equivalent to that of the Pathway Portfolio (described above) will be required for this major. The portfolio will demonstrate that the learner has met the state and national standards (Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers from the Council for Exceptional Children) for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the Praxis II assessments #5543 or #0543 Special Education: Core Knowledge and Mild to Moderate Applications

ETS Praxis II assessments as defined by the Kansas State Department of Education. Passing Praxis exam #543 is a licensure requirement and it is necessary for a learner to be recommended to receive an endorsement to the teaching license in Special Education Adaptive.

Students pursuing a M.Ed. must earn a grade of "C" or better in each course required for the program.

### Required Courses:

#### Phase I: Provisional Endorsement

- EDUC514 Introduction to Special Education: Individual Educational Plan Development
- EDUC523 Instructional Strategies: Learning Difficulties
- EDUC524 Introduction to Special Education
- EDUC558 Practicum in Adaptive Special Education (*initial*)

#### Phase II: Full Endorsement

- EDUC522 Instructional Strategies: Behavior Difficulties
- EDUC525 Collaboration with Families and Communities
- EDUC 526 Classroom Management
- EDUC 529 Legal Issues in Special Education
- EDUC 535 Assessment Strategies
- EDUC559 Practicum in Adaptive Special Education (*capstone*)

#### Electives (*choose a total of three hours, completed prior to EDUC559*):

- EDUC532 Technology in Special Education
- EDUC533 Language Development and Disorders
- EDUC534 Transitions in Education
- EDUC549 Race, Class and Power in Schools
- EDUC555 Topics in Education

#### Phase III: Research Requirements

- EDUC512 Action Research



## ***Programs of Study***

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### ■ **M.Ed., Functional Endorsement in Special Education**

The master of education with a major in special education is designed for those who wish to earn a license in teaching special education as part of their graduate degree programs. A core of 33 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Licensure in functional disabilities, (Severe and Profound Cognitive Disability, Medically Fragile, Deafblind) may be earned with 33 hours. A minimum of 9 hours is required for a provisional license. EDUC512 must be completed within the first 15 hours of the program of study.

Successful completion of two practica courses is required: EDUC 758 Initial Practicum in Functional Special Education and EDUC 759 Advanced Practicum in Functional Special Education. Each practicum requires 100 hours of instructional services with students with functional-level disabilities. Within each practicum, a case study is developed to demonstrate mastery of the standards required for licensure.

Successful completion of a program portfolio will be required for this major. The portfolio will demonstrate that the learner has met the state and national standards (Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers from the Council for Exceptional Children) for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the Praxis II assessment #5545 or #0545 Special Education: Core Knowledge and Severe Profound Applications.

Students pursuing an M.Ed. must earn a grade of "C" or better in each course.

### **Required Courses:**

#### **Phase I: Provisional Endorsement**

- EDUC514 Introduction to Special Education: Individual Educational Plan Development
- EDUC524 Introduction to Special Education
- EDUC718 Methods: Life Skills and Community-based Instruction
- EDUC758 Initial Practicum in Functional Special Education

#### **Phase II: Full Endorsement**

- EDUC525 Collaboration with Families and Communities
- EDUC534 Transitions in Education
- EDUC714 Characteristics of Children & Youth with Low-Incidence Disabilities
- EDUC722 Methods: Functional Behavior Assessment, Positive Behavior Support and Classroom Management
- EDUC724 Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs
- EDUC735 Assessment, Diagnosis and Evaluation
- EDUC757 Principles of Communication with Literacy for Students with Low-Incidence Disabilities
- EDUC759 Capstone Practicum in Functional Special Education

#### **Phase III: Research Requirements**

- EDUC512 Action Research

## Programs of Study

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### ■ MASTER OF SCIENCE IN MANAGEMENT (M.S.M.)

The Southwestern College Professional Studies Master of Science in Management program (M.S.M.) prepares leaders of today's complex and diverse business environment to manage key business operations and lead their organizations to success. The learner will develop skills in areas that support the management functions of planning, organizing, leading, and measuring the performance of the organization. Topics include project management, human resource management, finance, organizational ethics and statistical analysis. The program not only introduces the learner to strategic, tactical, and operational areas, but also to a variety of leadership theories and styles necessary for leading successful organizations. The M.S.M. graduate has demonstrated competence in interpersonal and written communication, ethical reasoning through complex practical application activities, as well as the ability to utilize resources to continue learning about best practices in management in order to prepare him for advancement in his field. The strong foundational concepts taught by professionals support the learners in the completion of projects that make a positive difference in their workplaces, churches, communities, or personal lives, and also may inspire them to continue in additional graduate degree programs.

### Required Courses (39 credit hours)

#### Core (24 credit hours)

#### In Leadership (6 credit hours)

- LEAD500 Leadership Styles and Theories
- LEAD565 Knowledge Based Leadership

#### In Management (18 credit hours)

- MGMT500 Organizational Behavior and Human Resource Management
- MGMT505 Project Management Fundamentals
- MGMT560 Ethics in the Global Marketplace
- MGMT565 Financial Analysis and Management 1
- MGMT580 Quality Management and Statistical Analysis
- CAPS600 Graduate Project

#### In Leadership **OR** Management (3 total credit hours from this section)

*Note: Additional courses taken from this section do not count as electives.*

- LEAD560 Leading Change in Organizations **OR**
- MGMT520 Managing Organizational Change and Conflict

#### Electives (choose 12 credit hours total)

- LEAD510 Leadership in Context
- LEAD515 Leadership Communication and Conflict Resolution
- LEAD520 Leadership Coaching
- LEAD570 Leadership For the Future
- LEAD580 Practical Problem Solving for Today's Organizations
- MGMT510 Financial Accounting
- MGMT515 Managerial Accounting
- MGMT525 Business Law
- MGMT530 Marketing Strategies
- MGMT575 Financial Analysis and Management 2

## ***Programs of Study***

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### **■ MASTER OF SCIENCE IN LEADERSHIP (M.S.L.)**

The Southwestern College Professional Studies Master of Science in Leadership program prepares the learner for leadership positions in various organizations. The learner develops skills required to become a more effective leader in military, government, health care, and education organizations, as well as small business, non-profit, or corporate environments. The emphasis is on practical application of relationship management; best leadership practices, which are strongly supported by research; and successful examples of leadership styles and organizational structures with a global and ethical perspective. The M.S.L. graduate exhibits competency in interpersonal and written communication, and also demonstrates the essential leadership practices of inspiring a vision, encouraging others to act, data driven strategic planning, and ethical reasoning, which are all necessary for leaders in today's society. The program is designed so that learners can use resources provided throughout the program to apply their leadership skills to leading change and quality initiatives. Students learn practical problem solving and how to evaluate the most effective ways to lead their organizations. The Master of Science in Leadership program also may inspire learners to continue in additional graduate degree programs.

#### **Required Courses**

- LEAD500 Leadership Styles and Theories
- MGMT560 Ethics in the Global Marketplace
- LEAD510 Leadership in Context
- LEAD515 Leadership Communication and Conflict Resolution
- LEAD520 Leadership Coaching
- LEAD560 Leading Change in Organizations
- LEAD565 Knowledge Based Leadership
- LEAD570 Leadership for the Future
- LEAD575 Organizational Structures and Behavior
- LEAD580 Practical Problem Solving for Today's Organizations
- LEAD585 Leading Quality Improvement Initiatives
- CAPS600 Graduate Project

### **■ MASTER OF SCIENCE IN SECURITY ADMINISTRATION (M.S.S.A.)**

Southwestern College's Master of Science in Security Administration (M.S.S.A.) program prepares learners to take on increasing levels of responsibility and leadership positions as mid-to-upper level managers in the security industry. In addition to knowledge in security-related subject matter, individuals will learn problem solving techniques, leadership skills, critical thinking, and how to apply theory to practice. The program is directed toward those not only entering into, but advancing in the growing security industry in private or government security fields such as physical security, vulnerability assessment, information security, homeland security, emergency management, risk management, contingency and continuity planning, and crime prevention. Courses concentrate on business strategies, risk management, planning, assessment, best practices, and security concepts and practices.

#### **Required Courses**

- MSA 500 Contemporary Security Administration
- MSA 505 Security Administration Business Strategies
- MSA 510 Enterprise Risk Management
- MSA 515 Physical Security Planning and Vulnerability Assessment
- MSA 520 Administration of Information Security
- MSA 560 Security Law
- MSA 565 Organizational Security Investigations
- MSA 570 Homeland Security Defense and Administration
- MSA 575 Best Practices and Special Issues in Homeland Security
- MSA 580 Terrorism: Perspectives and Consequence Mgmt
- MSA 585 Emergency, Disaster, and Contingency Management
- CAPS600 Graduate Capstone

## ***Programs of Study***

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### **■ GRADUATE CERTIFICATE IN EMERGENCY PLANNING**

Southwestern College's Emergency Planning graduate level certificate is designed to prepare the executive security professional for assessing and designing contingencies for public and private security measures in a global society. Threats to safety and systems are examined and emphasis is given to the analysis of models and practices. Learners will examine the cost-benefit comparisons of contemporary, theoretical, and practical models.

Individuals completing the Emergency Planning Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Security Administration.

#### **Required Courses**

- MSA 515 Physical Security Planning and Vulnerability Assessment
- MSA 570 Homeland Security Defense and Administration
- MSA 575 Best Practices and Special Issues in Homeland Security
- MSA 580 Terrorism: Perspectives and Consequence Mgmt
- MSA 585 Emergency, Disaster, and Contingency Management

### **■ GRADUATE CERTIFICATE IN ENTERPRISE RISK MANAGEMENT**

Southwestern College's Enterprise Risk Management graduate level certificate emphasizes the executive analysis and assessment of organizations' security vulnerability. It is designed to prepare the manager with security administration responsibilities for contingency planning and investigation in addition to systematic assessment of organizational risk. Learners will have an opportunity to examine various models and practices that help the security management professional balance the costs and risks facing today's organizations.

Individuals completing the Enterprise Risk Management Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Security Administration.

#### **Required Courses**

- MSA 510 Enterprise Risk Management
- MSA 515 Phys Security Planning and Vulnerability Assessment
- MSA 520 Administration of Information Security
- MSA 565 Organizational Security Investigations
- MSA 585 Emergency, Disaster, and Contingency Management

## ***Programs of Study***

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### **■ GRADUATE CERTIFICATE IN EXECUTIVE ACCOUNTING**

The Southwestern College Professional Studies Graduate Certificate in Executive Accounting provides an opportunity for graduate learners to add an area of emphasis to their non-accounting business degrees. Learners pursuing the Master of Accountancy graduate degree could also earn the certificate to demonstrate a progression of success in their program. The courses emphasize awareness of multiple types of organizations that rely on ethical accounting practices along with planning and decision-making based on various financial and non-financial transactions. Learners examine the integration of accounting reporting systems into business processes and develop skills to evaluate computerized accounting methods and controls.

#### **Required Courses**

- MGMT510 Financial Accounting
- MGMT515 Managerial Accounting
- MACC518 Government and Non for Profit Accounting Theory and Application
- MACC531 Federal Income Tax: Planning and Decision Making
- MACC541 Accounting Systems and Analysis

### **■ GRADUATE CERTIFICATE IN EXECUTIVE LEADERSHIP**

Southwestern College's Executive Leadership graduate level certificate will help prepare managers or future managers to be effective leaders in today's contemporary, global organizations. Emphasis is placed on applied, practical projects while focusing on topics facing today's leaders in human resources management, change management, decision making, communication, and diversity issues that include generational differences.

Individuals completing the Executive Leadership Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in Leadership.

#### **Required Courses**

- MGMT500 Organizational Behavior and Human Resource Management
- LEAD520 Leadership Coaching
- LEAD565 Knowledge-Based Leadership
- LEAD560 Leading Change in Organizations
- MGMT505 Project Management Fundamentals

## ***Programs of Study***

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### **■ GRADUATE CERTIFICATE IN EXECUTIVE QUALITY MANAGEMENT**

Southwestern College's Executive Quality Management graduate level certificate is designed to prepare the leader in an organization to manage an existing quality program or establish a new quality initiative. Emphasis is given to the behavioral and organizational culture issues that impact quality initiatives. Learners will gain experience with the measurements and processes that can support quality programs in a real-world project. In addition, the certificate is designed to support the efforts of managers to lead through the necessary changes for establishing quality initiatives.

Individuals completing the Graduate Certificate in Executive Quality Management at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in Leadership.

#### **Required Courses**

- MGMT500 Organizational Behavior and Human Resource Mgmt
- MGMT505 Project Management Fundamentals
- MGMT580 Quality Management and Statistical Analysis
- LEAD570 Leadership for the Future
- LEAD585 Leading Quality Improvement Initiatives

### **■ GRADUATE CERTIFICATE IN RURAL HEALTHCARE ADMINISTRATION**

The Graduate Certificate in Rural Healthcare Administration is designed to not only prepare people for leadership positions in hospitals, critical access facilities, healthcare facilities, and nursing facilities, but also to help promote networks among learners, reducing the isolation that can be part of the rural healthcare administration job. Learners may be preparing for a promotion to a leadership position, or may already be in a leadership position looking to enhance his/her skills.

Individuals completing the Rural Healthcare Certificate at Southwestern College may apply all of these 18 credit hours earned toward a Master of Science in Leadership or a Master of Science in Management.

#### **Required Courses**

- RHC 510 Leadership in Healthcare Administration
- RHC 565 Leading for Quality in a Rural Context
- RHC 575 Financial Decisions in the Changing Healthcare Landscape
- RHC 580 Organizational Development and Culture
- RHC 585 Information Technology to Lead
- RHC 590 Rural Hospital Administration for the Medical Perspective

## Course Descriptions

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**CAPS600: Graduate Project** (3 cr hrs)  
All learners will prepare and submit a professional electronic capstone portfolio as a graduate requirement in this course. The portfolio serves as an opportunity for the learners to demonstrate their achievement of their respective degree program outcomes through their degree program coursework, and their commitment to lifelong learning through the identification of specific future learning goals. All learners will be required to prepare, conduct, and report on an applied learning project relevant to their degree program as a second graduate requirement in this course. This project will cover theory, concepts, practices, knowledge, and skills covered across the respective degree program courses, and their application to a real-life or simulated situation. Learners' projects from this course are also included in the final professional portfolio submitted at the end of the course. *Prerequisite: Successful completion of all major courses.*

**EDUC501: Current Educational Trends** (3 cr hrs)  
Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development.

**EDUC512: Action Research** (3 cr hrs)  
This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise.

**EDUC514: Introduction to Special Education: Individual Educational Plan Development** (1 cr hr)  
Course will provide training in the procedures for developing high quality individual education plans for students with disabilities, based on state curriculum standards and meeting all of the requirements of state and federal special education laws and regulations. *This course can be taken in conjunction with EDUC524.*

**EDUC518: Educational Practice and Innovation** (3 cr hrs)  
Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice.

**EDUC520: Instruction and English Language Learners** (3 cr hrs)  
Students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students.

**EDUC522: Instructional Strategies: Behavior Difficulties** (3 cr hrs)  
The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with behavior disorders, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with behavioral disorders.

**EDUC523: Instructional Strategies: Learning Difficulties** (3 cr hrs)  
The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with academic problems, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with academic difficulties.

**EDUC524: Introduction to Special Education** (2 cr hrs)  
Designed to provide an overview of the fields of behavior disorders, learning disabilities, and mental retardation for present and future teachers, school psychologists, administrators, counselors, and other professionals preparing to work with students with mild disabilities. Emphasis on causes, identification, classification, characteristics, and recent trends and issues.

## Course Descriptions

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### **EDUC525: Collaboration with Families and Communities** (3 cr hrs)

This course develops an understanding and valuing process relative to the importance and complexity of characteristics of young children's families and communities through respectful, reciprocal relationships, and involve families and communities in their children's development and learning.

### **EDUC526: Classroom Management** (3 cr hrs)

A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors.

### **EDUC529: Legal Issues in Special Education** (3 cr hrs)

The focus of this course is on the legal and professional issues in special education. It will include an in-depth study of special education laws and their impact on programs for exceptional children and youth.

### **EDUC530: Curriculum Development** (3 cr hrs)

Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum.

### **EDUC532: Technology in Special Education** (3 cr hrs)

This course will provide an overview of the technology available for students with special needs. Included will be low-tech devices, augmentative devices, and using technology to adapt instruction.

### **EDUC533: Language Development and Disorders** (3 cr hrs)

This course is designed to provide an introduction to language disorders. Designed for classroom teachers, it provides an overview of language development and language disorders, the development of literacy, the relationship between language disorders and learning disabilities, and language as it affects academic areas.

### **EDUC534: Transitions in Education** (3 cr hrs)

The focus of this course is on the theoretical constructs and practical considerations in programming for students with disabilities from the preschool through the secondary and post-secondary level.

### **EDUC535: Assessment Strategies** (3 cr hrs)

Focus on the use of observation techniques and the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs.

### **EDUC540: Creating Community in the Classroom** (3 cr hrs)

Students will discuss topics such as the structure and management of the classroom. The curriculum includes: interdependence, cooperation, trust, responsibility, and active participation. Teaching strategies include techniques, and activities that emphasize decision-making, critical thinking, cooperation, responsibility, and empowerment.

### **EDUC542: Instructional Design** (3 cr hrs)

Students will cover typical instructional design models and learning theories. Students will complete an entire instructional design unit including curriculum, instruction, and assessment of student learning.

### **EDUC543: Assessment, Tests and Measurement** (3 cr hrs)

Provides classroom educators with the knowledge and skills necessary to effectively measure student achievement and the reflective skills necessary to examine and improve upon practice.

### **EDUC549: Race, Class and Power in Schools** (3 cr hrs)

Students will explore theoretical frameworks for understanding cultural difference as it impacts teaching and learning in the classroom. They will examine ways to provide equity in education for all students.



## Course Descriptions

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### **EDUC550: Introduction to Language and Linguistics** (3 cr hrs)

This is an introductory course in language and linguistics, which explores the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought in anticipation of working with communities of nonnative English-speakers. This course is designed as one in a series of three courses to enable the learner to successfully pass the ESOL praxis.

### **EDUC555: Topics in Education** (1 cr hr)

The 555x courses will be available in the summer primarily as topics of special interest or independent study courses with approval of the coordinator of the special education program.

*May be repeated for credit.*

### **EDUC558: Practicum in Adaptive Special Education (initial)** (1.5 cr hrs)

This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with mild disabilities.

### **EDUC559: Practicum in Adaptive Special Education (capstone)** (1.5 cr hrs)

This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with learning disabilities, mental retardation, or behavior disorders.

### **EDUC560: Investigating Student Work** (3 cr hrs)

Students will investigate ways in which the things students make in and for school can be studied as evidence of teaching and learning.

### **EDUC562: Portfolio** (3 cr hrs)

The focus of this course will be the development of a purposeful collections of educational artifacts designed to provide tangible evidence of the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance student learning. It is a capstone experience in the major.

### **EDUC580: Second Language Acquisition and Cultural Identity in Language** (3 cr hrs)

This course explores the theories and research of second language acquisition in order for the teacher to facilitate ESOL students' acquisition of a new language. In addition, this class will examine the complex relationship among communication, culture and identity as it relates to language learning. This course is designed as one in a series of three courses to enable the learner to successfully pass the ESOL praxis.

### **EDUC590: Teaching English as a Second Language and Assessing Language Competency** (3 cr hrs)

This course provides the foundation for second language instruction by examining a broad range of methodologies to provide academic experiences for English Language Learners. (SIOP model included.) Application of these "best practice" concepts will be used to plan, implement, and evaluate instruction for ESOL students. An opportunity to volunteer with ESOL students for 8 hours during the course will be included.

### **EDUC601: Seminar** (1 cr hr)

An introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon use of Blackboard, IQ Web, program assessments, field experiences, Praxis II exams, and personal involvement in planning an effective and successful career in education.

### **EDUC602: Education Foundations** (3 cr hrs)

This course explores the historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons as well as guide instruction, educational practices, and decision making to support policies, practices, and legal requirements that promote student welfare and development.

## Course Descriptions

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### **EDUC603: Educational Psychology/**

#### **Learning Theories (3 cr hrs)**

This course explores concepts and distinctions imperative to apply learning theories from theory to practical application. Each theory is uniquely derived from a time period and vision of the theorist. Each learning theory will allow students to explore how to properly implement the theory and use it as an instructional process. Through the in depth analysis, students will have a better understanding on how to improve classroom practice and student learning.

### **EDUC604: Content Area Literacy (3 cr hrs)**

A course on content-based literacy designated to encompass study skills, concept development, reading comprehension strategies, and critical thinking. This course presents the area of reading demands of content subjects and the need shown by a diverse population of students. This course will serve as a basis for new teachers to demonstrate their knowledge and enable higher-order thinking to be present in schools today. This course focuses on each aspect of reading, but more specifically on comprehension. Reading, interpretation, and visualization will be key components to have cohesion exist among content areas within education.

### **EDUC605: Teaching in the Content Areas (3 cr hrs)**

Course will assist prospective teachers in developing the skills necessary for utilizing teaching strategies in the middle and secondary school environment. Students will study new and traditional methods in teaching middle and secondary education. Special attention will be given to research in selecting materials, use of proper strategies, assessment, delineating information, and cooperative learning.

### **EDUC606: Teaching Methods (3 cr hrs)**

Course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and

assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to student teaching.

### **EDUC607: Student Teaching (3 cr hrs)**

Clinical experiences in the public schools for teacher licensure candidates. Student teaching is a 14-week full time teaching experience.

*Concurrent enrollment with EDUC 609*

### **EDUC608: Restricted Licensure Practicum (1 cr hr)**

This course provides restricted licensures students with supervised practica throughout the teacher education program until they obtain their initial license. *May be repeated for credit six times.*

### **EDUC609: Teacher Portfolio (3 cr hrs)**

Course is a collection of candidate assignments over the program aligned with the 13 professional standards. The course also requires candidates to complete a Kansas Performance Assessment during student teaching. Restricted licensure candidates complete this course during their last semester of courses.

### **EDUC610: Lifespan Developmental Psychology (3 cr hrs)**

Course focuses on human development throughout the lifespan, from birth to death. Students will examine central concepts related to parameters of human development, individual and social, which arise throughout the life span, as well as continuity and change within the developing individual.

### **EDUC615: Reading Assessment and Intervention (3 cr hrs)**

The course develops an overview of the varied pathways of reading development and prepares learners to analyze reading achievement as well as administer and interpret diagnostic measures of reading. Through case studies, learners will use progress-monitoring data processes to analyze specific instructional strategies and interventions.

## Course Descriptions

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**EDUC714: Characteristics of Children & Youth with Low-Incidence Disabilities** (3 cr hrs)

This introductory course provides an overview of the characteristics of learners with significant needs for support. Learners will be introduced to the various classification systems and the implications of low-incidence disabilities, significant cognitive disability, various vision and/or hearing impairments, motor disabilities, and health impairments. The diversity of curriculum needs for students at the functional level will be addressed, including cognitive, physical, social, and emotional needs across the developmental spectrum. The course prepares learners for more advanced study in specific areas, such as assessment, instructional methodology, behavior management and transition.

**EDUC718: Methods: Life Skills and Community-based Instruction** (3 cr hrs)

This course will provide an overview of instructional practices contributing to community-referenced planning, community-based and life skills instruction. Students design community-based instructional programs, ecologically valid and age-appropriate to facilitate mastery of skills essential for community and social inclusions including family and student involvement, transportation, and administrative and policy support.

**EDUC722: Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management** (3 cr hrs)

This course provides a problem-solving approach and the framework for teaching and to develop pro-social behavior in students with functional disabilities in classrooms and school contexts. Students ascertain behaviors, discover the functions of behavior, and learn pro-social behaviors for home, school, and community settings.

**EDUC724: Advanced Methods: Strategies For Students with Significant Sensory, Motor and Health Needs** (3 cr hrs)

In this course students learn instructional strategies for teaching children and youth with sensory and/or motor impairments and complex medical needs. Students will learn use of residual and alternative senses: proper positioning and transfer for students with motor impairments, nutrition, hydration, medical monitoring, and seizure activity. Students will develop appropriate goals and objectives in the sensory and motor areas, incorporate related services into inclusive educational settings, embed sensory and motor skills training into the general education curriculum, adapt materials and apply assistive technologies.

**EDUC735: Assessment, Diagnosis, and Evaluation** (3 cr hrs)

This course will develop the use of observation techniques and the administration and interpretation of test instruments and strategies including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs.

**EDUC757: Principles of Communication and Literacy for Students with Low-Incidence Disabilities** (3 cr hrs)

This course will provide overall instructional practices in the area of effective communication and literacy for students with significant disabilities. Students will demonstrate the ability to collaborate with related service providers, community personnel, general education teachers, families and paraprofessionals in the pre-assessment, construction, implementation and reassessment of both high and low tech communication systems. Students will also demonstrate the ability to design literacy objectives that align to the Common Core state standards and create formative and summative assessments to support the objectives.

## Course Descriptions

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### **EDUC758: Initial Practicum in Functional Special Education** (3 cr hrs)

This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with functional disabilities.

### **EDUC759: Capstone Practicum in Functional Special Education** (3 cr hrs)

This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with severe and profound cognitive disability, medically fragile, deaf/blind disabilities.

### **LEAD500: Leadership Styles and Theories** (3 cr hrs)

The course will cover fundamentals of leadership, definitions of leadership, and an introduction to the tools available for research in leadership. Emphasis is on the application of theoretical concepts to actual organizational settings and situations, culminating in the determination of participant's dominant leadership style and articulation of a personal leadership profile.

### **LEAD510: Leadership in Context** (3 cr hrs)

Participants will be able to demonstrate an understanding of how economic, social and/or political events and relationships--whether local, national or worldwide--affect organizations and impact culture and community. Participants will develop a plan of action for dealing with that impact.

### **LEAD515: Leadership Communication and Conflict Resolution** (3 cr hrs)

The course will teach leaders to hone and refine important communication and conflict resolution skills including interpersonal and small group communication, persuasion, media communication, and crisis communication.

### **LEAD520: Leadership Coaching** (3 cr hrs)

The course will help students coach, mentor and empower future leaders. The course will review coaching theories and models as well as the theoretical and applied aspects of teamwork. Participants will focus on building the skills of collaboration. Participants will articulate a personal leadership development plan.

### **LEAD560: Leading Change in Organizations** (3 cr hrs)

Participants will learn to navigate the world of needs assessment tools in order to build an organization's ability to operate on the consistent generation of information. Systems used to analyze information and implement change resulting from data will be covered through case studies, individual and group exercises. Participants will develop practical tools for engaging people at all levels of an organization through inevitable change.

### **LEAD565: Knowledge Based Leadership** (3 cr hrs)

The course will cover the integration and alignment of strategic planning, mission, vision with goals and objectives to position organizations to transition to a knowledge-based environment. Participants will develop a plan for capturing "tribal knowledge" and using that knowledge to create and communicate a shared vision.

### **LEAD570: Leadership for the Future** (3 cr hrs)

Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives.

### **LEAD575: Organizational Structures and Behavior** (3 cr hrs)

Participants will learn decision making models, principles of organizational hierarchy, and how organizations are impacted by leadership styles. Participants will analyze how their own leadership behavior impacts others through 360-degree feedback.

### **LEAD580: Practical Problem Solving for Today's Organizations** (3 cr hrs)

Working from current and relevant case studies, students will develop the skills to make real-world, real-time decisions.

## Course Descriptions

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### **LEAD585: Leading Quality Improvement**

#### **Initiatives (3 cr hrs)**

The course will address the importance of implementing quality principles integral to leadership which will benefit stakeholders, provide an understanding of the philosophies underlying quality, emphasize the importance of employee empowerment, deal with issues surrounding teams and group dynamics, and develop an awareness of process improvement and its role in building solid effective organizations. Students will be qualified to earn the credential of Certified Quality Improvement Associate.

### **MACC511: Legal Aspects of Financial and Commercial Transactions (3 cr hrs)**

This course is designed to provide learners with sufficient knowledge and understanding to identify and manage legal issues in financial and commercial transactions. This type of understanding requires a knowledge of the operation of business organizations, the various provisions in the Uniform Commercial Code that govern commercial transactions, federal securities regulations, and various other pertinent laws. Accordingly, learners examine the relation of the legal, regulatory, and ethical environment to commercial transactions. These topics are viewed in a real world application or case-study approach.

*Prerequisites: MGMT510 and MGMT515*

### **MACC518: Governmental and Not-for-Profit Accounting Theory and Application (3 cr hrs)**

This course examines the foundations and applications of accounting theory, practice and reporting issues as they relate to governmental or not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, financial reporting, and governmental performance measures. An introduction to government and not-for-profit auditing is also provided.

*Prerequisites: MGMT510 and MGMT515*

### **MACC521: Ethics and Regulatory Compliance (3 cr hrs)**

The role of professional ethics is explored in detail and considered in the context of laws, regulatory compliance, and the organization's culture. Current state, national and international regulatory developments are addressed. Analysis of situations of potential and actual ethical conflict, professional responsibility and values, legal requirements, and codes of professional conduct related to the accounting profession will be highlighted.

*Prerequisites: MGMT510 and MGMT515*

### **MACC531: Federal Income Tax: Planning and Decision Making (3 cr hrs)**

This course is a case study-based, problem-oriented examination of fundamental federal tax process, procedures, accounting and planning. Tax consequences of common business and property transactions, issues and controversies are explored in-depth. The course will cover the topics of gift and estate transactions, taxation of property transactions, individuals and entities (which include sole proprietorships, partnerships, limited liability entities, C corporations, S corporations, joint ventures, trusts, estates, and tax exempt organizations). Emphasis is on applying tax laws with regards to taxation of entities and individuals, as opposed to learning individual tax rules.

*Prerequisites: MGMT510 and MGMT515*

### **MACC541: Accounting Systems and Analysis (3 cr hrs)**

Learners focus on the analytical tools necessary to evaluate users' accounting information needs and to design, implement and maintain an accounting information system to support business processes and cycles. This will include computerized accounting information or relational database management systems, management needs and reporting objectives, transaction trails, traditional flow charts and data-flow diagrams, documentation, application access controls, security and internal controls, internet-related controls particularly in e-commerce environments, and integration of accounting systems in software evaluation and selection.

*Prerequisites: MGMT510 and MGMT515*

## Course Descriptions

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### **MACC551: Managing International Standards** (3 cr hrs)

This course examines the International Financial Reporting Standards (IFRS) by leveraging comparisons between US GAAP and IFRS. Key to the course are the links between underlying transactions, the application of reporting standards for those transactions, and the financial reports prepared under IFRS. A theoretical and technical examination of the implications of IFRS adoption or convergence in the United States will be highlighted and consideration will be given to international organizations and the role of regulators.

*Prerequisites: MGMT510 and MGMT515*

### **MACC561: Auditing and Forensic Accounting** (3 cr hrs)

This course provides an in-depth examination of generally accepted auditing standards (GAAS), as well as standards for attestation and other review services. Professional ethical and legal responsibilities are examined as they relate to internal controls, audit risk, risk assessment and audit program planning. Emphasis is on the use of forensic accounting techniques to analyze what is behind the data generated by the accounting system, to detect internal control weaknesses and to map out a fraud investigation program.

*Prerequisites: MGMT510 and MGMT515*

### **MGMT500: Organizational Behavior and Human Resource Management** (3 cr hrs)

This course covers models and theories of behavior, and human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, motivation, and teamwork. Human Resource management topics include human resources strategy, selection, performance evaluation, reward systems, and employee development. Heavy emphasis will be on the strategic implications of these topics.

### **MGMT505: Project Management Fundamentals** (3 cr hrs)

In this course, concepts, theories, principles and practical application of project management tools will be applied to real business situations. A critical analysis of tools and techniques that are available to aid project managers will be performed, with a view of the potential disconnect between these tools and real-world projects. Specific tools, including the Balanced Scorecard, Monte Carlo simulations, and stop-light charts, will be utilized.

### **MGMT510: Financial Accounting** (3 cr hrs)

Learners concentrate on interpreting financial statement information, using accounting information for decision making and evaluation, and examining current trends in accounting of importance to the manager.

### **MGMT515: Managerial Accounting** (3 cr hrs)

Learners examine the use of accounting information to assist management in planning, analyzing, and implementing business decisions and activities. The course focuses on strategic and operational performance analysis and evaluation.

### **MGMT520: Managing Organizational Change and Conflict** (3 cr hrs)

Participants learn techniques for successfully managing and communicating change and conflict in complex organizations. Individual personality, preference and style assessment, interpersonal interaction, and group dynamics will be included. Also covered are implementation strategies for change in organizations as they respond to socioeconomic, technological, ethical and environmental factors, and how to adapt to new competitive conditions.

### **MGMT525: Business Law** (3 cr hrs)

This course is a study of legal concepts applicable to business, including forms of business organization, legal aspects of organizing and operating a business, the Uniform Commercial Code, contracts, commercial paper, secured transactions, bankruptcy, securities regulations, antitrust law, consumer protection, torts, criminal business law, social and political influences, management rights, powers and responsibilities, ethical considerations, and a brief overview of the structure of the judicial system.

## Course Descriptions

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### **MGMT530: Marketing Strategies** (3 cr hrs)

Learners explore various marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management. Emphasis will be on strategic implications of these topics, rather than the theories themselves. Learners will be required to exhibit mastery of the topics through the development of a complete, case-based integrated marketing strategy.

### **MGMT560: Ethics in the Global Marketplace** (3 cr hrs)

What are the challenges for an organization to be considered an ethical corporate citizen, locally and globally? How can an organization effectively address those challenges in a diverse global society, economy, and marketplace while also pursuing profitability? Learners explore ethical leadership and the organization, and the triple bottom line, evaluating the means and potential strategies for ethically balancing profit, corporate social responsibility, and environmental sustainability. Learners also examine the local and global impact of those strategies, inclusive of the impact on societies, cultures, economies, and stakeholder constituencies.

### **MGMT565: Financial Analysis and Management 1** (3 cr hrs)

This course introduces and covers a broad range of financial topics of interest to managers. Differentiation between accounting and finance; time value of money; macroeconomics, including supply and demand; forecasting techniques, capital budgeting and investment decisions are included.

### **MGMT575: Financial Analysis and Management 2** (3 cr hrs)

Learners study complex financial analysis tools and their role in managerial decision-making. The learner will utilize the techniques learned in Financial Analysis I in practical case studies. Risk measurement, opportunity cost of capital, short and long-term financial decisions, corporate financing alternatives, and financial analysis and planning are covered. Learners will be expected to perform hands-on modeling projects in Excel. This course will assume prior familiarity with spreadsheet software such as Excel or Lotus.

*Prerequisite: MGMT565.*

### **MGMT580: Quality Management and Statistical Analysis** (3 cr hrs)

This course explores foundations of quality management. Tools and methods for analytic study including basic probability and statistics are discussed. Models of quality management are utilized through practical case study application. Learners will have the opportunity to apply quality management and statistical analysis to a real-world project of their choice.

### **MGMT585: Strategic Management** (3 cr hrs)

Learners will be expected to synthesize material learned in several previous MBA courses. Projects are based on computer simulations in which teams compete.

*Prerequisite: successful completion of at least 27 credit hours in the MBA program.*

### **MSA 500: Contemporary Security Administration** (3 cr hrs)

This course provides leading-edge concepts for Chief Security Officers (CSO) as well as middle to upper-level security management professionals. The principal focus is emerging criminal and terrorist threats that pose serious challenges to professionals throughout the security industry. Core areas of security are also comprehensively covered as well as business management and leadership competencies.

## Course Descriptions

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### **MSA 505: Security Administration Business Strategies** (3 cr hrs)

The primary focus of this course is to direct learners through the entire continuum of management strategies aimed at achieving personal and professional success. Real world concepts and their application to asset protection are illustrated via situational case presentations. The learner is exposed to concepts of advocacy, continuous quality improvement strategies, and a plethora of helpful suggestions designed to deliver organizational results. Measurable metrics, business needs, effective communication, and how to receive the necessary resources for success are also examined. New risk assessment models and proven strategic planning concepts are discussed. A blueprint for business executives and security managers that shows where they are and where they need to be in order to drive their security program to maximize its contribution to their organization is also discussed.

### **MSA 510: Enterprise Risk Management** (3 cr hrs)

Learners in this course will focus on all risks in which an organization may be exposed. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

### **MSA 515: Physical Security Planning and Vulnerability Assessment** (3 cr hrs)

This course emphasizes real-world concepts, principles, and processes for building security and safety design, including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from start of planning through final analysis, including senior management briefing, is examined.

### **MSA 520: Administration of Information Security** (3 cr hrs)

This course provides a management review of information security issues and a thorough treatment of the administration of information security. Topics such as planning for contingencies, policy and programs, models and practices, risk management, threats, protection mechanisms, personnel security, law and ethics, and project management are studied.

### **MSA 560: Security Law** (3 cr hrs)

Learners in this course will review the legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from employee and customer theft. It also discusses the legal rights of and responsibilities of security personnel and merchants as they pertain to theft and lawful arrest. Negligence, intentional torts, agency, contracts, alarms, damages, authority of private citizens, probable cause, arrest, search and seizure, interrogation, use of force by the private citizen, deprivation of rights, and entrapment are also examined.

### **MSA 565: Organizational Security Investigations** (3 cr hrs)

The primary concentration for this course covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations.



## Course Descriptions

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### **MSA 570: Homeland Security Defense and Administration** (3 cr hrs)

This course provides a comprehensive overview of America's homeland security system, including key federal, state, local, and private organizations. Policy issues, technologies, legislation, preparedness recommendations, and trends are analyzed. Threat assessments, critical infrastructure protection, weapons of mass destruction, cyber-terrorism, business preparedness, and emergency response and public protection are covered as well.

### **MSA 575: Best Practices and Special Issues in Homeland Security** (3 cr hrs)

Learners in this course will examine the current ability of national, state, and local agencies to respond to terrorism. Lessons learned and best practices from past emergencies and terrorist events are reviewed to identify preparedness and mitigation methods. Individual and local government preparedness, response, and practices are covered.

### **MSA 580: Terrorism: Perspectives and Consequence Management** (3 cr hrs)

Learners in this course will thoroughly examine the complex issues surrounding terrorism via a discussion of theories, domestic and international threats of terrorism, motivations for terrorism, and a review of the various religious, ideological, nationalistic, and ethnic movements taking place around the world. Consequence management is studied with a review of the incident management system, federal response plan, weapons of mass destruction effects, mass casualty decontamination, crime scene operations, and technology and emergency response.

### **MSA 585: Emergency, Disaster, and Contingency Management** (3 cr hrs)

This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

### **RHC 510: Leadership in Healthcare Administration** (3 cr hrs)

This course studies a range of issues and related problems faced by CEOs in the rapidly changing healthcare/health services delivery system. The course offers an introduction to various leadership styles and traits with application to working in the modern healthcare industry. Challenges to leadership include managed care, the ethics of healthcare, the aging population, technology integration, and compliance issues.

### **RHC 565: Leading for Quality in a Rural Context** (3 cr hrs)

The rewards and challenges of urban hospital administration are different from those of rural hospital administration. This course explores the barriers to quality innovation and how to dismantle them. Topics include limited resources to achieve great need; high performance leadership; the multiple roles and responsibilities for a rural hospital CEO; community outreach and relationship building; the outsider status in an insular environment; and stability, credibility, entrenchment, and trust, internal and external.

### **RHC 575: Financial Decisions in the Changing Healthcare Landscape** (3 cr hrs)

This course prepares current and future hospital administrators with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector. The course focuses on concepts to include demand (from physicians, patients, and families), supply distribution, utilization of resources, and cost-benefit analysis as they apply to the healthcare industry. Analysis and identification of healthcare financial trends, finance sources and reimbursement models, including current and future payment systems for healthcare, such as Medicare and Medicaid, are addressed.

## Course Descriptions

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### **RHC 580: Organizational Development and Culture** (3 cr hrs)

The primary focus of this course is to understand the fundamentals of managing a healthcare environment. Healthcare CEOs must understand every level of hospital administration, from the maintenance staff to board elected by the community. The course examines the organizational process, including intervention strategies, and the role of organizational development in creating the changes that improve individuals, teams, and the organization itself. Key topics include diversity in the community and in the workplace, managing patients and staff, fundamentals of compliance, and adapting internal processes to external regulations.

### **RHC 585: Information Technology to Lead** (3 cr hrs)

This course introduces information system design and structure principles specific to healthcare delivery. Topics include understanding contemporary information system technologies specific to healthcare, including electronic medical records, electronic reimbursement, patient information security, communication and diagnostic tools. The course also focuses on gathering and analyzing relevant institutional data for decision making. Strategies for financing continuing upgrades to information systems will be explored, and the course will cover the impact of technology on diagnosis and treating illness and disease and preparing for ways technology will continue to change medicine. The course includes a focus on the implementation and training needed to implement information technology and to further evidence-based healthcare and data driven decisions.

### **RHC 590: Rural Hospital Administration from the Medical Perspective** (3 cr hrs)

A fundamental challenge to all rural hospitals is attracting and retaining qualified medical personnel. Understanding the needs, both professionally and personally, of physicians, nurses, and other clinicians will enable a CEO to know how to productively recruit potential candidates and how to provide an enticing package, to include compensation, schedules, professional development, and family considerations.

This course provides the administrator with a thorough understanding of medical personnel needs and concerns about rural medicine. In addition, the course provides a basic understanding of some of the medical issues today, equipping the CEO to speak a common language with the physician and his/her staff.

### **SMIN501: Introduction to Ministry** (3 cr hrs)

This course will explore several themes that are foundational to ministry including the notions of call, conversion, prayer, and leadership in the church. Learners should be prepared to engage the practical dimensions of spiritual formation and to apply them to a variety of social scenarios.

### **SMIN503: Studies of the Old Testament** (3 cr hrs)

This course provides an introduction to the literature and history of ancient Israel with special attention given to the thirty-six books of the Hebrew Bible. Ancient and Near-Eastern texts will be considered in light of the context that they provide for understanding early Judaism. Attention will be given to how to utilize Old Testament Scriptures in a variety of church and para-church ministries.

### **SMIN505: Studies of the New Testament** (3 cr hrs)

This course provides an introduction to the 27 books that constitute the New Testament. This course will take into account the Jewish and Greco-Roman milieu in which the New Testament developed. Attention will be given to how to utilize New Testament Scriptures in a variety of church and para-church ministries.

### **SMIN507: Theology** (3 cr hrs)

In this course, learners learn to link scriptural, historical, and theological sources in order to both create and understand theological constructs for youth ministry. Attention is given to how context (race, class, gender, other) shapes theological convictions.

### **SMIN509 Survey of Church History** (3 cr hrs)

This course provides a survey of the social, institutional, and intellectual history of Christianity. Topics will investigate how various church traditions give shape to ministry.

## Course Descriptions

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### **SMIN530: Theology of Youth Ministry** (3 cr hrs)

This course provides a survey of root convictions regarding the action of God in the lives of young people. The course will follow the standard systematic categories in theology and challenge students to consider how content in each category gives shape to youth ministry.

### **SMIN531: Ethical Issues in Youth Ministry** (3 cr hrs)

This course provides a survey of legal and ethical concerns affecting youth leaders: boundary awareness, sexual ethics, counseling referral, rights to privacy, crisis response and management. This course will take a case study approach.

### **SMIN532: Faith and Formation in Developing Adults** (3 cr hrs)

Learners study the relationship between psychological development and doctrines of the Christian life as they apply to youth and developing young adults. The course will cover topics such as entry into the Christian faith, the role of the church in spiritual formation, the role of theology in shaping discipleship and the importance of mentoring in faith formation in the years ranging from teen to young adult.

### **SMIN533: Program Design and Development in the Local Church** (3 cr hrs)

This course provides an introduction to, and practice in, designing and developing a youth ministry in the local church. Attention will be paid to context (i.e. urban, rural, suburban and geographic or regional characteristics), theology of youth ministry, and practical challenges such as fundraising, budgeting and accounting procedures.

### **SMIN596: Practicum in Specialized Ministry Part 1** (3 cr hrs)

The practicum involves real work experience in a ministerial setting. Established practicum settings include working at the United Methodist reporter and the campus ministries office on the main campus of Southwestern College. Practicum experiences can also take place in other ministry settings. Approval forms are submitted prior to the Practicum Part I course start date and includes the description of the work to be undertaken during the Part I and Part II schedule, evaluation criteria, and the off-campus supervisor, and the supervising teacher.

### **SMIN597: Practicum in Specialized Ministry Part 2** (3 cr hrs)

This course is a continuation of the Practicum Part I and is required to be scheduled consecutively with SMIN 596. The practicum involves real work experience in a ministerial setting.

*Prerequisite* SMIN596

### **THEO510: Theological Research Methodology** (3 cr hrs)

This course enables learners to obtain an understanding of what is expected in graduate level theological research and to begin work on the organized research for their forthcoming master's thesis. A proposed thesis topic and a research bibliography are developed in concert with the course instructor. The finished product of the course includes an annotated bibliography of pertinent research materials, a preliminary outline of the entire thesis (to three levels), and an estimated writing schedule.

### **THEO511: History of Christianity 1** (3 cr hrs)

This course provides an account of the history of the Christian church from its inception in the first century of the Common Era to the time of the Protestant Reformation in the 16th century. Special focus is upon the development of Christian doctrine by major figures and movements, including the Seven Ecumenical Councils.

### **THEO512: History of Christianity 2** (3 cr hrs)

This course provides an account of the history of the Christian church from the Protestant Reformation to the present day. The focus is upon the theological developments that characterize the various strands of Christian tradition in the modern period, and the major figures and groups that are representative of them.

*Prerequisite:* THEO511

### **THEO521: Systematic Theology 1** (3 cr hrs)

This course begins the systematic study of the Christian faith as articulated in the Nicene Creed. This course focuses on the First Article, which includes Trinity, the divine attributes, the doctrine of creation, the nature of the human person (theological anthropology) and the God/World relationship.

## Course Descriptions

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### **THEO522: Systematic Theology 2** (3 cr hrs)

This course continues the systematic study of Christian faith by focusing on the Second Article of the Nicene Creed, which includes the person of Jesus Christ (Christology), sin (hamartiology) and salvation (soteriology).

### **THEO523: Systematic Theology 3** (3 cr hrs)

This course concludes the systematic study of the Christian faith by focusing on the Third Article of the Nicene Creed, which includes the Holy Spirit (pneumatology), the church (ecclesiology), sacraments and the Last Things (eschatology).

### **THEO530: Spiritual Theology** (3 cr hrs)

This course examines theology as a spiritual discipline, an act of worship undertaken by the Church in service to God for the sake of the world. The focus is upon the affective dimension of the theological enterprise. Major figures and systems of spiritual formation will be examined, such as Hesychasm, Ignatian spirituality and other monastic forms.

### **THEO540: Philosophy of Religion** (3 cr hrs)

This course is an investigation into the nature and role of philosophy in religion, the relationship of faith and reason, the use of religious language, of the arguments for and against the existence of God, and the clarification and defense of the attributes of God in a particularly Christian theistic perspective.

### **THEO545: Theological Ethics** (3 cr hrs)

This course is a survey and evaluation of various ethical systems and representatives of those systems from within a Christian framework. Emphasis will be placed on, but is not limited to, Aristotle, Augustine, Aquinas, the Utilitarians, Kant and a study of various issues in meta-ethics and normative ethics, as well as an investigation of ethical decision-making and case studies. The cases will potentially cover various topics currently being debated in ethics, e.g., abortion, euthanasia, genetic engineering, infanticide, surrogate motherhood, business ethics, environmental issues, etc.

### **THEO550: Science and Religion** (3 cr hrs)

This course is a study of various issues that arise in the potential integration of science and Christian theology

(e.g. models of integration, the distinctness of religion, relationship of scientific methodology to theological methodology, the range of positions in the creation/evolution debate) as well as an investigation of selected topics in philosophy of science relevant to a Christian perspective (e.g., the realist/antirealist debate, the nature, formation, use, and confirmation of scientific laws and theories, scientism and the assumptions and limits of science).

### **THEO565: Studies in Theologians** (3 cr hrs)

This course is designed as a rotating topical course that will examine the major works of influential modern theologians. To be included are such major figures as Karl Barth, Wolfhart Pannenberg and Jürgen Moltmann. *Prerequisites: SMIN503, 505 and THEO512, 521, 522, 523 and 540.*

### **THEO595: Thesis** (3 cr hrs)

This 12-week course is designed to facilitate the writing of the thesis. The course will require regular periodic submissions of chapter/section drafts for professional guidance/critique. The finished product is a completed master's thesis of 35-50 pages that constitutes an original scholarly contribution to the field of inquiry.

*Prerequisite: Completion of all courses in the learners' program.*

### **THEO595B: Continuing Thesis** (1 cr hr)

This is a 6-week, -1- credit elective course. Students will be required to register for THEO595B each session immediately following THEO595 until the thesis is completed. Students can enroll in THEO595B a maximum of two times in order to complete the thesis.

### **THEO596: Workshop in Theological Research and Careers** (1.5 cr hrs)

This course is designed to facilitate the ongoing process of the learners' theological research and the exploration of career options after the completion of the MATS. Learners obtain encouragement as they discuss their research experience with their peers and evaluate possible future professional outlets, including leading and serving the church, seeking postgraduate education (PhD), and assuming positions as valuable assets in leadership and labor for the common good.

*Prerequisite: Concurrent enrollment with THEO595.*