

# Southwestern College

## 2016-17 Catalog

Southwestern College  
Winfield, Kansas 67156-2499  
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[www.sckans.edu](http://www.sckans.edu)

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This catalog contains information and announcements about Southwestern College. It does not constitute a contract.

# Welcome to Southwestern

## Our Vision

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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, and
- leadership through service in a world without boundaries.

## The Vision Interpreted

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Southwestern College in Winfield, Kansas, is a learning community...

- challenging each person to search for truth through consistent discipline of the mind.
- stimulating habits of careful reading and listening, clear speaking and writing, critical analysis and creative synthesis, individual thought and collaborative action.
- promoting rigorous intellectual competency within the context of vital interpersonal relationships.

Dedicated to intellectual growth and career preparation...

- emphasizing a broadly-based, value-centered liberal arts curriculum as the core of intellectual life, professional development and personal growth.
- integrating the core curriculum with career planning and preparation for a lifetime of service.
- building academic excellence and leadership potential.

Dedicated to individual development and Christian values...

- challenging each person to creative self-expression, aesthetic appreciation, freedom of thought, and responsible action.
- inviting students to explore ultimate reality; honoring the spiritual nature of human existence; affirming Christian values as central to an ethical, caring and inclusive community life.
- defining its historic commitment to community, freedom and diversity within a covenant relationship to the Great Plains Conference of the United Methodist Church.

Dedicated to lifetime learning and responsible citizenship...

- promoting responsible citizenship through active learning, professional growth and volunteer service.
- building wholeness, health and athletic abilities for lifetime physical fitness.
- encouraging lifelong intellectual and personal growth.

Dedicated to leadership through service in a world without boundaries...

- fostering opportunities for service in personal, family and professional life.
- recognizing the inherent worth of each person, the need for personal and social responsibility, the interdependence of all peoples, and the requirements of the age for justice and responsible living on the earth.
- inviting graduates to accept leadership roles in the emerging global community.

## The Mission of Southwestern College

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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 Great Plains Conference of the United Methodist Church, the college offers both bachelor's and graduate 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.
- Provides preparation for a wide range of church-related vocations and involvement.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
- 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.

## History

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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 students 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.

Always strong in the arts, the music program was augmented by the merger, in 1926, of the Winfield College of Music with the college.

The campus facilities were seriously affected in 1950 by a fire that destroyed the interior of the administration building. The reconstruction of this building and the subsequent erection of new academic facilities have provided the college with a modern campus to support its program.

Major steps were taken in 1994 to develop a professional studies program with the opening of a center in downtown Winfield. On-ground centers are now in several locations in Kansas and Oklahoma, but the majority of students choose to complete classes online.

A graduate program in education, begun in 1986, lets students earn a master's degree or elect to take courses for professional or personal development. Graduate programs offered both through professional studies and on campus lead to the master of business administration and master of education. Professional studies students also can earn the master of arts in specialized ministry, master of arts in teaching, master of science in leadership, master of science in management, or the master of science in security administration. A doctoral degree in education was added in 2012.

Southwestern is a comprehensive college of approximately 1,700 students and 50 full-time teaching faculty members.

## Accreditation

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Southwestern College is accredited by The Higher Learning Commission, [www.ncahlc.org](http://www.ncahlc.org), (312) 263-0456.

It is further accredited by the University Senate of the United Methodist Church, the National Association for the Education of Young Children (early childhood education), the National Association of Schools of Music (music), the Council for the Accreditation of Educator Preparation and the Kansas State Department of Education (teacher education program), the Commission on Accreditation of Athletic Training Education (athletic training), and the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791; [www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)). Southwestern students find credits taken here fully accepted in undergraduate and graduate schools across the nation.

## Title II Compliance

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

# Academic Information

## Degrees Offered

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Southwestern College confers the following degrees:

A.G.S., Associate of General Studies  
 B.A., Bachelor of Arts  
 B.F.A. Bachelor of Fine Arts  
 B.G.S., Bachelor of General Studies  
 B.Mus., Bachelor of Music  
 B.Phil., Bachelor of Philosophy  
 B.S., Bachelor of Science  
 B.S.A.T., Bachelor of Science in Athletic Training  
 B.S.N., Bachelor of Science in Nursing  
 M.A.S.M., Master of Arts in Specialized Ministries  
 M.A.T., Master of Arts in Teaching  
 M.B.A., Master of Business Administration  
 M.Ed., Master of 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  
 Ed.D., Doctor of Education

Students seeking a degree must fulfill all requirements as listed in the catalog. A second degree requires a minimum of 30 additional semester hours of credit.

## Majors and Minors Offered

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Southwestern College offers the following majors and minors:

### Main Campus Majors

Accounting  
 Athletic Training  
 Biochemistry  
 Biology (B.A. and B.S.)  
 Business and Computer Information Systems  
 Business Administration  
 Business Administration with emphasis in Finance  
 Business Administration with emphasis in Management  
 Business Administration with emphasis in Marketing  
 Chemistry  
 Communication with emphasis in Communication Studies  
 Communication with emphasis in Convergent Journalism  
 Communication with emphasis in Film Studies and Production  
 Communication with emphasis in General Communication  
 Communication with emphasis in New Media  
 Communication with emphasis in Professional Communication  
 Communication with emphasis in Radio and TV Production and Performance  
 Computer Science and Digital Arts with emphasis in Computer Science  
 Computer Science and Digital Arts with emphasis in Digital Arts  
 Computer Science and Digital Arts with emphasis in Game Development  
 Early Childhood Education  
 Elementary Education  
 English with emphasis in Literature

English with emphasis in Secondary Education  
English with emphasis in Writing  
General Studies  
Health Science  
History  
Interdisciplinary Studies  
Liberal Arts and Sciences  
Marine Biology  
Mathematics (B.A and B.S.)  
Middle Level Mathematics Education  
Music  
Music Education  
Music Performance  
Musical Theatre  
Philosophy and Religion  
Physical Education  
Physical Performance and Sport Studies  
Psychology  
Speech and Theatre Education  
Sport Management  
Theatre with emphasis in General Theatre Studies  
Theatre with emphasis in Technical Theatre  
Theatre with emphasis in Theatre Performance

### **Professional Studies Majors**

Accounting  
Business Administration  
Business Quality Management  
Christian Ministries  
Computer Programming Technology  
Criminal Justice  
Early Childhood Education  
Elementary Education  
Healthcare Administration  
Human Resource Development  
Information Systems Management  
Nursing (RN to BSN)  
Operations Management  
Psychology  
Security Management  
Strategic Leadership

### **Main Campus Minors**

Accounting  
Art  
Biology  
Broadcasting  
Business Administration  
Christian Discipleship Studies  
Communication Studies  
Computer Game Development  
Computer Science  
Criminal Justice and Legal Studies  
Early Childhood Education  
English  
Film and TV Theory, Criticism, and Production  
History

Journalism  
 Leadership  
 Mathematics  
 Music  
 Music in Worship  
 New Media  
 Philosophy and Religion  
 Political Science  
 Psychology  
 Sustainability and Environmental Studies  
 Theatre Arts  
 Writing  
 Youth Ministry  
 \*Minors only available at Main Campus

### **Certificate Programs**

Cyber Crime Investigation Certificate\*  
 Homeland Security Certificate\*  
 Lean Six Sigma Certificate\*  
 Operational Leadership Certificate\*  
 Organizational Communication Certificate\*  
 \*Available at Professional Studies only

For specific requirements, students should see the appropriate discipline listing in this catalog or Main Campus students should contact faculty in the discipline. Professional Studies students may contact their academic success coach for more information.

### **Selection of Catalog**

In most cases, students will meet graduation requirements stated in the catalog under which they first enter Southwestern College. When graduation requirements change, students 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. In either case, general education and major requirements must both be met from the same catalog. Students who leave Southwestern but re-enroll having missed no more than two (three for Professional Studies students) semesters (counting fall, spring, and summer as semesters) may follow the catalog under which they were previously enrolled. Readmitted students must follow the catalog of the year they resumed their studies at Southwestern College, or they may optionally select a newer catalog and follow those requirements.

### **Declaration of Major**

Freshmen may declare majors if they wish, or work within the general curriculum. During the sophomore year, all students are encouraged to declare a major. Declaration of a major is made at the registrar's office.

### **Declaration of Minor**

Main Campus students may declare minors in certain disciplines. For specific requirements and procedures students should see the appropriate discipline listing in this catalog or should contact faculty in the discipline. Declaration of a minor is made at the registrar's office.

### **Changing Majors**

A student wishing to change majors must submit a completed Change of Major form to the registrar's office. The student must assume the responsibility for any extra credits that may be involved in meeting the requirements of the new major.

## **Academic Advising**

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Academic advising is an important part of the educational process to help students form future goals and academic plans to accomplish them at Southwestern. Incoming main campus freshmen (and transfer students with fewer than 24 credit hours) with a declared major will be assigned a faculty advisor within their major to manage the transition to college life and to begin exploring the opportunities and



requirements of that field. Undeclared students or students undecided about a major will be assigned a general advisor to help them identify their future goals and select an academic major.

To change advisors, a main campus student must complete the required form (available from the registrar), obtain the new advisor's signature, and return the form to the registrar for processing. The advisor of record will assign a grade for PREP 499 in the student's final semester before graduation (see description under Majors and Course Offerings, College and Career Preparation).

A staff of professional, full-time academic success coaches assists Professional Studies students with degree plans, course selection, and other issues related to the student's program. In addition, the academic success coach is prepared with the tools and best practices needed to help students persist to their individual educational goals. Each academic success coach is committed to proactive student contact, providing the necessary level of support for an optimal educational experience.

## Academic Calendar

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The calendar for the academic year (fall, spring, and summer semesters) can be found on the registrar's website at [www.sckans.edu/registrar](http://www.sckans.edu/registrar).

# Requirements for Graduation

## Undergraduate Degree Requirements

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These are the requirements for a degree:

1. Complete the specific course requirements for a major field of study together with required cognate courses, with a minimum grade point average of 2.0 (C) in those courses required by each major, minor, certificate, or secondary licensure to be granted.
2. Complete the general education requirements.
3. Complete a minimum of 124 credit hours (minimum of 64 for the AGS degree).
4. Have an overall grade point average of 2.0 (C average) or meet program grade point average requirements.
5. Have Southwestern College course credit of at least 30 credit hours.
6. Have taken 15 of the last 30 course credit hours at Southwestern (waived for professional studies students who are active duty military personnel under an SOC agreement).
7. Complete the Application for Degree by the stated deadline.
8. Be elected to the respective degree by the faculty and by the Board of Trustees.

## Undergraduate Degree Requirements for Transfer Students

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1. Complete all items listed above.
2. Regardless of grade points earned at other institutions, have at least a "C" average for all work taken at Southwestern College.
3. For students transferring from two-year colleges, complete a minimum of 60 hours at a baccalaureate degree-granting institution.
4. Accept the judgment of school administrators in substituting transfer credits for courses in the Southwestern College catalog.

## Graduate Degree Requirements

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These are the requirements for a degree:

1. Complete the specific program requirements for the graduate program.
2. Have an overall grade point average of 3.0 (B average), with no single grade below a "C" (2.0) for the MBA, M.A.T., M.Ed., and Ed.D. programs. Have an overall grade point average of 2.5 (B- average) for all other master's programs or certificates, with no single grade below a "C" (2.0).
3. Have Southwestern College graduate course credit of at least 30 hours.
4. Complete the Application for Degree by the stated deadline.
5. Be elected to the degree by the faculty and by the Board of Trustees.

## Conferring Degrees

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Regardless of the point at which a student completes coursework for a degree at Southwestern College, degrees are conferred in May, August, and December. Students are considered May, August, or December graduates. Students who complete requirements in May and August may participate in the May Commencement ceremonies. Students who complete requirements in December may participate in Commencement ceremonies the following May.

Students must complete and return an Application for Degree to the registrar's office by the first day of the month preceding graduation to be considered for graduation.

# Undergraduate Academic Policies

## Academic Integrity

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Southwestern College assumes the academic integrity of its students. In cases where academic integrity is in question, the academic integrity definitions are as follows:

Academic dishonesty is any act of cheating, fabrication, and plagiarism, abuse of resources, forgery of academic documents, dissimulation, sabotage, and any act of aiding and abetting academic dishonesty.

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.

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.

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.

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 (when original work is requested, without the express written consent of the instructor); etc.

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.

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.

Sabotage is the damaging or impeding of the academic work of another student. Examples: ruining another student's lab work, destroying another student's term paper, etc.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Examples of academic integrity violations also include completion of an application for any Southwestern 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.

### Main Campus Policies for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the academic dean to the Academic Affairs Committee. On the first offense, violations of the academic integrity policy will result with:

1. A reprimand (written or verbal) for unintentional violations
2. A zero for the assignment (paper, exam or project) for intentional or flagrant violations

Unintentional infractions may be reported to the academic dean at the discretion of the faculty member. All infractions deemed by the faculty member to be intentional or flagrant must be reported in writing to the academic dean; the student will also be notified verbally or in writing. The academic dean shall keep a record of reported infractions and sanctions.

A second or any subsequent intentional or flagrant violation of any part of the academic integrity policy during a student's academic career at Southwestern is grounds for suspension

and requires a conference with the academic dean to determine the outcome. Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing and must be received in the academic dean's office within thirty days of the suspension announcement. The appeal will be heard by the Academic Affairs Committee and the committee's decision shall be final.

*Adapted and used by permission from Tabor College.*

### Professional Studies Policies for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional. 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). The occurrence will be reported, in writing, to the academic dean of Professional Studies. The violation will be documented by the appropriate college staff members. The most severe violations of academic integrity may result in the student receiving a failing grade in the course. In such circumstances the instructor will consult with the academic dean of Professional Studies prior to assigning the failing grade. Validated attempts of academic dishonesty will become a permanent part of the student's academic record. The student may appeal the instructor's decision to the academic dean of Professional Studies. Multiple violations of academic integrity may result in suspension from Southwestern College.

## Assessment

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Southwestern College is committed to quality in higher education. It strives to meet the educational needs of society and of individual students. The student assessment program at Southwestern exists to evaluate the effectiveness of the college experience in assisting students' movement toward the outcomes identified as flowing from the mission of the college. To that end aggregate data are collected from students at the beginning of the fall semester and at the end of the spring semester. The process and product of student 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 students.

Students enrolled at Southwestern are expected to participate in the student assessment program. The information resulting from the assessment process will not be used in any way other than for institutional improvement and individual student advising. Students may be privy to their individual scores and may use them in ways they deem helpful.

## General Academic Policies

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**Attendance Policy.** Students are expected to attend all classes as scheduled. Students who are absent are accountable for missed material and are responsible for arranging make-up work. Absences exceeding three times the number of class meetings per week are considered unacceptable. Tardies may be counted as absences. The college supports attendance policies that are more restrictive, if such policies have been stated in the course syllabus.

**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.

**Courses to Carry Credit Indicated.** All courses must carry the credit indicated in the catalog except by action of the academic affairs committee.

**Course Numbering System.** Courses are numbered by level:

Freshman	100
Sophomore	200
Junior	300
Senior	400

Graduate 500 and higher

**Credit Hour Definition.** In general, Southwestern College observes the definition of a credit hour as defined by the federal government: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or (2) at least an equivalent amount of work as required in item (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Full-time Course Load.** A normal full-time load is 12-18 credit hours. Main Campus students taking 19 or more hours must have the approval of the academic dean. Full-time students who successfully complete each semester's work and meet all major requirements may expect to graduate after four years of study.

**Part-time Course Load.** Students carrying fewer than 12 hours are classified as part-time students.

**Student Classification.** Students are classified on the basis of the number of accumulated earned hours according to the following schedule:

Freshman	1 to 24 semester hours
Sophomore	25 to 49 semester hours
Junior	50 to 84 semester hours
Senior	85 semester hours and above

## Registration

**Add/Drop Policy (Main Campus).** Prior to the add/drop deadline, students may add a class with advisor approval, either online or by submitting the appropriate form to the registrar's office. Once the semester begins, an instructor may elect to close a class barring any further enrollment. Students wishing to drop a class at any time during the registration period must get written or online permission from their advisor and submit it to the registrar's office. After the last day of the add/drop period, students wanting to drop a class must go through the official withdrawal process (see Official Withdrawal from Courses).

**Add/Drop Policy (Professional Studies).** Prior to the add deadline (5pm CST on the first day of the session), students may add a class online or by submitting the appropriate form to the registrar's office. Once the session begins, students wishing to drop a class must do so by the end of the first week at midnight. After the last day of the drop period (11:59pm CST on the first Sunday of the session), students wanting to drop a class must go through the official withdrawal process (see Official Withdrawal from Course).

**Audit of Classes.** Auditing consists of attending a class regularly without participation in class work or receiving college credit. Auditors must receive permission from the instructor and submit a completed add/drop form to the registrar's office before enrolling in the class. Students auditing a course must pay an audit fee. Some laboratory classes may not be audited; others may depend upon payment of laboratory and special fees. This option is currently available to undergraduate students.

**Course Selection Guidelines (Main Campus).** Students are strongly encouraged to meet with their advisor during the course selection period. Advisor approval is required to complete course selection. Juniors and seniors are advised to complete their course selection during the first two days of a course selection period to ensure that their major course requirements will be met. In addition, students must either pay their student account in full or make payment

arrangements with the student accounts office by the last day of the add/drop period in order to finalize their enrollment at Southwestern College.

**Waitlist Policy.** Waitlists are tracked by the student information system. Once space becomes available in a course, students who are first on the waitlist are automatically notified via e-mail to their official school e-mail address. Students are given 48 hours to respond; if they do not respond, they are dropped from the waitlist. During the add/drop period, students must respond within 24 hours in order to be added to a class. Exceptions to this policy may be made by a written request from the division chair and approval by the academic dean due to extenuating circumstances such as graduating seniors and transfer students.

**Main Campus and Professional Studies.** Students enrolled in main campus programs are not eligible to enroll in courses offered through the Professional Studies program, except by approval by the Provost.

### Grades

**Academic Forgiveness.** Individuals who have accumulated a grade point average of less than 2.0 at Southwestern College may petition the academic dean and the Academic Affairs Committee to have their prior Southwestern College academic record “forgiven.” To qualify, the petitioner cannot have been enrolled as a full time degree candidate at Southwestern College for a period of two years. A request is to be judged by the Academic Affairs Committee in terms of the student’s readiness for academic success. A student may receive academic forgiveness only once. When granted, the student’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 student may then resume study under no academic restrictions.

This policy applies only to the usage of student academic records within Southwestern College. This would include the use of student GPA in determination of graduation requirements, suspensions and probations, and internal financial aid stipulations. Although a student’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 student transferring from Southwestern to another institution must follow the receiving institution policy.

**Appeal of Grade (Main Campus).** Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the fall or spring semester following the semester in which the grade is given. If a student 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 student may then seek resolution with the program director/department chair in which the course is taught. The final step would be to submit a written request for an appeal of a grade to the academic dean. After receiving the written request, the dean will meet with the student to verify an attempt at resolution of the issue through the negotiation process and/or in mediation with the student and faculty. If it is determined that resolution has not occurred, the dean will request written documentation with rationale from both the student and the instructor regarding the grade assigned. The dean will also schedule a hearing with the appeals committee. The appeals committee will be made up of the academic dean, dean of students (or assistant dean of students), and the chair of the Academic Affairs Committee. The committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of this issue. This committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the dean’s office.

This process is followed in appealing sanctions placed on a student as a result of the academic integrity policy as well.

**Appeal of Grade (Professional Studies).** 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 student 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 student may then seek resolution with the academic dean of Professional Studies by providing a written appeal of the grade. The academic dean of Professional Studies will render a decision based on a review of the course, assignment submission, and any documents submitted by the student with the written appeal. If the student 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 submitted in a letter document format which should include any relevant information including specific assignments in question.

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

**Failure to Meet Course Requirements.** If a student exceeds the permitted number of class absences or otherwise fails to do the work of a course making normal evaluation of academic performance impossible, an instructor can inform that student in writing that it will be impossible for the student to pass the course and a “WF” will be the result when grades are turned in. The instructor may wish to suggest to the student 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, the student may withdraw and receive a grade of “WD.” After that date the grade will be “WF.” A copy of the notification letter will be sent to the academic dean. Any exemption from this policy must be discussed with the instructor personally, and the final judgment is the instructor’s.

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

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 =	Withdrawal 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
AW =	Administrative withdrawal from a course
I =	Incomplete work
S =	Satisfactory work (equivalent to a C- or better)
U =	Unsatisfactory work

For the purpose of grade point average calculation, transfer grades which are given with a “+” or “-” will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

**Incompletes (Main Campus).** A student may request a temporary grade of incomplete when the work of the student has been generally satisfactory, but for reasons beyond the student’s control it has not been possible to complete certain assignments made by the instructor. If the instructor agrees to the student’s request, the student and teacher must jointly complete and file with the registrar a form describing the work remaining in the course and a plan for its completion.

If an incomplete is given, the deadline for finishing the course work is 30 days after the beginning of the semester (fall, spring, summer) following the semester in which the incomplete is given, or an earlier deadline as agreed to by the student and teacher. A grade of “F” will

automatically be entered as a final grade if the remaining work is not completed by the deadline.

Extension of the deadline may be allowed by special permission of the academic dean in cases of illness or other conditions beyond the student's control. Requests for extensions of deadlines must be initiated by the student and endorsed by the instructor involved in order to be considered. During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

An instructor may not give an incomplete unless the student has requested it. If the signed incomplete form is not submitted to the registrar's office by the end of the grading period for that semester, a grade of "F" will be recorded.

**Incompletes (Professional Studies).** A student may request a temporary grade of incomplete when the work of the student has been generally satisfactory but for reasons beyond the student'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 student's request, the student 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 academic dean of Professional Studies. If the incomplete is acceptable the form will be filed with the registrar. If an incomplete is given, the student will work with the instructor to set a reasonable deadline. A deadline of no more than 30 days is strongly suggested. Under extreme conditions, students 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.

During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete. A student 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 student 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.

**Repeating Course Work.** If a student 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 for credit do not fall under this rule.

**Satisfactory/Unsatisfactory Grading (Main Campus).** In any semester, a main campus undergraduate student may choose one elective (not a departmental requirement or a required cognate course) to be graded as "S" or "U." This choice is to be made at the time of registration and may not be changed after the published last day for enrollment.

## Withdrawal

**Administrative Withdrawal.** The administration may elect to register the "AW" mark for courses in progress under limited circumstances associated with medical emergencies, disciplinary action, or exigent circumstances preventing the student from requesting a withdrawal or an incomplete.

**Official Withdrawal from Courses (Main Campus).** Any student may withdraw from a course in the fall or spring semester at any time until the close of the ninth week and receive a grade of "WD," which does not influence the grade point average. During a summer semester, each day of class counts as equivalent to a week in a regular semester. Withdrawals are done at the registrar's office. Failure to withdraw in a timely manner may result in an "F" showing on the transcript if the student does not fulfill the course requirements in a satisfactory manner. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins.



**Official Withdrawal from Courses (Professional Studies).** Any student 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.” For courses lasting longer than six weeks, the last date to withdraw is two weeks before the end of the course. Withdrawal requests must be made in writing or by submitting the online form found at: <https://web03.sckans.edu/pswithdraw/>.

**Withdrawal from College.** Any student wishing to withdraw entirely from the college during a semester should give official notice at the registrar’s office by the deadline to withdraw from a course. Withdrawal protects the academic record in that the designation of “WD” is recorded for any course in progress at the time of the student’s departure from the college. Students who leave without completing the withdrawal process risk receiving “F’s” for courses in progress and jeopardize any partial refunds of tuition and board in accordance with the information shown in this catalog under “Charges and Fees.”

### Probation/Suspension

**Academic Warning (Professional Studies).** Students are evaluated for academic progress once a semester provided they have attempted at least 9 credits. If a student’s earned GPA for the period of evaluation is less than a 2.0, the student will be placed on academic warning. A student on academic warning will be limited to enrolling in 9 credits per semester.

**Academic Probation (Main Campus).** When the semester grade point average falls below 2.0, or the cumulative grade point average falls below 2.0, a student is placed on academic probation and will receive notification from the academic dean’s office. Any student placed on academic probation will be evaluated by vice president for retention and student success, who will work with the student and their major advisor to devise a contractual plan of improvement. This plan will include monitoring by the vice president for retention and student success and may include restriction to 13 credit hours and/or enrollment in Academic Mentoring (ESKL 080). Any student placed on academic probation is subject to the conditions prescribed by the Academic Affairs Committee.

**Academic Probation (Professional Studies).** Students on warning and whose cumulative GPA is below a 2.0 at the time of the next evaluation or who have a second evaluation period GPA below a 2.0, will be placed on academic probation. Students on probation will be limited to taking 9 credits per semester and may have other stipulations or conditions while on probation. Students may appeal probation and consult with their academic success coach for an explanation of the process.

**Academic Suspension (Main Campus).** Students whose semester grade point average is below 2.0 for two consecutive semesters regardless of whether both were in residence at Southwestern College and whose cumulative grade point average is below 2.0 are regarded as not making adequate progress toward the degree and therefore will be suspended from the college. Additionally, students who complete a semester with an “F” average will be suspended. Further, academic suspension may be a consequence for students receiving a grade of “D” or “F” in ESKL 079 or a grade of “Unsatisfactory” in ESKL 080. Students placed under academic suspension will receive notification from the academic dean’s office.

Any student who is suspended under this policy has a right to an appeal for readmission following at least one full semester’s absence (fall, spring, or summer) from enrollment at Southwestern College. A request for appeal should be made by the student in writing and must be presented to the academic dean by the date specified in the notification letter. Supporting material is required to be submitted by the student prior to the appeals hearing, and should include but is not limited to letters of support from faculty and/or staff and transcripts from subsequent college coursework. The appeal will be heard by the Academic Affairs Committee, and the committee’s decision shall be final. Students under academic suspension may also be under financial aid suspension, which requires a different appeals process (see Financial Aid section of this catalog).

**Academic Suspension and Expulsion (Professional Studies).** Students on probation who fail to raise their cumulative GPA to 2.0 or above at the end of the next evaluation period will be

suspended. Students on probation who fail to earn a 2.0 in the next evaluation period will be suspended. After waiting at least three sessions following the suspension, students may appeal the suspension and request reinstatement following consultation with their academic success coach.

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

### Course and Non-Course Credit

**Airframe and Powerplant License.** Professional Studies students who show proof of earning an airframe and powerplant (A&P) license may be granted 30 credit hours for that course of study and a waiver of the math requirement,

**American Council of Education Credit Evaluation.** By special agreement, Southwestern College accepts up to 64 American Council on Education (ACE) recommended credits from JST or corporate transcripts. Through additional memoranda of agreements, Southwestern College may develop other agreements for acceptance of ACE-evaluated credits.

**Credit for Prior Learning (Main Campus).** It is recognized that many persons have accumulated non-college experiences that can be translated into college credit. Degree candidates may apply for evaluation of experiential credit during their graduation year at Southwestern.

A student who wishes to apply for such credit is invited to prepare a summary of those experiences in writing, strictly following guidelines outlined in a document available from the academic dean's office.

The dean, in consultation with the student's advisor, uses various methods of evaluation to assess the student's competence level and grants elective credit hours accordingly.

Examples of work and other experiences that may be considered for credit are in-service education, continuing education in any form, occupational experience, professional attainment, and travel that can be shown to have resulted in personal growth and learning.

Credits awarded by Southwestern College for prior learning are graded satisfactory (S). They count toward graduation but do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern courses.

A fee will be assessed for evaluation of prior learning. It must be paid at the time an application is submitted for evaluation.

**Credit for Prior Learning (Professional Studies).** Southwestern College recognizes that not all learning takes place in a classroom. Students interested in developing a prior learning portfolio can demonstrate learning from a variety of experiences such as work and volunteer experience, training, and travel. Southwestern has partnered with LearningCounts, an organization that is dedicated to assisting students develop portfolios for review to earn college credit. Learning Counts is part of the Council on Adult Experiential Learning (CAEL) organization. Southwestern College will accept in transfer the credit recommendations from the Learning Counts transcript. Please visit <http://www.learningcounts.org> for more information about earning credit for what you know. Southwestern College charges no fee for this option; however, [www.learningcounts.org](http://www.learningcounts.org) charges varying fees for different levels of service. Credits earned through the portfolio process are graded satisfactory (S) and count towards graduation, but do not count towards the 30 hours required at Southwestern College.

**Pilot's License.** Professional Studies students who have earned a pilot's license may be awarded five credit hours for the license, and upon submission of a signed and dated pilot's logbook, request that the logbook be evaluated for additional credit. There is no charge for credentialing the A & P license or the hours for the pilot's license, but a charge of \$75 will be assessed the student for evaluation of the logbook. Information regarding charges and fees is found in this catalog under "Charges and Fees."

**RN Licensure Validation.** Professional Studies RN to BSN students may receive up to 30 hours of nursing credit for proficiency validated by licensure. These credits are determined by the completion of lower division nursing courses (grade of C or better) which contain

competency validation of outcomes equivalent to those achieved in baccalaureate-degree-granting institutions (required in order to take the NCLEX-RN exam) and successfully passing the Registered Nurse state board licensure exam. If a student leaves the RN-BSN program prior to graduation, these nursing credits are not transferable to another institution and might not be transferred to another major at Southwestern College.

In order to receive credit hours for knowledge validated by licensure the registered nurse must:

1. Hold a current and unrestricted RN licensure in practicing/residency state,
2. Have been active in clinical practice for at least the last two years, or have graduated from a nursing program within the last year, and
3. Maintain a grade of “C” in the RN to BSN nursing courses.

**Transfer Credit.** Southwestern College gives full value to transcripts of records from institutions recognized by the Council for Higher Education Accreditation (CHEA). The college does not accept transfer credit for varsity athletics or for remedial-level coursework.

Transfer hours with grades below “C” will not count toward major or general education requirements. However, for the purpose of grade point average calculation, transfer grades which are given with a “+” or “-” will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

**Validation of Credits by Examination (Main Campus).** Course credit may be earned by special internal examination and added to the student’s record. The examination may be administered to any regularly-enrolled student by a faculty member designated by the academic dean. A transcript validation fee applies to all courses locally validated.

A student may present scores earned on examinations administered by outside agencies approved by the Academic Affairs Committee. Credit from this source may include the College Level Examination Program, Advanced Placement program, Dantes, and evaluations provided by the American Council on Education of military service and other educational programs. Up to 30 hours of credit may be validated by external examination. Credit by examination awarded by other accredited colleges is accepted as transfer credit.

Credits earned by validation are graded satisfactory (S). They count toward graduation and, when initially entered by Southwestern or another baccalaureate degree-granting institution, toward the minimum 60 hours required from baccalaureate-degree-granting institutions. They do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern courses.

**Validation of Credits by Examination (Professional Studies).** A student may present scores earned on examinations administered by outside agencies approved by the Academic Affairs Council. Credit from this source may include the College Level Examination Program (CLEP), Advanced Placement program, Dantes Subject Standardized Test (DSST), the National Council Licensure Examination for Registered Nursing (NCLEX-RN), and evaluations provided by the American Council on Education of military service and other educational programs. Up to 30 hours of credit may be validated by external examination. Credit by examination awarded by other accredited colleges is accepted as transfer credit.

Credits earned by validation are graded satisfactory (S). They count toward graduation and, when initially entered by Southwestern or another baccalaureate degree-granting institution, toward the minimum 60 hours required from baccalaureate-degree-granting institutions. They do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern courses.

## Academic Honors

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**Dean’s Honor Roll.** The Dean’s Honor Roll recognizes scholastic achievement of full-time undergraduate students during a single semester. Based on the grades for the current semester, students who earn 12 or more hours with a grade point average of 3.70 or higher are placed on

the Dean's Honor Roll. The registrar shall exclude from the published Dean's Honor Roll any student taking an "incomplete" for a course in the calculated semester.

**Departmental Honors (Main Campus).** Departmental honors are awarded to graduates with a grade point average of 3.50 or higher in their major coursework and who have successfully completed study of a specific subject in accordance with the following guidelines. The student must submit a copy of the proposal to both the Academic Affairs Committee and the registrar's office no later than the last day of classes in the closing semester of his/her junior year. The project proposal will include the general area of study, the research question/statement and rationale, a list of the student's committee members, and a preliminary project time schedule. The committee should include a Southwestern College supervising faculty member, a Southwestern College faculty member serving as the student's advocate, a person not affiliated with Southwestern College who can offer expertise in the area of study, and additional members as expertise suggests (e.g., a statistician). The submitted proposal must also include a letter of support from the supervising faculty member. The project will be completed and presented to the project committee prior to the deadline for senior grades. The committee will decide if the project merits "pass with honors," "pass without honors," or "no pass." The supervising faculty member will then notify in writing the academic dean, the chair of the academic affairs committee, and the registrar of the committee's decision. Students desiring publication of their award in the Honors Convocation program must have completed all requirements for departmental honors including the presentation to the project committee prior to April 1 of the spring semester of the student's senior year. These requirements are intended to be minimum standard for departmental honors for the entire campus. However, each department may choose to add further requirements in accord with the needs of that academic discipline.

**Graduation with Honors.** General honors are awarded to those members of the graduating class who throughout their college career have attained a high average of scholastic achievement in their work. Seniors with a grade point average of 3.85 or higher will graduate *summa cum laude* ("with highest honors"); a 3.70 will be required for *magna cum laude* ("with high honors"), and 3.50 for *cum laude* ("with honors"). For students who have transferred hours to Southwestern, both the resident GPA and the cumulative GPA must meet the standard.

**Junior Marshals (Main Campus).** Junior marshals lead the processions of graduates at honors convocation and at commencement. They are selected by the following procedure:

1. All those full-time students who are enrolled in campus-based programs and have earned between 79 and 110 hours (inclusive), of which at least thirty are graded hours earned at Southwestern, at the time of the spring honors convocation shall be considered for the honor.
2. The two persons meeting the above criteria and having the highest cumulative grade point averages shall be named junior marshals.
3. In the event that there are more than two persons with identical highest grade point averages, all those persons shall be named junior marshals.
4. In the event that one person has the highest grade point average and there are two or more persons with the second highest grade point average, all those persons shall be named junior marshals.

**Masterbuilders (Main Campus).** Six graduating seniors who best typify the spirit of Southwestern are selected annually by the following process. The registrar prepares a list of graduating seniors who are enrolled in campus-based programs, excluding persons who have previously been elected Masterbuilder. Each Student Government Association member nominates six seniors from the list. Any senior receiving a nomination is included on a list submitted to the faculty. Each faculty member votes for six seniors from this list. Any senior receiving one or more votes from the faculty is included on a list submitted to the student body. In an election conducted by the Student Government Association, each student may then vote for six seniors. The six graduating seniors receiving the highest number of votes are named Masterbuilders. The formal announcement of these seniors is made at the spring honors convocation.

**Order of the Mound.** The Order of the Mound recognizes academic achievements of baccalaureate-level graduates. Students are named to the Order of the Mound according to the following procedure:

1. Members shall be named once a year, in May, following submission of final grades for graduating seniors but prior to awarding of degrees at the May Commencement.
2. After recording final grades, the registrar shall prepare a list of baccalaureate-level students graduating in the upcoming Commencement (this list shall include all students who have completed graduation requirements since the previous year's Commencement). These students shall be arrayed by cumulative grade point average, with the highest GPA at the top of the list.
3. The number of students (n) eligible for Order of the Mound membership shall be determined as 10 percent of the names on the completed array. If n is a fractional figure, it shall be rounded off.
4. The registrar shall strike from the list those students who have completed fewer than 60 graded hours (A/B/C/D/F) at Southwestern College.
5. The registrar shall also strike from the list those students who previously have been named to the Order of the Mound.
6. The registrar shall then count the first n students in the array for Order of the Mound membership. If the nth student holds the same grade point average as one or more students farther down the array, those additional students shall also be included for membership unless such action increases membership to greater than 12 percent of the graduates. In such case, the first grade point average higher than that of the tied group of students shall be used as the final one for inclusion in membership.

**Scholar of the College (Main Campus).** The senior student with the highest grade point average is recognized at the matriculation convocation each fall. The selection is made from full-time students who are enrolled in campus-based programs and have earned 85 or more hours (at least 30 of which are graded hours earned at Southwestern), have not earned a degree, and have not previously been named to the honor. In the event that several students rank equally, all share the honor.

**Valedictorian/Salutatorian.** The graduating senior with the highest grade point average at the time all senior grades are turned in is recognized as valedictorian. The second highest ranking student is named salutatorian. If two or more persons are ranked equally for valedictorian all are named such and no salutatorian is recognized. If two or more persons are ranked equally for salutatorian all are recognized. Selection is made from graduating seniors who have earned at least 60 graded hours at Southwestern and have not previously been named to the honor.

## Special Academic Studies

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**Independent Study (Main Campus).** The academic curriculum at Southwestern College has been designed to give ample opportunity for independent study. Intended for students who have established a foundation of understanding and competence in a given discipline,

independent study permits pursuit of that discipline to an extent or in a specialized area not offered in any established course. Independent studies are to be initiated by the student in conference with a member of the faculty. Approval forms for the study are available at the registrar's office. The form requires a complete description of the work to be done and the basis for grading, the signatures of the student, supervising teacher, and the division chair. It is to be returned to the registrar's office at the time of enrollment for the course. Two special types of independent study are the honors program and the senior project.

**Independent Study (Professional Studies).** The academic curriculum at Southwestern College has been designed to give ample opportunity for independent study. Intended for students who have established a foundation of understanding and competence in a given discipline, independent study permits pursuit of that discipline to an extent or in a specialized area not offered in any established course. Independent studies are to be initiated by the student in conference with a member of the faculty. Approval forms for the study are available from the registrar's office. The form requires a complete description of the work to be done and the basis for grading, the signatures of the student, supervising teacher, and the academic dean for Professional Studies. It is to be submitted to the registrar's office at the time of enrollment for the course.

**International Study and Domestic Travel Programs (Main Campus).** Southwestern College provides counsel and assistance in planning off-campus and international study programs. Opportunities include domestic programs in Chicago and Washington, DC, as well as numerous possibilities for international study through our affiliation with AIFS. Students wishing to maintain an enrolled status at the college for the period of their study abroad must pay an enrollment maintenance fee. Additional fees, such as for transcript translation and evaluation may apply. Students considering study abroad and domestic travel are encouraged to begin by examining the Builders Abroad website (<http://www.sckans.edu/student-services/builders-abroad/>) for instructions and deadlines on how to apply.

**Internship (Main Campus).** The internship program provides work experience in industry, social, or civic agencies either voluntary or paid. A student may enroll in an internship for three to 14 credit hours. The program is available to junior and senior students. Enrollment in the course should be prior to the start of the internship. Participation in the internship program requires previous academic preparation in the general areas of the internship as well as academic supervision during the course of the work.

**Internship (Professional Studies).** The internship program provides work experience in industry, social, or civic agencies either voluntary or paid. A student may enroll in an internship for three to 14 credit hours. The program is available to junior and senior students. Enrollment in the course should be prior to the start of the internship. Participation in the internship program requires previous academic preparation in the general areas of the internship as well as academic supervision during the course of the work.

**Practicum (Main Campus).** A practicum involves work experience of a practical nature related to a particular discipline, and may take place either off or on campus. A student may enroll in a practicum course for one to three credit hours. These courses are available to sophomores, juniors, and seniors. Enrollment in the course should be prior to the start of the practicum.

**Practicum (Professional Studies).** A practicum involves work experience of a practical nature related to a particular discipline. A student may enroll in a practicum course for one to three credit hours. These courses are available to sophomores, juniors, and seniors. Enrollment in the course should be prior to the start of the practicum.

**Special Lectures.** Roy L. Smith-Willson Lectures were established by Mr. and Mrs. J. M. Willson of Floydada, Texas, to call attention to the important moral and religious aspects of education. Outstanding leaders of the nation are invited to give these lectures. Parkhurst Lectures on the Bible were established by Dr. and Mrs. George Parkhurst to bring to the campus scholars who are known for their unusual ability to interpret the meaning and purpose of the Bible for a student generation. The Paul V. Beck Lectureship on Science and Religion

was established by Paul V. Beck of Tulsa, Okla. Well-known scientists and Bible scholars present the Beck Lectures. The Docking Lecture in Leadership and Public Affairs brings to campus notable political leaders and commentators for a public lecture. Funding for the lecture is provided by Union State Bank, William Docking, and Thomas Docking. Past presenters of the lecture include Sen. Pat Roberts of Kansas, NBC reporter and election analyst Chuck Todd, and Professor Larry Sabato of the University of Virginia.

# Graduate Academic Policies

## Academic Integrity

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Southwestern College assumes the academic integrity of its learners. In cases where academic integrity is in question, the academic integrity definitions are as follows.

Academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, sabotage, and any act of aiding and abetting academic dishonesty.

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.

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.

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.

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 (when original work is requested, without the express written consent of the instructor); etc.

Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that 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.

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.

Sabotage is the damaging or impeding of the academic work of another student. Examples: ruining another student's lab work, destroying another student's term paper, etc.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Examples of academic integrity violations also include completion of an application for any Southwestern academic program that 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.

## Main Campus Policies for Dealing with Academic Dishonesty

Violations of the academic integrity policy will result in one or more of the following: A zero for the assignment (paper, exam or project), an "F" for the course, a disciplinary hearing of two or more college administrators with possible suspension from the institution.

All infractions must be reported in writing to the appropriate academic administrator. The student will also be notified. The appropriate academic administrator's office shall keep a record of reported infractions and sanctions.

Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing and must be received in the appropriate academic administrator's office by a date determined in consultation with the Academic Affairs Committee. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the appropriate academic administrator to the Academic Affairs Committee.



### Professional Studies Policies for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional. 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). The occurrence will be reported, in writing, to the academic dean of Professional Studies. The violation will be documented by the appropriate college staff members. The most severe violations of academic integrity may result in the student receiving a failing grade in the course. In such circumstances the instructor will consult with the academic dean of Professional Studies prior to assigning the failing grade. Validated attempts of academic dishonesty will become a permanent part of the student's academic record. The student may appeal the instructor's decision to the academic dean of Professional Studies. Multiple violations of academic integrity may result in suspension from Southwestern College.

### General Academic Policies

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**Credit Hour Definition.** In general, Southwestern College observes the definition of a credit hour as defined by the federal government: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or (2) at least an equivalent amount of work as required in item (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Academic Forgiveness.** Individuals who have accumulated a grade point average of less than 2.00 at Southwestern College may petition the academic dean and the Academic Affairs 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. A request is to be judged by the Academic Affairs Committee in terms of the student's readiness for academic success. A student may receive academic forgiveness only once. When granted, the student'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 student may then resume study under no academic restrictions.

This policy applies only to the usage of student academic records within Southwestern College. This would include the use of student GPA in determination of graduation requirements, suspensions and probations, and internal financial aid stipulations. Although a student'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 student transferring from Southwestern to another institution must follow the receiving institution policy.

**Academic Probation (Main Campus).** After completing six credit hours of graduate program coursework, a student must have a minimum GPA of 3.0, no grade below a "C" (2.0), and positive recommendations by faculty or the student will be placed on academic probation. The student will receive notification from the appropriate academic administrator. Any student placed on probation is subject to the conditions prescribed by the Academic Affairs Committee.

**Academic Probation (Professional Studies).** Professional Studies students are evaluated for academic progress once a semester provided they have attempted at least 9 credits. If at the time of evaluation the cumulative GPA falls below that required for graduation, or the earned GPA for the period of evaluation is less than that required for graduation, the student will be placed

on academic probation. A conditionally admitted student whose evaluation period GPA is 3.0 or above will not be placed on probation. If a conditionally admitted student earns a GPA below 3.0 during the first evaluation period, the conditional admission is rescinded and the student will no longer be a Southwestern College student. Students on probation will be limited to taking 9 credits per semester and may have other stipulations or conditions while on probation. Students who want to appeal probation should consult with their academic success coach for an explanation of the process.

**Academic Suspension and Expulsion (Main Campus).** Students who fail to make minimum progress toward the degree and who fail to maintain defined academic standards set by the Academic Affairs Committee may be suspended from the college. After completing 12 credit hours of graduate program coursework, a student must have a minimum GPA of 3.0 with no grade below a “C” (2.0) or the student will be suspended from the graduate program.

Students may expect to have their academic status reviewed more frequently, if the appropriate academic administrator so requests.

Students who violate professional standards of conduct may also be subject to suspension or expulsion.

Southwestern College reserves the right to suspend or expel a student from graduate study for the good of the program and the college, regardless of any published criteria.

Any student who is suspended has a right to an appeal. A request for appeal should be made by the student in writing and must be presented to the appropriate academic administrator within two weeks of the date of suspension. Supporting material should be submitted by the student prior to the appeals meeting. The appeal will be heard by the Academic Affairs Committee and the committee’s decision will be final.

An application for re-admittance to graduate school after a suspension and/or the two week appeal period may be submitted after three semesters from the date of the suspension. The request for re-admittance should be made to the appropriate academic administrator with supporting material. The re-admittance request will be heard by the Academic Affairs Committee and the committee’s decision will be final.

**Academic Suspension and Expulsion (Professional Studies).** Students on probation who fail to raise their cumulative GPA to what is required for graduation or above at the end of the next evaluation period will be suspended. Students on probation who fail to earn what is required for graduation in the next evaluation period will be suspended. After waiting at least three sessions following the suspension, students may appeal the suspension and request reinstatement following consultation with their academic success coach.

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

**Administrative Withdrawal (Main Campus).** The administration may elect to register the “AW” mark for courses in progress under limited circumstances associated with medical emergencies, disciplinary action, or exigent circumstances preventing the student from requesting a withdrawal or an incomplete.

**Administrative Withdrawal (Professional Studies).** A grade of “AW” may be registered for any student 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 student from requesting a withdrawal or an incomplete.

**Appeal of Grade (Main Campus).** Any grade change or appeal for a grade change must be requested within 30 days after the end of the course in which the grade is given. If a student 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 student may then seek resolution with the appropriate academic administrator, who will render a decision. If the student disputes this

decision, the final step would be to submit a written request for an appeal of a grade to the Academic Affairs Committee.

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

This process is followed in appealing sanctions placed on a student as a result of the academic integrity policy as well.

**Appeal of Grade (Professional Studies).** 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 student 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 student may then seek resolution with the academic dean of Professional Studies by providing a written appeal of the grade. The academic dean of Professional Studies will render a decision based on a review of the course, assignment submission, and any documents submitted by the student with the written appeal. If the student 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 submitted in a letter document format which should include any relevant information, including specific assignments in question. Appeals can be submitted electronically via email to the academic dean of Professional Studies with the documents as attachments.

The academic governance committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of the issue. The committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the committee. This process is also followed in appealing sanctions placed on a student as a result of the academic integrity policy and code of conduct violations.

**Attendance Policy (Main Campus).** Regular attendance in class (on ground or online) is encouraged. Failure to attend class may affect a student's grade for the course.

**Course Participation (Professional Studies).** For on-ground courses, students are expected to attend all classes for the full length of the class period. More than one absence in a six week period is considered unacceptable and may result in a lower grade for the course. Late arrival or early departure may be counted as absences at the discretion of the instructor. Failure to participate in an on-ground class during the first week of a session may result in a drop from that course. Students are responsible for missed material and for arranging make-up work.

For online students, regular, systematic weekly participation is expected according to the tenets established on the course syllabus. More than one week of nonparticipation in one six-week period may result in a lower grade for the course. Students who fail to demonstrate participation in an online course by the end of the first week of class may be dropped unless other arrangements have been made with the instructor.

**Audit of Classes.** This option is currently available only in Southwestern College undergraduate programs.

**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.

**Completion of Degree.** From the date of acceptance, students 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.

**Course Load.** Full time is nine (9) hours per semester (fall, spring, summer). Three-quarter time is six (6) hours, while part time is four and a half (4.5) hours per semester.

**Course Numbering System.** Courses are numbered by level:

Freshman	100
Sophomore	200
Junior	300
Senior	400
Graduate	500 and higher

**Course Participation (Main Campus).** Regular attendance in class (on ground or online) is required. Failure to attend the class may affect a student's grade for the course.

**Course Participation (Professional Studies).** For on ground courses, students are expected to attend all classes for the full length of the class period. More than one absence in a six week period is considered unacceptable and may result in a lower grade for the course. Late arrival or early departure may be counted as absences at the discretion of the instructor. Failure to participate in an on ground class during the first week of a session may result in a drop from that course. Students are responsible for missed material and for arranging make-up work.

For online students, regular, systematic weekly participation is expected according to the tenets established on the course syllabus. More than one week of nonparticipation in one six-week period may result in a lower grade for the course. Students who fail to demonstrate participation in an online course by the end of the first week of class may be dropped unless other arrangements have been made with the instructor.

**Degree Conferral.** Regardless of the point at which a student completes coursework for a degree at Southwestern College, degrees are conferred in May, August, and December. Students are considered May, August, or December graduates. Students who complete requirements in May and August may participate in the May Commencement ceremonies. Students who complete requirements in December may participate in Commencement ceremonies the following May. Students must complete and return an Application for Degree to the registrar's office by the first day of the month preceding graduation to be considered for graduation.

**Failure to Meet Course Requirements.** If a student exceeds the permitted number of class absences or otherwise fails to do the work of a course making normal evaluation of academic performance impossible, an instructor can inform that student in writing that it will be impossible for the student to pass the course and a "WF" will be the result when grades are turned in. The instructor may wish to suggest to the student 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, the student may withdraw and receive a grade of "WD." After that date, the grade will be "WF."

A copy of the notification letter will be sent to the appropriate academic administrator. Any exemption from this policy must be discussed with the instructor personally, and the instructor has the final judgment.

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

A =	Superior work (A+ or A, 4.0; A-, 3.67)
B =	Above average work (B+, 3.33; B, 3.0; B-, 2.67)
C =	Average work (C+, 2.33; C, 2.0)
C- =	Below graduation standards (1.67)
D =	Below Graduation Standards (D+, 1.33; D, 1.0; D-, 0.67)
F =	Failure (0 points)
WF =	Withdrawal Failure (0 points)

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

DEF =	Deferred (Applies only to EDUC901, EDUC902, EDUC904)
WD =	Withdrawal from a course
AW =	Administrative withdrawal from a course
I =	Incomplete work

WM=	Withdrawal by Army (obtained through the Army)
S=	Satisfactory work
U=	Unsatisfactory work

**Incompletes (Main Campus).** A student may request a temporary grade of incomplete when the work of the student has been generally satisfactory, but for reasons beyond the student's control it has not been possible to complete certain assignments made by the instructor. If the instructor agrees to the student's request, the student and teacher must jointly complete and file with the registrar a form describing the work remaining in the course and a plan for its completion.

If an incomplete is given, the deadline for finishing the course work is 30 days after the beginning of the semester (fall, spring, summer) following the semester in which the incomplete is given, or an earlier deadline as agreed to by the student and teacher. A grade of "F" will automatically be entered as a final grade if the remaining work is not completed by the deadline.

Extension of the deadline may be allowed by special permission of the academic dean in cases of illness or other conditions beyond the student's control. Requests for extensions of deadlines must be initiated by the student and endorsed by the instructor involved in order to be considered. During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

An instructor may not give an incomplete unless the student has requested it. If the signed incomplete form is not submitted to the registrar's office by the end of the grading period for that semester, a grade of "F" will be recorded.

**Incompletes (Professional Studies).** A student may request a temporary grade of incomplete when the work of the student has been generally satisfactory but for reasons beyond the student'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 student's request, the student 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 academic dean of Professional Studies. If the incomplete is acceptable the form will be filed with the registrar.

If an incomplete is given, the student will work with the instructor to set a reasonable deadline. A deadline of no more than 30 days is strongly suggested. Under extreme conditions, students 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 student prior to the end of class and are awarded at the discretion of the instructor. To qualify for an incomplete, the student 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 academic dean of Professional Studies in cases of illness or other conditions beyond the student's control. Requests for extensions of deadlines must be initiated by the student and endorsed by the instructor involved in order to be considered. During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete. A student 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 student 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.

**Independent Study (Main Campus).** Independent study is available to serve a student's interest in pursuing study in an area not offered in any established course. Approval forms are available from the respective program offices. 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 program director must be obtained 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 an academic administrator before enrollment).
3. Contact hours between student 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.

**Independent Study (Professional Studies).** The academic curriculum at Southwestern College has been designed to give ample opportunity for independent study. Intended for students who have established a foundation of understanding and competence in a given discipline, independent study permits pursuit of that discipline to an extent or in a specialized area not offered in any established course. Independent studies are to be initiated by the student in conference with a member of the faculty. Approval forms for the study are available from the registrar's office. The form requires a complete description of the work to be done and the basis for grading, the signatures of the student, supervising teacher, and the academic dean for Professional Studies. It is to be submitted to the registrar's office at the time of enrollment for the course.

**Registration Change (Main Campus).** Students may enroll online or in person at the registrar's office. Students wishing to drop a class at any time during the registration period must give written notice to the registrar's office or the appropriate graduate program office. After the last day of the add/drop period, students wishing to drop a class must give written notice to the registrar's office to go through the official withdrawal process (see Withdrawal from Courses).

**Repeating Course Work.** If a student 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 for credit do not fall under this rule.

**Transfer Credit.** Students 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. Requests for transfer should be made through the students' individual graduate advisor (Main Campus) or academic success coach (Professional Studies). Students 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 institution's recognized by the Council of Higher Education Accreditation may be considered.

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. 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.

Students 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 MBA, 2.5 or higher for M.S.L., M.S.S.A., M.A.S.M., M.A.T.S., and M.S.M, 2.75 or higher for M.A.T. and M.Ed. graduate programs (see Education section for additional details regarding transfer for education programs). Requests for transfer should be made through the students' individual academic success coach.

Students 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, students can provide a third-party transcript evaluation from an organization such as ECE or WES. Please see the Transfer Students section in this catalog for additional information.

**Withdrawal from College.** Any student wishing to withdraw entirely from the college during a semester should give official notice at the registrar's office by the deadline to withdraw from a course. Withdrawal protects the academic record in that the designation of "WD" is recorded for any course in progress at the time of the student's departure from the college. Students who leave without completing the withdrawal process risk receiving "F's" for courses in progress and jeopardize any partial refunds of tuition and board in accordance with the information shown in this catalog under "Charges and Fees."

**Withdrawal from Courses (Main Campus).** A student may withdraw from a course at any time two weeks prior to a course end date and receive a grade of "WD," which does not influence the grade point average. Failure to withdraw in a timely manner may result in an "F" showing on the transcript if the student does not fulfill the course requirements in a satisfactory manner. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins.

**Withdrawal from Courses (Professional Studies).** A student 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." For courses lasting longer than six weeks, the last date to withdrawal is two weeks before the end of the course. Withdrawal requests must be made in writing or by submitting the online form at <https://web03.sckans.edu/pswithdraw/>. A charge will result for any course withdrawal after the end of the first week of class. Military students 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 at (888) 684-5335.

# Undergraduate Admission to Southwestern

Southwestern College invites applications from students whose personal and academic records show high standards of achievement, thus giving promise of academic success in the years ahead.

The rationale used in each admission decision for all categories of students is the concern for each student to have a successful academic experience at Southwestern College. The Office of Admission reserves the right to accept or deny each applicant. An applicant who wishes to contest a denial may request a review of the application by the vice president for enrollment management. The appeal will be heard by the admission committee team whose decision shall be final.

Southwestern College does not discriminate on the basis of race, gender, color, religion, age, national origin, ethnic origin, physical disability, or sexual orientation in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities.

## Admission Standards

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### Main Campus First-Time Freshmen

**Graduates of Accredited High Schools.** Admission decisions for graduates of accredited high schools are based on a combination of curriculum, grade point average, and American College Test (ACT)/Scholastic Aptitude Test (SAT) scores.

Southwestern recommends a minimum high school curriculum reflecting the following coursework:

1. Four years of English
2. Three years of mathematics (including algebra 1, algebra 2, and geometry)
3. Two years of science (including one year of general science and one year of laboratory science)
4. Two and a half years of social science (including one year of American history, one year of world history, geography, or equivalent, and a half year of sociology, psychology, citizenship, or equivalent)
5. Two years of foreign language, oral communications, or computer science, or any combination of the three.

Generally, students with a minimum composite score of 18 on the ACT and a minimum 2.60 cumulative grade point average are admitted without restriction to the college. Students who fall below either of the criteria may be conditionally admitted.

Students who are conditionally admitted are expected to fulfill these requirements for their first semester of attendance:

- Enroll in and satisfactorily complete ESKL 079.
- Enroll in no more than 14 credit hours.

**Graduates of Non-Accredited High Schools and Home School Students.** Students graduating from non-accredited high schools, home school students, and GED completers may apply using one of the three options listed below:

1. Admission decision will be based on a combination of curriculum equivalent to that required of accredited high school graduates, grade point average, and ACT/SAT scores.
2. Admission decision will be based on a combination of a portfolio of accomplishments during the student's high school years and ACT/SAT scores.
3. Admission decision will be based on scores on the General Education Development (GED) test that are above the 50th percentile.



### Main Campus Advanced Placement Scholars

Southwestern College will accept as special students those who are currently completing their high school courses of study and who wish to take up to six hours of college credit per semester. Permission must be granted by the appropriate high school administrators.

### Main Campus Transfer Students

Students who have completed high school and who have accumulated more than six college credits since then are classified as transfer students. Admission decisions for these students are based on a combination of college grade point average and curriculum.

A cumulative grade point average of 2.0 or higher is required for transfer students. This grade point average will be calculated on core courses or courses that are equivalent to Southwestern College courses (exclusive of activity credits).

If the student is transferring with fewer than 60 hours of credit, a transcript from an accredited high school showing graduation or a GED with a score above the 50th percentile will also be required for admission.

In order to graduate from Southwestern College, transfer students must complete a minimum of 60 hours at an accredited four-year academic institution. Thirty of the 60 hours must be completed at Southwestern.

### International Students

Admission decisions for international students are based on a combination of English proficiency, successful completion of courses leading to graduation, letters of recommendation, and proof of financial support.

Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern.

Entering freshmen must have graduated from a secondary institution in their home country and must provide official transcripts of all high school credit. Transfer students must provide official college transcripts and record of any degree awarded. All foreign credentials not listed in English should have an accompanying literal translation.

### Professional Studies Undergraduate

Southwestern College Professional Studies invites applications from working adults, military members and other individuals who are seeking to continue their education. All degree-seeking applicants must have completed a minimum of 6 credit hours of college level work after having graduated high school and earned a minimum cumulative grade point average (GPA) of 2.0 in those courses.

Applicants for undergraduate studies may be admitted under one of two categories:

1. **Full Admission:** Full admission may be granted when the applicant has submitted completed application documents and all official transcripts, and the applicant meets the credit hour and grade point average requirements detailed above.
2. **Conditional Admission:** Conditional admission may be granted when an applicant has less than a 2.0 grade point average in college level work; and/or has earned less than six hours of college credit, but has proof of high school graduation or equivalent (transcript or GED record); and/or has not submitted all official transcripts.

For students who are conditionally admitted based on a low GPA or fewer than 6 hours of transfer credit, failure to earn a 2.0 Southwestern College GPA after attempting 9 credits will result in the conditional admission being rescinded. Further enrollment at SC will be denied.

Students conditionally admitted on the basis of delayed or missing official transcripts may enroll in courses. In order to ensure continuing enrollment, transcripts should be received by the end of the fourth (4th) week of the first (1st) session in which the student is enrolled.

### Professional Studies Guest Students

Guests are welcome to enroll in 100- or 200- level Southwestern College Professional Studies courses. Guest students wishing to enroll in 300- or 400- level courses must have the approval of the appropriate academic governance committee. Guest students are admitted for up to 15 credit hours with non-degree-seeking/non-major status. Exceptions will be allowed under special military agreement. If guest students begin to pursue Professional Studies majors, they must declare their intent to seek a degree in writing and must meet all admissions requirements. Hours earned as a guest student can be applied toward admission requirements.

### Professional Studies Certificate Students

Students seeking a Southwestern College Professional Studies certificate are admitted with non-degree seeking status. Exceptions will be allowed under special military agreement. If certificate students begin to pursue Professional Studies majors, they must declare their intent to seek a degree in writing and must meet all admissions requirements. Hours earned as a certificate student can be applied toward admission requirements.

## Application Procedure

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### Main Campus First-Time Freshmen and Transfer Students

To be admitted to Southwestern College, the student should take these steps:

1. If possible, visit the campus to become acquainted with the college community and to discuss the admission process with an admission counselor.
2. Complete an admission application form and return it to the college with a \$25 processing fee. Complete electronic application at <http://sckans.edu/admissions/apply-now/>
3. Have the official transcripts of all high school and/or college credit sent to the Southwestern College Office of Admission. High school transcripts should include class rank (if applicable), grade point average, and grading scale whenever possible.
4. First time freshmen will need to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have the scores forwarded to the admission office. Students should take the ACT or SAT prior to the spring semester of their senior year to take full advantage of Southwestern scholarship opportunities. The ACT code number for Southwestern College is 1464 and the SAT code number is 6670.
5. Upon acceptance for admission, the student is requested to submit a tuition deposit of \$100 which will allow the student to pre-enroll for classes. The deposit will also allow students living on campus to receive their room assignment. This deposit is refundable through May 1 for the fall semester and through December 1 for spring semester. The deposit will be credited to tuition charges when the student enrolls.

**Deadlines.** New students wishing to enroll full-time at Southwestern College in the fall semester should have a complete application file in the Office of Admission by August 1. New students wishing to enroll full-time at Southwestern College in the spring semester should have a complete application file in the Office of Admission one week prior to the start of spring classes.

A complete application file includes:

1. application form
2. application fee
3. other requirements as listed under each student category.

Students accepted for fall semester are reminded that all paperwork for financial aid, housing, and health forms should be turned in by August 1. To receive priority housing assignments, the housing form and admission deposit must be received by May 1.

## International Students

To be admitted to Southwestern College, international students are required to take these steps:

1. Complete an admission application form online at <http://sckans.edu/admissions/apply-now/>. Students may also complete a paper international application and return it to the college.
2. Submit a written essay, in English, that addresses your background. This may include your academic achievements, personal accomplishments, and interest in studying in the United States.
3. An applicant who will be entering Southwestern College as a freshman must have official transcripts of all high school credit submitted. The transcript should include class rank, grade point average, and grading scale whenever possible. All transcripts must include evidence of graduation. If evidence is not placed on the transcript, an official document from the high school must verify graduation in writing.
4. Applicants who have attended college, whether in the United States or abroad, must have official college transcripts and record of any degree awarded sent to Southwestern College Office of Admissions. All foreign credentials not listed in English should have an accompanying literal translation.
5. Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern. Southwestern will accept the following tests/scores:
  - a. English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;
  - b. International English Language Testing Service (IELTS) with a score of 5.0 or higher;
  - c. The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.
6. Forward two letters of recommendation, translated into English, from teachers or professors who are familiar with the student's academic ability.
7. Complete the certification of finances form documenting amounts of financial support from sources other than Southwestern College. If sponsored by the student's home government, send a certified letter indicating amount of support and billing information.
8. Remit a \$1,000 deposit.
9. Upon acceptance for admission and the receipt of the \$1,000 deposit, the student will be forwarded a Form I-20. This should be presented to the student's local United States consular officer to obtain a student F-1 visa. If for some reason the student is unable to obtain a visa, \$900 of the deposit will be refunded.

A complete application file includes:

1. Application form
2. Other requirements as listed under the international student category.

Students accepted for fall semester must turn in all housing and health forms by August 1.

To receive priority housing assignments, the housing form must be received by May 1.

## Professional Studies

To be admitted to Southwestern College Professional Studies, applicants must submit all application materials that include:

1. application form
2. application fee
3. payment agreement
4. identity verification form
5. student consent form (optional)
6. official transcripts from each institution previously attended, including those where the applicant enrolled but may have withdrawn or failed in some or all courses.

### **Readmission (Main Campus)**

To be considered for readmission to SC, the student should take these steps:

1. Complete the transfer admission application form online at <http://www.sckans.edu/admissions/apply>
2. Have the official transcript of all colleges attended while not enrolled at SC sent to the Southwestern College Office of Admission.

### **Readmission (Professional Studies)**

Students who have not enrolled for the equivalent of more than three semesters are required to contact a Professional Studies admissions counselor to complete all necessary documentation for readmission. Students who leave the bachelor'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.

# Graduate Admission

## Main Campus

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### Master of Business Administration

Southwestern College's Fifth-Year MBA program is a 36-hour degree program that will benefit students of all backgrounds. The program is taught by faculty with real-world business experience and provides relevant knowledge and concepts for today's companies – not just theory. The Fifth-Year MBA program schedules two consecutive eight-week sessions in the fall and spring semesters.

**Admission With Full Standing.** All applicants must have completed a baccalaureate degree from a regionally accredited institution with a minimum undergraduate cumulative grade point average (GPA) of 3.0 on a 4.0 scale.

**Conditional Admission.** Some applicants may be granted conditional admission if grades do not meet the above standards or there are other deficiencies, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. In such cases, the appropriate academic administrator will advise of conditions to be met to attain full-standing admission. Full standing is attained after completion of nine credit hours of graduate coursework with a cumulative grade point average of 3.0 on a 4.0 scale for the MBA program and upon the removal of any condition that was specified at the time of the admission.

**Application Process.** Students may obtain a formal application packet from:

Office of Admission  
 Southwestern College  
 100 College Street  
 Winfield, Kansas 67156-2499  
 Phone: (620) 229-6230 or (800) 846-1543 ext. 6230  
 Fax: (620) 229-6344  
 E-mail: [scadmit@sckans.edu](mailto:scadmit@sckans.edu)

Application forms also are available electronically on the graduate website of Southwestern College (<http://sckans.edu/admissions/apply-now/>).

Applicants are required to submit an application form, two letters of reference, official transcript from institution where the candidate obtained his/her undergraduate degree, a written statement addressing why the candidate decided to enroll in the specific program and explaining how the candidate hopes to use this knowledge to further develop his/her career. Applicants must have a 3.0 cumulative GPA for all previous college coursework in order to be considered for admittance to the Fifth-Year MBA graduate program.

### Master of Education

Individuals interested in the Master of Education should refer to the Teacher Education section of this catalog for admission requirements and application process.

### Non-Degree Graduate Students

Students who do not plan to work for an advanced degree may be admitted as non-degree students. Non-degree students need special approval from the appropriate academic administrator prior to enrolling in their first course. A maximum of 12 non-degree graduate credits may be earned. A non-degree-seeking student who later wishes to enter a degree program must undergo the full application and admission review process.

## International Students

Admission decisions for international students are based on a combination of English proficiency, successful completion of courses leading to graduation, letters of recommendation, and proof of financial support.

Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern. Southwestern will accept the following tests/scores:

- English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;
- International English Language Testing Service (IELTS) with a score of 5.0 or higher;
- The Chinese Government English Exam with a score of a minimum of 6 for graduate admission.

Applicants must have official college transcripts and record of any undergraduate and graduate degrees awarded sent to Southwestern College Office of Admission. All foreign credentials not listed in English should have an accompanying literal translation. A \$50 fee is assessed for all foreign credential evaluations.

In addition, international students must submit a certified bank statement indicating that the student or the student's sponsor has sufficient funds to meet the first year's expenses; a personal statement about the student's background, interests and personal accomplishments; and three letters of recommendation. If the student is being sponsored, a certified letter from the sponsor should be submitted indicating that the sponsor will be supporting the student during the student's stay in the United States. If the student is sponsored by the student's home government, the student should send a certified letter from the government indicating support and billing information.

## Professional Studies

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Southwestern College Professional Studies invites applications from working adults, military members and other individuals who are seeking to continue their education at the graduate level. All degree-seeking applicants must have completed a bachelor's degree from an institution recognized by the Council on Higher Education Accreditation (or the foreign equivalent for an international applicant). Those who are completing a bachelor's degree may also apply if they will hold this degree by the time they enroll.

Applicants must submit all application materials (<http://ps.sckans.edu/admissions-center>) that include:

- Application form
- Personal essay
- Current resume
- Two letters of recommendation (at least one from a current or former employer)
- Payment agreement
- Enrollment form
- Identity verification form
- Student consent form (optional)
- Official transcript from the degree-granting institution

Official transcripts, including military or other externally evaluated transcripts, must be sent directly from your previous institutions to the Southwestern College office of the registrar and cannot be transmitted from or by a student directly.

To be considered for admission, applicants' transcripts should document at least one of the following:

- a cumulative undergraduate grade point average (GPA) of at least 3.0 based on a 4.0 system

- 3.0 GPA for the last 60 semester hours in a degree program
- 3.0 GPA for a completed graduate degree program

Applicants for graduate studies may be admitted under one of two categories:

**Full Admission:** Full admission may be granted when the applicant has submitted completed application documents, and the applicant meets the requirements detailed above.

**Conditional Admission:** Conditional admission may be granted when an applicant falls in one or more of the following categories: has less than a 3.0 grade point average; applies for graduate work while completing the last semester of a bachelor's degree; and/or has not submitted an official transcript from the degree-granting institution.

For students who are conditionally admitted based less than a 3.0 grade point average, failure to earn a 3.0 SC grade point average after attempting nine (9) credits will result in the conditional admission being rescinded. Further enrollment at Southwestern College will be denied. For students who fail to successfully complete their bachelor's degree, the conditional admission will be rescinded. They may reapply after completing their degree. Students conditionally admitted on the basis of delayed or missing official transcripts may enroll in courses. In order to ensure continuing enrollment, the transcript must be received by the end of the fourth (4th) week of the first (1st) session in which the student is enrolled.

Southwestern College Professional Studies reserves the right to accept or deny each applicant.

### Professional Studies Non-Degree Seeking

Students who do not plan to work for an advanced degree may be admitted as non-degree students. Non-degree students 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 student 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.

### Certificate Students

Students 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 student who later wishes to enter an advanced degree program must undergo the full application and admission review process.

### International Students

International students who wish to attend Southwestern College Professional Studies belong in one of the two categories described below.

Category 1: Students who study online with Southwestern College Professional Studies programs from a country outside the United States follow the same policies and procedures outlined under application process in this catalog. Students 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: Students 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 students can begin the process by contacting a Professional Studies admissions representative at 888.684.5335.

# Student Life

The student life office at Southwestern supports the total mission of the school. Each part of the student life department works together in an attempt to care and support each student in a holistic way.

## Campus Life

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The Office of Campus Life is an integral component of student life that includes Student Government Association and Student Foundation. Campus life is dedicated to the intellectual, physical, spiritual, and social growth of students. To complement the academic experience, a wide variety of campus activities are available. Educational, diversity, recreational, and social activities are sponsored by student organizations and the college.

The office provides a number of opportunities for students to become involved in the college from the day of admittance to the day of Commencement. With more than 15 active student organizations, numerous traditional events, special involvement programs, and entertainment activities, each student has ample opportunity to become involved in campus life. For more information, contact the Office of Campus Life at ext. 6168.

## Campus Ministry

Southwestern College is related by covenant to the United Methodist Church. At the same time, the presence of students and faculty affiliated with other denominations lends diversity and richness to campus life.

Numerous opportunities exist for students, faculty, and staff to share in worship, community service, and Christian fellowship. Campus religious activities include weekly chapel, mission trips, worship team, Bible studies, and lectures.

In accordance with its Wesleyan heritage, Southwestern promotes intellectual growth alongside personal spiritual development. The Christian faith community seeks to provide an active and visible presence on campus.

## Career Planning

Career planning services for main campus students are coordinated through the Student Success Center. Assistance with resume writing, interviewing, and career strategizing is available on an individual basis and in workshops. Information about job openings, graduate schools, internships, and study abroad programs are also housed with each academic division. Education majors are required to maintain credential files throughout the teacher education program. The credential file is a permanent record that includes a summary of professional experiences, academic qualifications for advancing in the program, and recommendations. Credential files are maintained for one year after graduations. Students wishing to maintain their credential file may do so through a special arrangement with the division.

## College Regulations

All students are expected to follow the rules and regulations of Southwestern College including those published in the catalog and posted on the internet at [sckans.edu/policy](http://sckans.edu/policy). Enrollment in the college will be interpreted by the college as the student's acceptance of the college rules and regulations. Therefore, all students have a responsibility to be familiar with the documents mentioned above and any others which may be promulgated. Actions or behavior inconsistent with the Christian and academic traditions of the institution or unacceptable to the established community standards may result in suspension or expulsion. Enrollment at Southwestern College is interpreted by the institution to have both academic and social/behavioral implications. Students will be responsible, respect community rules (both campus and municipal), and recognize the rights of others.



## Disability Services

Southwestern College is committed to pursuing an equal educational opportunity and full participation for people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Southwestern College does not exclude otherwise qualified people with disabilities, solely by reason of the disability, from participation in Southwestern College programs and activities, nor are people with disabilities denied the benefits of these programs or subjected to discrimination. Students may contact the assistant director of student success to request academic accommodations. Students will need to supply documentation of their disability and submit a request each semester for academic accommodations.

## Student Success Center

The Student Success Center facilitates the academic success of Southwestern students by offering supplemental instructive support, such as providing peer tutoring, computer assisted learning, workshops/seminars, and supplemental learning, as well as serving as a reporting center for academic difficulty.

## Mental Health Services

College students face a variety of social, personal, and academic problems. To help with this aspect of student development, Southwestern College provides a wellness coordinator who provides emotional support and programming. Emergency psychological services are provided through external contractors.

## Residential Campus

All full-time students are required to live on campus except those who are married, veterans, 20 years old or older and have reached junior status, or live with their parents or legal guardians.

One large dining room, a snack bar, an apparel store, and a mail center are located in the Student Center to serve all students.

Students who live on campus are required to purchase a meal plan except for those residing in Honor or Warren apartments. Students living in Warren or Honor may purchase flex meal dollars instead of a meal plan.

Rooms for new students are assigned by the director of housing during the summer. The college reserves the right to make changes in room assignments and living accommodations.

One- and two-bedroom apartments are available as well as residence halls with suites consisting of two rooms and a common bathroom. One residence hall offers a private bath for each room. All residences are air conditioned and have connections for satellite television and wireless Internet.

## Activity Program

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Student organizations are formed to meet the social, academic, and service needs of the students. These give the incentive and opportunity for student leadership and interaction. More than 15 social and service organizations are registered on campus. Many of these are related to specific academic areas such as science, education, radio, and social science. The purpose of student organizations is to increase campus enjoyment for the student and for enriching the total educational experience.

## Academic and Honorary Societies

Southwestern has active chapters in four national honor societies. Membership in these organizations is in recognition of good scholarship and effective participation in the respective fields.

## Athletics

The athletic program at Southwestern is a part of the educational program. As such, its purposes are: (1) to improve the participants as persons by inculcating the ideals of good

sportsmanship, good health, disciplined living, and team play, (2) to enrich the total experience of the entire student body, (3) to provide recreation, and (4) to provide laboratory experience for those planning professional work in physical education and recreation. The total athletic program should raise the morale, spirit, and tone of the campus life. To those ends the college maintains programs in club sports, intramural, and intercollegiate athletics. Southwestern College, whose athletic teams bear the name “Builders,” competes in the Kansas Collegiate Athletic Conference in basketball, football, golf, soccer, tennis, cross country, track, volleyball, and softball.

### Music

The Southwestern music department sponsors several organizations that are open to participation from the general campus community. These include the South Kansas Symphony at Southwestern College, SC Concert Band, SC Jazz Band, SC Big Band, A Cappella Choir, and several small vocal and instrumental ensembles. Any student may study voice or any instrument. Lessons are given privately or as a class at all levels of proficiency.

### Publications

Southwestern College supports two student-managed publications: *The Collegian*, the campus newspaper (published weekly), and *The Moundbuilder*, the college yearbook. Interested students are encouraged to become involved on the staffs of these two publications.

### Radio/TV Station

The college owns and operates a 10-watt FM radio station, KSWC, in conjunction with the communication program. KSWC is designed to provide informative and entertaining listening for Southwestern students and the Winfield community. The college also produces student-run television programs for cable and internet broadcast.

### Service Learning

Service learning provides a collaborative cycle of study, action, and reflection for learning immersed in the mission of Southwestern College.

Unique and complementary programs make up service learning at Southwestern:

**Discipleship Southwestern.** Discipleship Southwestern gives students the opportunity to study the Bible in a supportive group of fellow travelers and in a systematic way. Discipleship teams gain real confidence in knowing the Scriptures and applying them to daily life.

But the Christian faith is more than a series of devotional practices—worship on Sundays, Sunday school, youth group, etc. Christians realize that faith means service—giving time and physical effort to meet the needs of others. Discipleship Southwestern challenges students to make service a normal part of their lifestyle.

**Green Team.** The Green Team is a four-year environmental program that began in the fall of 2008. The team organizes recycling and conservation of resources on the campus and in Winfield as well as coming up with innovative ideas to lead the college toward renewable energy sources. It seeks to reduce the college’s carbon dioxide emissions, and explores such issues as wind generation and other green initiatives. Southwestern is one of nearly 500 colleges across the nation that is involved in the American College and University Presidents Climate Commitment and has agreed to reduce their greenhouse emission gases by 80 percent by mid-century.

**Leadership Southwestern.** The Leadership Southwestern program is looking for students with academic strength, leadership experience, and a desire to answer the call to lead. Students selected for the leadership team will have the opportunity to learn and practice, and practice and learn.

Leadership classes involve the use of high-level communication skills and hard work which help students do quality work on their leadership projects. Leadership projects require students to perform at a level that exceeds their current ways of getting things done, making leadership classes essential. Team experiences and trips give members a creative arena for learning, making friends, broadening their world view, and being in service to others.

**Student Foundation**

The Student Foundation is responsible to the student body to direct and plan programs that provide a wide range of connection opportunities for students. Specifically, programs of the Student Foundation encourage enthusiasm and support for Southwestern College and are directed toward three major areas: traditions, activities, and student recruitment.

**Student Government Association**

The objective of student government is to involve the student directly in addressing campus concerns and policy. The Student Government Association is the main student governing body and concerns itself with all phases of campus life. Representatives from the student body, appointed by the SGA, hold positions on a wide variety of committees throughout the institution. SGA maintains its own budget and allocates fees to worthwhile campus projects.

**Theatre**

Three auditoriums—a proscenium stage, an arena theatre, and a recital hall—allow for a variety of productions at Southwestern. Since its organization in 1919, Campus Players has demanded proficiency in acting and production from its members. Numerous productions ranging from the classic to the modern provide ample opportunity for participation. An academic approach to dramatic theory and literature complements the practical approach to production techniques. Students may also participate in oral interpretation with opportunities to participate in interpreters theatre and competitions.

# Tuition and Fees

## Main Campus Tuition and Fees

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Each student is charged tuition which covers approximately 45 percent of the cost of educational services provided by the college. The balance of the cost is met by income from endowment and by gifts from alumni, trustees, churches, and friends of the college who are willing to help support the kind of education Southwestern provides. A substantial financial aid program also assists and encourages students.

Tuition costs are firm. Room rates are higher for suites, private rooms, and apartments. Full-time tuition includes 12 to 18 hours in undergraduate, campus-based courses. When a full-time student is enrolled in more than 18 hours, an overload charge is made for the additional hours.

A portion of tuition supports the student center, which is available to full-time students without further charge. Additional fees may be charged for student activities, special programs, overload hours, music lessons, materials fees and labs. Students taking fewer than 12 hours in the fall or spring terms are classified as part-time students and pay tuition at the part-time rate per credit hour.

Tuition and fees are listed at <http://www.sckans.edu/student-services/financial-aid/cost-of-attendance-coa/>.

## Special Tuition Programs

Some students may qualify for special programs offered at reduced tuition rates. These rates are subject to specific restrictions. Enrollment must be in regularly scheduled undergraduate classes (not independent studies, practica, or similarly-styled courses) offered on the main campus. Special-rate students are welcome, provided space is available and course prerequisites are met, and provided a sufficient number of regular students are enrolled. Appropriate fees may be charged where applicable. Special rates do not apply to summer semester courses. Individuals qualifying for special rates include the following:

**Advanced Placement Scholars.** High school seniors may enroll in up to six hours each semester if permission is granted by the high school principal or counselor.

**Cowley County Community College Students.** Full-time students at Cowley County Community College may concurrently enroll in one Southwestern course if permission is granted by the CCCC academic dean.

**Senior Citizens.** Residents of Cowley County who are 65 years or older may take courses free of tuition charges provided space is available and course prerequisites are met.

## Professional Studies and Graduate Charges and Fees

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Tuition and fees are listed at <http://www.sckans.edu/student-services/financial-aid/cost-of-attendance-coa/>.

## Payment of Accounts

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### Payment Policy

**Student's Payment Obligation:** All tuition and fees are due and payable before the first day of classes. In order to finalize registration, payment arrangements must be made before classes begin. Any student unable to make payment in full before the first day of classes

(including those students who have not completed the financial aid process) must make a payment arrangement.

**Failure to make Payment Arrangement:** Failure to pay in full or arrange for a payment plan by the first day of classes may result in all classes being dropped. Failure to make any payment as agreed in a payment plan may result in mandatory administrative withdrawal from courses in which the student is currently enrolled. Disagreement with an administrative decision may be presented for appeal through the Financial Appeals process (see Financial Appeals section).

## Payments

**Statements:** Billing statements will be available online through Self-Service by the first business day of the month for any student with a balance due. Statements will reflect anticipated financial aid until the time of disbursement of funds to the student'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 paid online through Self-Service by ACH/electronic check, Visa, MasterCard, American Express or Discover. Students may also pay in person, by mail or by phone through the Student Accounts office.

**Returned Checks:** A \$25 fee will be assessed for each check returned by the college's 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.

**Cashiering Services:** In addition to making payments, students may cash checks for up to \$100 a day at the Student Accounts office.

**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.

## Payment Plans

**Standard Payment Plan:** For those who are unable to pay their tuition in full prior to class start date, Southwestern offers a payment plan option. A non-refundable fee per semester will be assessed for all payment plans. The standard payment plan allows payment over five months in the semester (August-December for fall; January-May for spring) and over three months in the summer (May-July). Failure to pay according to the payment plan agreement may result in a stop on the student account until it has been brought to a current status. Missed or late payments may be subject to a finance charge based on the unpaid balance for the semester.

**Direct Company Billing:** If a student'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 Student Accounts at [Accounts@sckans.edu](mailto:Accounts@sckans.edu) or to Southwestern College, 100 College Street, Winfield, KS 67156. Students 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:

- Name of the agency
- Appropriate contact person
- Student name
- Course and/or fees that have been pre-approved for payment.

**Company Reimbursement:** For tuition reimbursed by an employer, the student must provide the Student Accounts office a copy of their employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement. Letters and vouchers can be submitted to Student Accounts at [Accounts@sckans.edu](mailto:Accounts@sckans.edu) or to 100 College Street,

Winfield, KS 67156. Payment will be deferred for 60 days from the end date of the semester on tuition and fees covered by the employer. Payment for all tuition and fees not covered by the employer is due by the first day of class. A 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:

- Name of the agency
- Appropriate contact person
- Student name
- Course and/or fees that have been pre-approved for payment.

**Military TA:**

- **Active Duty and Reserve Air Force:** After registering for courses with Southwestern College, all active duty and reserve Air Force who wish to use Tuition Assistance (TA) as payment for their course(s) and fee(s) will need to log in to the AI Portal and request their Tuition Assistance. Once the student has been notified that Tuition Assistance has been approved, they will then need to submit a completed TA form to Student Accounts at [Account@sckans.edu](mailto:Account@sckans.edu).
- **Navy, Marines, Coast Guard and DOD:** After registering for courses with Southwestern College, all Navy, Marine, Coast Guard and DOD students 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 Student Accounts at [Accounts@sckans.edu](mailto:Accounts@sckans.edu).

**VA Educational Benefits:**

- Veterans attending Main Campus are encouraged to contact the financial aid office in person or by phone with questions they may have pertaining to the processing of their VA educational benefits or military activation assistance while at Southwestern College. The financial aid office is primarily responsible for the administration of veteran's benefits programs and the necessary enrollment certifications.
- Veterans attending Professional Studies who wish to activate VA education benefits at Southwestern College should contact [VA@sckans.edu](mailto:VA@sckans.edu). Students must also select the GI Bill payment option in ePayment each semester.

### 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 final notice letter. If payment is not paid upon receiving a final notice, the account is subject to being sent to collections.

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

### Financial Appeals

Students may appeal the payment policy requirements, and seek special permission to enroll and access college services and programs, by presenting information regarding the reason for their inability to pay their bill in full. As part of the appeal process, the student must present

a plan for paying his or her bill in full. The student may ask family or campus personnel to provide additional information. The appeal must be filed with the business office before the official add or drop date each semester. The appeal will be assessed by the Financial Obligation Appeal Committee, whose membership includes an administrator from each of the following areas of the college: academic affairs, student life and financial aid. The Financial Obligation Appeal Committee will determine whether an appeal is to be approved and may set conditions after approving an appeal for the involved student's continued enrollment at the college. The Committee will communicate its decision to the business office, which will notify the student.

## Cancellation of Charges

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Any registered student who does not officially withdraw in writing is financially liable for all tuition and associated fees. Students who officially withdraw from the college may be eligible for some cancellation of charges. To withdraw, students should give notice in writing at the registrar's office by the deadline to withdraw from a course.

**16 Week Main Campus Fall or Spring Semester:** Tuition, fees, room, and board are cancelled according to the following schedule:

Period	Amount Cancelled
First 8 class days	90%
To end of 2 <sup>nd</sup> week	80%
To end of 4 <sup>th</sup> week	70%
To end of 6 <sup>th</sup> week	60%
To end of 8 <sup>th</sup> week	50%
To last day to withdraw	40%
Later	No cancellation

**Courses Less than 16 weeks in Length:** Tuition, fees, room, and board are cancelled according to the following schedule:

For courses lasting 2 weeks or less:

Period	Amount Cancelled
To end of 1 <sup>st</sup> day	100%
To end of 2 <sup>nd</sup> day	50%
To end of 3 <sup>rd</sup> day	25%
Later	No cancellation

For courses lasting six weeks:

Period	Amount Cancelled
To end of 1 <sup>st</sup> week	100%
To end of 2 <sup>nd</sup> week	70%
Later	No cancellation

For courses lasting 8 weeks:

Period	Amount Cancelled
To end of 1 <sup>st</sup> week	100%
To end of 2 <sup>nd</sup> week	50%
To end of 4 <sup>th</sup> week	25%
Later	No cancellation

For courses lasting twelve weeks or longer:

Period	Amount Cancelled
To end of 1 <sup>st</sup> week	100%
To end of 4 <sup>th</sup> week	70%
Later	No cancellation

### Cancellation of Financial Aid

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

**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.

**Southwestern Aid:** The amount returned is the same percentage as the amount of charges cancelled.

**State and Other Aid:** All funds are usable until the student’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 student.

### Change from Full-Time to Part-Time Status

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Main Campus students who enroll for full-time study but then officially drop one or more courses during the enrollment period are eligible for a cancellation if the number of hours dropped changes the student’s enrollment status to part-time. If the student elects to continue using the school-issued laptop, the laptop fee for part-time students will be charged. No adjustment is made for students who withdraw from some but not all courses after the enrollment period has ended; these students continue to be classified as full-time students.

### Room Deposits

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All resident students are required to make and maintain a \$150 room deposit. Against this deposit damages will be charged as described by the housing policies of the college. The room deposit remains permanently on account until the student withdraws from college or graduates.

If a student requests a room for a forthcoming semester and then cancels that reservation later than June 1 for the fall semester and January 1 for the spring semester, a \$150 penalty is charged against the room deposit. After residence halls open for the term, a \$300 penalty may be charged to students who cancel their reservations before moving in. Students who move in and then decide to leave are charged the full room rate, but the room deposit is refundable.

### Textbook Vouchers

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If a textbook is required for a course, it is the student’s responsibility to obtain textbooks. Southwestern College has partnered with MBS Direct for textbook purchases.



# Undergraduate Financial Aid

The financial aid program assists students who want to attend Southwestern College but would find it difficult to do so without financial aid. A comprehensive assistance program of scholarships, grants, campus employment, and loans is available through funds from Southwestern College, the State of Kansas, and the federal government. Depending on individual eligibility, awards will be offered which combine one or more of these types of aid. A full description of all Southwestern College financial aid programs and regulations can be found on the financial aid website [www.sckans.edu/finaid](http://www.sckans.edu/finaid).

## How to Apply for Financial Aid

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Students applying for financial aid must follow these steps:

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), using Southwestern College's school code. The form is located online at: [www.fafsa.gov](http://www.fafsa.gov). The Southwestern College school code is 001940. To guarantee full renewal of Southwestern College institutional scholarships, the student's FAFSA must be submitted by April 1.
2. Complete and submit all other documents if requested by the Office of Financial Aid.

## Financial Aid Rights and Responsibilities

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Financial aid recipients have rights and responsibilities which are detailed in the Financial Aid Handbook available at <http://www.sckans.edu/student-services/financial-aid/financial-aid-handbook/>.

## Financial Aid Satisfactory Academic Progress

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Southwestern College is required by federal regulation to monitor satisfactory academic progress for financial aid recipients. These standards ensure that only those students demonstrating satisfactory progress toward the completion of their educational programs will continue to receive financial aid. Southwestern College's policy measures a student's performance in the following areas: successful completion of courses and overall pace toward degree; cumulative grade point average (GPA); and maximum credit hour limit for completion of degree. Satisfactory progress measurements are calculated at the end of each semester (summer, fall, spring).

**Cumulative Grade Point Average.** Students whose work is below levels described in the academic suspension policy are failing to make minimum progress toward their degree (see Academic Policies).

**Successful Completion of Courses and Overall Pace Toward Degree.** This measurement examines completion of courses in two ways. First it compares the number of credit hours attempted in the most recently completed semester with the number of credit hours earned. Second, it compares the student's cumulative number of credits attempted over the student's academic career with the cumulative number of credits earned. Both ratios must equal 70% or higher to remain in good standing. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours: AU-Audit, F - Failure, I - Incomplete, WD - Withdrawal, WF - Withdraw Failure, AW - Administrative Withdrawal, WM - Withdrawal Military.

**Maximum Credit Hour Limit for Degree Completion.** Undergraduate students are eligible to receive federal and state financial aid up to 186 attempted credit hours. Master's degree level graduate students are eligible to receive federal and state financial aid up to 54 attempted credit

hours. Students in the Ed.D program are eligible to receive federal and state financial aid up to 81 doctorate level credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters unless the student submits a successful financial aid appeal.

**Financial Aid Warning/Probation/Suspension.** Students who fail to meet the cumulative GPA, successful completion of classes or pace to degree requirements will be placed on warning for one semester. A student on warning is eligible to receive financial aid for the next semester of attendance. Students on warning who again fail to meet the progress measurements will either be given one semester of probation or placed on financial aid suspension. Students on probation are able to receive financial aid for one additional semester in order to restore their measurements back to the minimum standards. Students placed on suspension are eligible to appeal the decision.

Students who exceed the maximum credit hour limit for degree completion will be immediately suspended without a warning period. Students placed on suspension for this reason are eligible to appeal the decision.

**Conditions for Appeal/Reinstatement.** Students may appeal their financial aid suspension by submitting an appeal form to the financial aid office for consideration by a committee of student services administrators. Appeal forms are available from the financial aid office.

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 inform the student of the decision within two weeks of the appeal deadline. Students who are approved will be placed on financial aid probation and required to follow a prescribed academic plan and once again receive financial aid as long as they meet the requirements of the academic plan. The appeal committee's decision is considered final and may not be appealed further.

In all circumstances, student will have their financial aid reinstated and will be removed from financial aid warning, probationary or suspension status when all satisfactory academic progress measurements are once again restored.

## Consortium Agreements

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Occasionally, it is in the student's best interest to round out their semester schedule using coursework from one or more different colleges. Under certain circumstances and on a case-by-case basis, Southwestern can enter into a consortium agreement with these other colleges so that the student's enrollment at all colleges is considered to establish the student's status as a full-time student. Students interested in this option should speak with their academic advisor and then notify the financial aid office of their plans.

## Southwestern Grants and Scholarships

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Southwestern College offers a variety of grants and scholarships to full-time, undergraduate students attending classes on the main campus. Students may receive a combination of academic, activity, and any of the other need based grants for which they are eligible. Students choosing to live off campus will have their Southwestern aid reduced. With only a few exceptions, scholarships and grants for this group are awarded at admission to the college and are renewable for up to ten semesters if the student maintains a cumulative grade point average of at least 2.0. For the most recent information about scholarship programs being offered by Southwestern College in the current year, visit the Scholarship and Grants section of the financial aid pages of the main campus website.

Southwestern College offers a limited number of scholarships to undergraduate students in the professional studies and online programs. Update information can be found on the cost pages of the professional studies website.

## Federal and State Aid

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Southwestern College participates in both federal grant, loan, and work-study programs as well as Kansas state scholarship programs. For a full listing of federal and state aid programs, visit the financial aid pages of the college website.

## Additional Aid Sources

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**United Methodist Scholarships and Loans:** Southwestern College participates in scholarship and loan programs managed by the United Methodist Church. For a full listing of programs, visit the financial aid pages of the college website.

**State Assistance:** Students from states other than Kansas should contact the financial aid office for their state. It may be the case that state assistance is available and can be transferred. Contact the financial aid office for information.

**Veterans Administration:** VA benefits are available to students who are in the reserves, who are veterans, or who are dependents of veterans. Information is available in the financial aid office or from a local Veterans Administration office.

**Other Financial Aid:** The financial aid website contains information concerning many other different sources of financial aid that may be of help to students attending college. These sources include, but are not limited to civic and business scholarships, private foundation scholarships and scholarships from the Bureau of Indian Education. Students are encouraged to explore the website for the latest, updated information on these scholarships and discuss options with any member of the financial aid team.

## Student Employment

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Student employment is available through the Federal College Work Study program to students who demonstrate financial need and wish to work part time. Other student employment is available on a limited basis to students who do not qualify for Federal College Work Study.

## Aid for Study Abroad

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While Southwestern College institutional aid does not continue for a Main Campus student studying off campus, the college does offer scholarships for some programs of study occurring outside of Southwestern College. Information and details on these programs is available on the Southwestern College financial aid website.

## Aid for International Students

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Southwestern offers scholarship programs designed specifically for Main Campus international students. Details on these programs can be found of the Southwestern College financial aid website.

## For More Information

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For application forms or more information concerning any of the financial aid programs described in this section, please write or call:

Office of Financial Aid

Southwestern College

100 College St.

Winfield, Kansas 67156-2499

Phone: (620) 229-6215 or (800) 846-1543 ext. 6215

E-mail: [finaid@sckans.edu](mailto:finaid@sckans.edu)

Website: [www.sckans.edu/finaid](http://www.sckans.edu/finaid)

# Graduate Financial Aid and Fellowships

Some graduate students 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 center.

## How to Apply for Financial Aid

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Students must be granted admission to Southwestern before receiving an official offer of financial aid. These additional steps should be followed:

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), using Southwestern College's school code. The form is located online at: [www.fafsa.gov](http://www.fafsa.gov). Priority application receipt date for financial aid for all returning students is April 1.
2. To guarantee full renewal of Southwestern College institutional scholarships, the student's FAFSA must be submitted by April 1.
3. Complete the institution's student information form or student data form. If a family is not interested in applying for federal or state grants, loans or work study, the student may waive the FAFSA requirement on this form in lieu of completing the FAFSA by the priority deadline.
4. If the student's FAFSA is selected for verification, complete and submit a verification worksheet with supporting documents if required.

## Financial Aid Rights and Responsibilities

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Financial aid recipients have rights and responsibilities which are detailed in the Financial Aid Handbook available at <http://www.sckans.edu/student-services/financial-aid/financial-aid-handbook/>.

## Financial Aid Satisfactory Academic Progress

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Southwestern College is required by federal regulation to monitor satisfactory academic progress for financial aid recipients. These standards ensure that only those students demonstrating satisfactory progress toward the completion of their educational programs will continue to receive financial aid. Southwestern College's policy measures a student's performance in the following areas: successful completion of courses and overall pace to degree; cumulative grade point average (GPA); and maximum credit hour limit for completion of degree. Satisfactory progress measurements are calculated at the end of each semester (summer, fall, spring).

**Cumulative Grade Point Average.** Students whose work is below levels described in the academic suspension policy are failing to make minimum progress toward their degree (see Academic Policies).

**Successful Completion of Courses and Overall Pace Toward Degree.** This measurement examines completion of courses in two ways. First it compares the number of credit hours attempted in the most recently completed semester with the number of credit hours earned. Second, it compares the student's cumulative number of credits attempted over the student's academic career with the cumulative number of credits earned. Both ratios must equal 70 percent or higher to remain in good standing. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours: AU-Audit, F - Failure, I - Incomplete, WD - Withdrawal, WF - Withdraw Failure, AW - Administrative Withdrawal, WM - Military Withdrawal.

**Maximum Credit Hour Limit for Degree Completion.** Undergraduate students are eligible to receive federal and state financial aid up to 186 attempted credit hours. Master's degree level graduate students are eligible to receive federal and state financial aid up to 54 attempted credit hours. Students in the Ed.D program are eligible to receive federal and state financial aid up to 81 doctorate level credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters unless the student submits a successful financial aid appeal.

**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 student on financial aid warning is eligible to receive financial aid for the next semester of attendance. If the student does not meet one of the four conditions during the warning period, the student will be placed on financial aid suspension. Suspension prevents the student from receiving any federal, state or institutional financial assistance for future semesters until such time as the student again meets all four satisfactory academic progress standards. Students on suspension have the option to appeal the decision.

**Conditions for Appeal/Reinstatement.** Students 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.

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 student by a reasonable date. Students who are approved will be placed on probation and required to submit to a prescribed academic plan. Students must meet the goals on the academic plan to be removed from probation. The appeal committee's decision is considered final and may not be appealed further.

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

## Consortium Agreements

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Occasionally, it is in the student's best interest to round out their semester schedule using coursework from one or more different colleges. Under certain circumstances and on a case-by-case basis, Southwestern can enter into a consortium agreement with these other colleges so that the student's enrollment at all colleges is considered to establish the student's status as a full-time student. Students interested in this option should speak with their academic advisor and then notify the financial aid office of their plans.

# Campus Facilities

## **Beech Science Center**

Beech Science Center and Mabee Laboratory Complex includes an undergraduate research lab, two introductory biology labs, a cellular biology lab, general and organic chemistry labs, introductory physics labs, a lecture hall, conference room, library, science education room, and offices for faculty and the science center receptionist. The building, completed in 1998, is west of and linked to Mossman Hall.

## **Christy Administration Building**

Christy Administration Building houses most of the college's administrative offices; the student success center; English, computer science, and communication departments; classrooms; the newly-renovated 450-seat Richardson Performing Arts Center; Helen Graham Little Theatre; and campus radio and television studios.

## **Darbeth Fine Arts Center**

Music, theatre, and art are housed in this complex that includes Messenger Recital Hall, studios, President's Gallery, rehearsal halls, classrooms, offices, and practice rooms. Chapel is held in Messenger Recital Hall.

## **Deets Library**

The Harold and Mary Ellen Deets Library is composed of both a physical facility and a virtual library. Conference room facilities for meetings are available. Also located in the library are graduate classrooms, the English as a Second Language (ESL) program, the Center for Belarusian Studies, and Green Team offices.

## **Dole Center**

Institutional advancement offices are located in this building just west of campus. This includes the college's fundraising and alumni engagement efforts.

## **Frank A. White Physical Education Building**

Constructed in 1968, this building houses the Jim Farney Center (fitness and weight room), a swimming pool, offices, and classrooms.

## **Mossman Hall**

Remodeled in 2002, Mossman houses the social science, business, education, philosophy and religion, leadership, and service learning programs. Educational spaces include labs, classrooms, and study areas.

## **Professional Studies Centers**

Southwestern's degree completion programs are housed off campus in three locations.

## **Residence Halls**

Living options include four residence halls and four apartment buildings on campus. Sutton, Wallingford, Broadhurst, and Cole halls are traditional residence halls. Shriwise, Honor, Reid, and Warren Avenue apartments house from one to four students in each unit.

## **Richardson Performing Arts Center**

The 540-seat Richardson Performing Arts Center (RPAC) is located in Christy Administration Building and was dedicated in 2011. This state-of-the-art facility has ability to accommodate musical and spoken word performances with acoustics adjustable for the occasion.

## **Roy L. Smith Student Center**

The student center includes a top level comprising the dining hall and the Java Jinx snack bar, and a lower level that houses the campus printing and mail center, Computer Information Center, merchandise shop, offices for student organizations, and meeting rooms.

### **Ruth Warren Abbott Laboratories (Greenhouses)**

Built in 1971 to serve as a classroom for courses in floriculture, the original greenhouse was expanded in 1996.

### **Richard L. Jantz Stadium**

Dedicated in the fall of 2010, Richard L. Jantz Stadium features an artificial turf field for football and soccer, as well as facilities for track and field. Practice facilities for soccer and football are located east of the stadium.

### **Stewart Field House**

The home of countless basketball and volleyball games since 1924, Stewart is the college's second oldest building on campus and the oldest field house west of the Mississippi still used for its original purpose. The facility houses an indoor arena, athletic offices, locker rooms, and concession stand. A renovation completed in 1998 provided a new entry to the south, the replacement of all windows (including a memorial stained glass window), a new arena floor and bleachers, and renovated locker rooms.

### **TOMARI Theatrical Arts and Technologist Center**

Technical theatre is taught and practiced in the TOMARI Center. Costume storage, a costume shop, set construction space, and classrooms are included in this remodeled building dedicated in 2014.

### **Welcome Center (Strohl House)**

Located at the foot of the 77 Steps, the welcome center houses the Office of Admission and also is used for receptions and other special events.

### **Wroten Hall**

Wroten includes a large classroom/multipurpose room and offices of the Institute for Discipleship.



# Main Campus General Education

The general education curriculum at Southwestern College is designed to lead undergraduate students toward outcomes aligned with the mission of Southwestern College. The mission statement emphasizes liberal arts education, professional development, and personal growth. The goals of general education requirements at Southwestern College are to provide students with fundamental academic skills, ground students in multiple disciplinary perspectives, and challenge students to integrate and apply their learning to real world concerns. The general education requirement consists of 34 credit hours. Students may complete general education requirements at any time during their course of study, with the exceptions of the composition sequence ENG 110, ENG 112, and ENG 120, which should be taken during a student's first year of study, and the capstone course PREP 499. PREP 499 is completed under the guidance of the academic advisor and a grade is assigned in the student's final semester of study (some majors require an alternate course). In addition, students are urged to pursue extracurricular learning opportunities through service and leadership activities.

## Outcomes and Disciplinary Perspectives of General Education

### Outcomes:

1. **Written and oral communication.** Communicating effectively using reading, writing, listening, behavior, media, quantitative data, and technology.
2. **Quantitative literacy.** Using mathematical tools to solve problems.
3. **Individual and social responsibility.** Understanding how to uphold the well-being of one's self and society.
4. **Emphasis on inquiry, critical and creative thinking.** Formulating questions. Analyzing information and complex issues from multiple disciplinary perspectives to arrive at reasoned decisions. Valuing and producing thought or work that is characterized by its inventiveness, expressiveness, or originality.
5. **Respect for cultural diversity.** Understanding the complex identities of others, their histories, and their cultures.
6. **Ethical reasoning.** Conscientiously practicing accepted standards of fairness and integrity.

### Disciplinary Perspectives:

- a. **Natural Science.** Courses within the general education curriculum that expose students to the process, results, and limitations of scientific inquiry, and the relationship between science and society.
- b. **Social Science.** Courses within the general education curriculum that provide students with a means to understand ourselves, others, and the forces that shape society.
- c. **The Humanities.** Courses within the general education curriculum that help students explore models and methods for addressing dilemmas and acknowledging truth, ambiguity, and paradox while focusing on the study of the stories, the ideas, and the words that help us make sense of our lives and our world.
- d. **The Arts.** Courses within the general education curriculum that foster imagination and skill in the creation of aesthetic objects, environments, or experiences that manifest the vision of the artist for the purpose of self-expression or shared experience.
- e. **Other Cultures.** Courses within the general education curriculum that provide students with the means and methods to understand the interrelations within and among cultural and global communities.

## General Education Requirements

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A student must complete the following general education requirements to be eligible for graduation:

### Basic Skills:

Composition, seven hours:

ENG 110 College Writing 1 and ENG 120 College Writing 2  
ENG 112 Beyond Google

Speech, three hours:

COMM 102 Elements of Oral Communication

Mathematics, three hours:

MATH 110 College Algebra *or* MATH 215 Statistics and Probability *or* higher level math course

### Ethical Reasoning:

Three or more hours:

BUS 120 Ethics, Society and Business  
PHIL 120 Ethics, Society and Choices  
POLS 120 Ethics, Society and Politics  
REL 120 Ethics, Society and Religion

### Disciplinary Perspectives:

Courses satisfying Disciplinary Perspective requirements cannot be counted toward a student's major course of study, but may be used to satisfy the requirements of a minor or cognate requirements for a major course of study.

Natural Science, three or more hours:

NSCI 170 Elements of Descriptive Astronomy  
NSCI 180 Science, Society, and the Environment  
NSCI 190 Science and Pseudoscience  
NSCI 201 Environmental Issues  
NSCI 207 From Alchemy to Chemistry  
NSCI 220 Introduction to Forensic Science  
NSCI 230 Drugs: Research and Reward  
NSCI 240 50 Shades of Green  
NSCI 280 History of Science

Social Science, three or more hours:

HIST 121 World History to 1500  
HIST 122 World History Since 1500  
HIST 131 American History to 1865  
HIST 132 American History Since 1865  
LEAD 101 Introduction to Leadership  
POLS 101 Introduction to Political Science  
POLS 222 International Relations  
POLS 241 Comparative Politics  
PSYC 112 General Psychology

The Humanities, three or more hours:

COMM 208 Critical Thinking and Argumentation  
COMM 246 History of Television  
COMM 248 History of the Cinema  
COMM 262 Science Fiction Television  
ENG 202 Introduction to Literary Studies  
ENG 203 Literature and the Environment  
ENG 204 Literature and the Arts  
PHIL 101 Introduction to Philosophy  
PHIL 221 History of Philosophy  
PHIL 227 Logic  
REL 201 Introduction to the Bible

The Arts, three or more hours:

COMM 202 Oral Storytelling  
COMM 211 Introduction to the Cinema  
COMM 220/ENG 220 Interactive Storytelling  
IART 150 Creativity in the Arts  
IART 156 Introduction to World Music  
IART 231 Theatre Across the Disciplines

MUS 111	Foundations in Music
THTR 111	The Theatre Experience
Other Cultures, three or more hours:	
ANTH 201	Social and Cultural Anthropology
COMM 348	International Cinema: Western Culture
COMM 349	International Cinema: Asian Culture
ENG 230	Culture in Context
HIST 242	Belarusian History and Culture
HIST 342	Russian History
HIST 343	Russian Cultural History
LANG121	French Language and Culture
LANG131	Spanish Language and Culture
LANG141	Italian Language and Culture
LANG151	Chinese Language and Culture
LANG161	Arabic Language and Culture
REL 225	Comparative Religions

*The Other Cultures requirement may also be fulfilled with an appropriate intercultural experience that is approved by the academic dean for Main Campus.*

**Capstone Requirement:**

Career preparation, under advisor's supervision, three hours:  
 PREP499 Career Preparation and Planning *or* approved alternative

## General Education Requirements for Transfer Students

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Transfer students must provide an official transcript of coursework done at other institutions to apply those hours toward general education requirements at Southwestern College. Only transfer hours with a grade of "C" or better will be counted toward general education requirements. The registrar, following guidelines set by the academic divisions, determines which credits from other institutions satisfy general education requirements at Southwestern College.

Students may appeal the registrar's decision not to count transfer credits toward general education requirements by petition to the academic dean, whose decision on the matter shall be final.

Only hours successfully completed and/or degrees earned at institutions recognized by the Council for Higher Education Accreditation (CHEA) may be considered. Southwestern College does not recognize credit for varsity athletics or remedial coursework.

Any student with an associate of arts degree or an associate of science degree is waived from all general education requirements except PREP 499, Career Preparation and Planning (or equivalent course requirement in the student's major).

Any student with a bachelor's degree is waived from all general education requirements.  
 Any exception to the above requirements must be approved by the academic dean.

# Main Campus Majors and Course Offerings

Southwestern College's curriculum provides opportunity for depth of study in a specific interest area as well as breadth of study enabling the student to encounter significant human questions. While some programs are structured to achieve specific vocational objectives, others are diversified for a variety of life planning goals. There is latitude for a student with comprehensive intellectual interests to pursue an individually structured program of general studies.

The organization of each major or program of study includes a core of essential major courses to develop a basic understanding of the chosen field. Clustered around this core may be a group of cognate courses from other departments chosen to emphasize relationships between disciplines.

In addition to the specific program requirements, students are urged to select courses relating to cultural development and personal interests. These choices may grow out of the student's intellectual curiosity and broad commitment to the human community.

At each course level, the following numbers are reserved for the type of courses indicated.

- 51 - independent study
- 52 - readings
- 53 - problems
- 54 - projects
- 55 - topics
- 58 - special literature study
- 59 - practicum
- 60 - internship
- 61 - seminar
- 70 - field experience
- 71 - workshop

## Anthropology

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### Anthropology Course

Department Code: ANTH

**201 Social and Cultural Anthropology.** An introduction to the study of human culture, through the social structures, norms, practices, and beliefs of diverse people groups around the world. Credit 3 hours.

## Art

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### Minor in Art

#### Minor requirements:

In Art:

- 123 Basic Drawing
- 215 Painting Studio 1
- 236 Ceramics 1

Nine hours selected from:

- 205 Introduction to Photography
- 212 Stained Glass 1
- 216 Composing With Paint & Draw Programs 1
- 227 Advanced Drawing
- 336 Ceramics 2

## Art Courses

### Department Code: ART

- 103 **Graphic Design.** The course will cover the basic design principles of layout, color, and typography. Class time will be spent on discussions, lectures, critiques, individual meetings, and work sessions. Cross-listed with Communication. Credit 3 hours.
- 123 **Basic Drawing.** Various approaches to drawing such as contour, gesture, shading, and perspective, with the use of such tools as graphite, charcoal, ink, etc. Credit 3 hours.
- 205 **Introduction to Photography.** A study of camera, film, composition, light and lighting, flash and the principles of photojournalism as it relates to storytelling. Building a portfolio is included. Cross-listed with Communication. Credit 3 hours.
- 212 **Stained Glass 1.** A beginning studio class utilizing copper foil lead technique with multicolored glass to create traditional and innovative designs. Credit 3 hours.
- 213 **Stained Glass 2.** An intermediate studio class utilizing copper foil lead technique with multicolored glass to create traditional and innovative designs. Prerequisite: ART 212. Credit 3 hours.
- 215 **Painting Studio 1.** The practice of painting techniques. Several media such as acrylic, oil, water color, and mixed media. Credit 3 hours.
- 216 **Composing With Paint & Draw Programs 1.** The application of art, illustration and graphic design principles using paint and draw programs such as Adobe Photoshop, Adobe Illustrator and Macromedia Flash. Focus on art work for screen-based and print-based media. Cross-listed with Communication. Credit 3 hours.
- 221 **Sculpture.** Sculptural possibilities explored through disciplined application of form principles in a variety of materials ranging from paper, clay, and stone to woods, fabric, and metal-jewelry techniques. Credit 3 hours.
- 223 **Art in the Elementary School.** Lecture and workshop course. The lectures would consider the meaning of creativity in elementary education and the several stages of self-expression. The workshop portion of this course will consist of an introduction to and the use of basic art materials which might be used by the elementary teacher. Credit 3 hours.
- 227 **Advanced Drawing.** Advanced principles of drawing utilizing a variety of drawing mediums. Prerequisite: ART 123. Credit 3 hours.
- 236 **Ceramics 1.** A shop class in beginning pottery-making; hand-building and throwing. Credit 3 hours.
- 316 **Composing With Paint & Draw Programs 2.** A continuation of ART 216. Cross-listed with Communication. Prerequisite: ART 216. Credit 3 hours.
- 336 **Ceramics 2.** A shop class in intermediate pottery-making; hand-building and throwing. Prerequisite: ART 236. Credit 3 hours.

## Athletic Training

A certified athletic trainer (AT) is a highly educated and trained professional who specializes in the prevention, recognition, management, and rehabilitation of athletic injuries. An AT works closely with physicians and other health care professionals in the total health care of the athlete. Certified athletic trainers are employed in secondary schools, colleges and universities, professional sports, sports medicine clinics, industrial settings, military, among others.

Southwestern College is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The undergraduate athletic training curriculum prepares students to take the Board of Certification (BOC) exam.

The curriculum is structured as a three-year program with an additional application year for freshmen. Students will be involved in the clinical setting during their sophomore (level one), junior (level two), and senior (level three) years while completing academic course requirements. This allows students to learn the skills and techniques necessary in evidence-based practice; prevention and health promotion; clinical examination and diagnosis; acute care of injury and illness; therapeutic interventions; psychosocial strategies and referral; health care administration; and professional development and responsibility.

Student clinical assignments are in traditional, clinical, and high school settings, observing under an assigned preceptor. Students gain experience with collision, contact, and non-contact sports as well as through a wide variety of clinical settings. Students observe team physicians

and orthopedic surgeons as they evaluate and perform surgical procedures on injured athletes.

Students accepted into the athletic training curriculum are permitted to participate in varsity sports and are welcome to select from numerous available minors, emphases, and a second major if interested. Students are advised that athletic training is a rigorous, time-consuming program and all students admitted to the Athletic Training Program will adhere to the same academic standards.

For the most updated information refer to the athletic training website at [www.sckans.edu/athletictraining](http://www.sckans.edu/athletictraining) or contact the director of athletic training education.

#### **Criteria for Admission to the Athletic Training Program**

Criteria for admission for prospective students are listed below. Completion of the application criteria does not guarantee admission to the program. Admission is competitive and is based on a point system assessed to each student's application. Students can obtain the necessary application forms from the director of athletic training education.

1. Completed application with one letter of recommendation
2. Cumulative GPA of 2.75 on a 4.0 scale
3. A grade of "C+" or higher in ATEP 230 Introduction to Athletic Training and successful completion of BIOL 101 Essentials of Biology or BIOL 111 Biology 1, and PESS 126 First Aid and Safety (or current Emergency Cardiac Care Certification)
4. Completion of at least 50 documented clinical observation hours
5. Verification of immunizations
6. Verification of a tuberculosis (TB) skin test
7. Submission of signed Technical Standards form

Applicants may be admitted with probationary status. This may occur when a qualified applicant has not fulfilled one or more of the admissions requirements. Applicants who have been admitted on probation will sign a contract stating the specific time period to fulfill the incomplete requirement or they will be denied full admittance. Students who have been denied acceptance may continue with observation hours, address program deficiencies and await available space in the program. Applicants notified of full admittance must maintain the program policies.

#### **Admission for Transfer Students**

Transfer students must meet the above mentioned criteria and will only be admitted to Level 1 of the Athletic Training Program. Transfer students must submit course descriptions or syllabi for each of the prerequisite courses along with a copy of transcripts to the director of athletic training education for review.

Admitted students must immediately declare as an athletic training major. Students who are not admitted may elect to apply again the following year or may declare another major. Admission to the program is very competitive and the number admitted is based on graduation and attrition rates.

#### **Athletic Training Program Requirements**

Once accepted into the Athletic Training Program, students must verify that the following requirements have been met prior to the start of each academic year:

- Maintenance of a cumulative GPA of 2.75 on a 4.0 scale
- A grade of a "C+" or higher on all major requirement courses
- Current emergency cardiac care certification
- Verification of National Athletic Trainers' Association (NATA) membership
- Verification of individual personal liability insurance
- Verification of Occupational Safety and Health Administration (OSHA) training and bloodborne pathogens training
- Verification of tuberculosis (TB) skin test
- Verification of Health Insurance Portability and Accountability (HIPAA) training
- Verification of review of student handbook
- Verification of communicable disease policy

If a student fails to maintain the above mentioned requirements, the student will be placed on probation and will be required to submit the necessary documentation according to the probationary contract. If a student fails to satisfy the contract, the student will be suspended from the program and will be required to reapply to the program.

Additional program policies are outlined in the Athletic Training Student Handbook and are updated annually.

## B.S.A.T., Major in Athletic Training

### Major requirements:

In Athletic Training:

- 230 Introduction to Athletic Training
- 232 Practical Applications in Athletic Training
- 234 Athletic Training Clinical Experience 1
- 235 Athletic Training Clinical Experience 2
- 236 Care and Prevention of Athletic Injuries
- 337 Athletic Training Clinical Experience 3
- 338 Athletic Injury Assessment 1
- 339 Athletic Injury Assessment 2
- 340 Athletic Training Clinical Experience 4
- 347 Therapeutic Exercise
- 440 Therapeutic Modalities
- 441 General Medical Conditions
- 443 Organization and Administration of Athletic Training
- 444 Athletic Training Clinical Experience 5
- 445 Athletic Training Clinical Experience 6
- 459 Practicum in Athletic Training
- 462 Seminar in Athletic Training

### Cognate requirements:

In Biology:

- 111 Biology 1
- 241 Human Anatomy and Physiology 1
- 242 Human Anatomy and Physiology 2
- 331 Principles of Nutrition

In Physical Education and Sports Studies:

- 126 First Aid and Safety
- 323 Exercise Physiology
- 332 Kinesiology

In Psychology:

- 112 General Psychology

## Athletic Training Courses

### Department Code: ATEP

- 230 Introduction to Athletic Training.** An introduction to the history and structure of the athletic training profession as well as the responsibilities and functions of a certified athletic trainer. Credit 2 hours.
- 232 Practical Applications in Athletic Training.** Application of common wrapping, taping, bracing, protective equipment, and bandaging techniques in athletic training. Splinting, spine boarding, establishing airway, and other emergency procedures also are included. Lecture and Laboratory. Credit 3 hours.
- 234 Athletic Training Clinical Experience 1.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and in an emergency room setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 100 hours of clinical experience. Students are evaluated during the course through the use of performance evaluations and a final exam. Prerequisite: Admission to the Athletic Training Program. Credit 1 hour.
- 235 Athletic Training Clinical Experience 2.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and in an emergency room setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 100 hours of clinical experience. Students

- are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 234. Credit 1 hour.
- 236 Care and Prevention of Athletic Injuries.** The study of the care and prevention of common athletic injuries and illnesses. Lecture and laboratory. Credit 3 hours.
- 337 Athletic Training Clinical Experience 3.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and with a physical therapist or orthopedic surgeon. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 125 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 235. Credit 2 hours.
- 338 Athletic Injury Assessment 1.** Injury assessment of the head and lower extremities as well as gait analysis. Lecture and laboratory. Credit 3 hours.
- 339 Athletic Injury Assessment 2.** Injury assessment of the spine and upper extremities as well as posture analysis. Lecture and laboratory. Credit 3 hours.
- 340 Athletic Training Clinical Experience 4.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and with a physical therapist or orthopedic surgeon. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 125 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 337. Credit 2 hours.
- 347 Therapeutic Exercise.** Development and implementation of specific rehabilitation protocols for various athletic injuries. Lecture and laboratory. Credit 3 hours.
- 440 Therapeutic Modalities.** Scientific principles and applications of various therapeutic modalities in the treatment of athletic injuries. Lecture and laboratory. Credit 3 hours.
- 441 General Medical Condition.** This course is an in-depth study of selected medical conditions incurred by individuals. Students will learn how to identify a broad range of medical conditions and will understand their immediate care and treatment. Pharmacology will be a strong component of this course. Lecture and laboratory. Prerequisite: Consent of instructor. Credit 3 hours.
- 443 Organization and Administration of Athletic Training.** Organization and administrative procedures of an athletic training facility and program. Lecture and laboratory. Credit 3 hours.
- 444 Athletic Training Clinical Experience 5.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and in a general medical setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 150 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 340. Credit 3 hours.
- 445 Athletic Training Clinical Experience 6.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate and high school environment and in a general medical setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 150 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 444. Credit 3 hours.
- 459 Practicum in Athletic Training.** Off-campus practicum at a site approved by the Director of Athletic Training Education. Prerequisite: Admission to the Athletic Training Education Program. Course graded S/U. Credit 1-3 hours (1 credit per 25 contact hours, up to 3 credits optional).
- 462 Seminar in Athletic Training.** Emphasis placed on preparation for taking the BOC examination and professional development. Capstone course for the athletic training major. Credit 2 hours.

## Biology

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See also Marine Biology.

Biology investigates life processes at the molecular, cellular, organismal, population, and ecosystem levels. Biology is a science that demands a knowledge and application of chemical, physical and mathematical principles. The study of biology helps all students to understand the nature of science and the process of scientific inquiry.



Southwestern College's biology department offers a balanced program in field and laboratory science. Students have the opportunity to develop close working relationships with biology professors in the classroom, in the laboratory, and in the field.

The curriculum is inclusive of a wide range of sub-disciplines that challenge students and empower them to acquire the concepts and scientific problem-solving skills necessary to pursue careers in research, the health professions, education, environmental science, conservation, and other related fields. It provides students with a solid foundation of biological principles and at the same time offers students of varied backgrounds the opportunity to explore specialized topics that meet their needs and interests. The biology curriculum at Southwestern College also assists in meeting specific needs of other disciplines and serves preparatory programs in secondary teaching and nursing.

A number of the courses in the curriculum focus upon the investigative nature of biology. Lectures and discussions examine the interpretation of data, experimental design, and specific readings from the scientific literature. Laboratory and field work emphasize experimentation, student-designed projects, and class projects.

The biology department offers two degree pathways for students interested in the biological sciences. The Bachelor of Science degree in Biology provides a depth of coverage in biology and the natural sciences that is well suited to students pursuing a career in research, teaching or healthcare. The Bachelor of Arts degree in Biology provides an alternative pathway that provides a solid grounding in the fundamentals of biology while also encouraging an exploration of other academic disciplines. This degree embraces the spirit of liberal arts upon which Southwestern College is founded and prepares students for science-related careers that may require training in multiple fields.

### **B.A., Major in Biology**

#### **Major requirements:**

A minimum of 26 hours in Biology to include:

- 111 Biology 1
- 112 Biology 2
- 216 Cell Biology
- 230 Genetics and Evolution
- 461 Seminar in Biology

One of the following laboratory courses:

- 305 Marine Biology
- 306 Freshwater Biology
- 336 Ecology

#### **Cognate requirements:**

In Chemistry:

- 111 General Chemistry 1

*Declaration and completion of a minor or major in another academic discipline*

### **B.S., Major in Biology**

#### **Major requirements:**

At least 35 hours in Biology to include:

- 111 Biology 1
- 112 Biology 2
- 216 Cell Biology
- 230 Genetics and Evolution
- 461 Seminar in Biology

One of the following laboratory courses:

- 305 Marine Biology
- 306 Freshwater Biology
- 336 Ecology

#### **Cognate requirements:**

In Chemistry:

111 General Chemistry 1

112 General Chemistry 2

221 Organic Chemistry 1

In Mathematics:

215 Introduction to Statistics and Probability

In Physics:

201 College Physics 1 and 202 College Physics 2 *or*

211 General Physics 1 and 212 General Physics 2

## Secondary Licensure in Biology

### Requirements:

In Biology:

111 Biology 1

112 Biology 2

216 Cell Biology

241 Human Anatomy and Physiology 1

242 Human Anatomy and Physiology 2

230 Genetics and Evolution

336 Ecology

461 Seminar in Biology

In Chemistry:

111 General Chemistry 1

In Natural Sciences:

280 History of Science

In Psychology:

301 Human Sexuality

All requirements for Kansas teacher licensure as listed under Teacher Education section in this catalog.

## Minor in Biology

### Minor requirements:

In Biology:

101 Essentials of Biology or 111 Biology 1

112 Biology 2

12 additional credits of coursework at the 200 level or higher

## Minor in Sustainability and Environmental Studies

### Minor requirements:

In Natural Science:

201 Environmental Issues

In Sustainability and Environmental Studies:

101 Introduction to Sustainability 1

102 Introduction to Sustainability 2

359 Practicum in Sustainability

Choose one course from the following:

In Natural Science:

180 Science, Society, and the Environment

In Biology:

112 Biology 2

Choose two courses from the following:

In Political Science:

233 Environmental Policy

In Economics:

334 Environmental Economics

In English:

203 Literature and the Environment

## Biology Courses

### Department Code: BIOL

- 101 **Essentials of Biology.** This course is intended for non-majors, particularly those students interested in health-related fields. The focus of the course will be upon principles of biology and topics related to human biology. Potential topics include biological chemistry, cell structure, function and processes, heredity, nutrition, and human ecology. This course will not count as a biology elective for biology majors. Cannot be taken for credit if a student has passed BIOL 111. Credit 3 hours.
- 111 **Biology 1.** The Unity of Life. Fundamental principles of prokaryotic and eukaryotic life. An examination of life processes from the molecular to the ecological level. Lecture and laboratory. Credit 4 hours.
- 112 **Biology 2.** The Diversity of Life. Evolutionary diversity of eukaryotes, with an emphasis on animals and plants. Animal and plant structure and function. Lecture and laboratory. Prerequisite: BIOL 101 or 111, or consent of instructor. Credit 4 hours.
- 131 **Honors Biology.** The honors course will examine several selected topics in more detail that are initially presented in BIOL 111 (Biology 1). The course is intended for first-year students who are concurrently enrolled in BIOL 111. It is an opportunity for students with strong high school science backgrounds to expand their understanding of biology as an interactive process of inquiry and investigation. The course consists of three four-week modules focusing on different topics developed in BIOL 111. Each module may include readings, problems, and projects. Prerequisite: Concurrent enrollment in BIOL 111 or consent of instructor. A composite ACT score of 26 or higher is recommended. Credit 1 hour.
- 216 **Cell Biology.** A study of structure and function at the molecular, organelle, and cellular levels of organization. The course will examine in detail the major cellular processes in eukaryotic cells. Lecture and laboratory. Prerequisites: BIOL 111 and CHEM 111, or consent of instructor. Credit 4 hours.
- 230 **Genetics and Evolution.** An examination of the fundamentals of transmission, population and molecular genetics, and the principles of organic evolution. Lecture and laboratory. Prerequisite: BIOL 111 or consent of instructor. Credit 4 hours.
- 241 **Human Anatomy and Physiology 1.** An in depth study of the structure and function of the human body focusing on the integumentary, circulatory, lymphatic, respiratory, digestive and urinary systems. Students desiring a comprehensive knowledge of human anatomy and physiology should take BIOL 241 and 242. Laboratory consists of histological surveys and physiological experiments. Lecture and laboratory. Prerequisite: BIOL 111 or consent of instructor. Credit 4 hours.
- 242 **Human Anatomy and Physiology 2.** An in depth study of the structure and function of the human body focusing on the skeletal, muscular, nervous, sensory, endocrine and reproductive systems. Students desiring a comprehensive knowledge of human anatomy and physiology should take both BIOL 241 and 242. Laboratory consists of a hands-on cadaver based on gross human anatomy survey. Lecture and Laboratory. Prerequisite: BIOL 241 or consent of instructor. Students may not receive credit for both Biology 242 and Biology 245. Credit 5 hours.
- 245 **Gross Human Anatomy.** A cadaver-based comprehensive laboratory exploration of human anatomy with an emphasis on the musculo-skeletal system. Prerequisite: A college level Human Anatomy and Physiology course or consent of instructor. Students may not receive credit for both Biology 242 and Biology 245. Credit 2 hours.
- 305 **Marine Biology.** An introduction to the diverse array of marine organisms and marine habitats. Examination of the ecology of oceans from the intertidal to the deep sea. Emphasis upon adaptations to environmental factors and ecological relationships. Lecture and laboratory. Prerequisite: BIOL 111 and 112, or consent of instructor. Credit 5 hours.
- 306 **Freshwater Biology.** An introduction to the biology found in streams, rivers, and lakes, and the role that biological, physical, and chemical factors play in determining the abundance and distribution of freshwater organisms. Field investigations are a significant component of the laboratory for this course, providing an opportunity to learn various techniques of sampling freshwater habitats. Lecture and laboratory. Credit 5 hours.
- 310 **Developmental Biology.** The study of patterns of development, mechanisms of cellular differentiation, and cellular interactions in development in animals and plants. Examination of the cellular, molecular, and genetic mechanisms governing these processes. Lecture and laboratory. Prerequisite: BIOL 216 or consent of instructor. Credit 5 hours.
- 322 **Animal Behavior.** An examination of the different approaches and methodologies used to study animal behavior. Specific topics for discussion will include foraging, reproduction, parental care,

- communication, and sociality. Prerequisite: BIOL 111 or 112 or consent of instructor. Credit 5 hours.
- 325 **Animal Physiology.** A general and comparative examination of the major functional systems in animals. Emphasis upon regulatory mechanisms underlying physiological processes. Physiological adaptations at the cellular, molecular, and organ-system levels will be explored. Lecture and laboratory. Prerequisite: BIOL 216 or consent of instructor. Credit 5 hours.
- 331 **Principles of Nutrition.** Utilization of basic nutrients throughout the life cycle. Emphasis on community nutrition and diet therapy. Prerequisite (or concurrent enrollment): BIOL 241 or consent of instructor. Credit 3 hours.
- 334 **Microbiology.** An introduction to the study of microorganisms with emphasis on bacteria. Lecture and laboratory. Prerequisite: BIOL 111 or consent of instructor. Credit 5 hours.
- 336 **Ecology.** The relation, formation, and associations of animals and plant communities. Lecture and laboratory. Prerequisites: BIOL 111 and 112. Credit 5 hours.
- 340 **Molecular Biology.** A laboratory-based class in which students will investigate various techniques commonly used in molecular biology research. This course specifically focuses on nucleic acids and proteins. For each technique studied, students will investigate and understand the rationale behind the technique as well as specific applications and protocols. Examples of specific applications will be provided by readings from current scientific literature. Credit 4 hours.
- 342 **Cadaver Dissection.** Advanced training in gross human anatomy and dissection techniques. Students will perform selected dissections on a human cadaver specimen. Prerequisites: BIOL 242 or BIOL 245 and consent of instructor. Graded S/U. Credit 1 to 2 hours. Can be repeated for a maximum of 4 credit hours.
- 352 **Readings in Biology.** An independent study course in the biological sciences for reading in specific and advanced fields of study. Open to students of junior/senior standing with 8 or more hours in biology. Prerequisite: Consent of instructor. Graded S/U. Credit 1 to 2 hours.
- 353 **Problems in Biology.** An independent study course in the biological sciences that utilizes one or more components of the scientific method in conducting field or laboratory research: literature review, development of methodologies, data collection, data analysis and/or the writing of a scientific paper. Open to students of junior/senior standing with 8 or more hours in biology. Prerequisite: Consent of instructor. Graded S/U. Credit 1 to 2 hours.
- 361 **Marine Biology Seminar.** This course explores the scientific literature pertaining to different groups of marine organisms. Its chief aim is to broaden the knowledge of marine biological diversity for students, especially marine biology majors. It will be taught primarily via instructor-led discussions of specific groups of marine organisms (e.g. invertebrates; birds and mammals; fishes; plankton) and current research topics. Students will be assigned weekly readings and assignments and be expected to participate in group discussions of the material. May be repeated for credit. Prerequisite: BIOL 112 or consent of instructor. Credit 1 hour.
- 390 **Pathophysiology.** This is a foundational course in the study of physiologic and pathologic concepts of human homeostasis and alterations in homeostasis. It focuses on rationales for adaptations of human functioning to stressors and altered health states. It provides a basis for understanding alterations in functioning imposed by disease processes so that application to understanding clinical presentations can be made. Anatomy and Physiology, Chemistry, and other supplementary science courses may provide a foundational knowledge bases for this course. Prerequisite: BIOL 241 and 242 or consent of instructor. Credit 4 hours.
- 430 **Biochemistry.** An introduction to the structure and function of biomolecules. Emphasis on proteins and carbohydrates. Protein structure, enzyme kinetics, and regulation are studied as are carbohydrates and their metabolism. Structure of lipids, steroids, and nucleic acids are taught; a brief time is given to their synthesis and reactions within the cell. Prerequisites: CHEM 221 or consent of instructor. CHEM 222 recommended. Cross-listed with Chemistry. Credit 5 hours.
- 461 **Seminar in Biology.** While content will vary from year to year, the general theme of this seminar will be evolutionary biology. Credit 1 hour.
- 464 **Senior Research.** Library research, development of methodologies, data collection, data analysis, and writing of the scientific paper. Credit 3 hours.

## Business Administration

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The Division of Business Administration offers the bachelor of arts and bachelor of science degrees in three different major areas that include a core of foundation courses. The curriculum

in these major areas reflects the current and projected needs of the global business community and will prepare graduates to address the challenges of leadership in the rapidly changing world of business. Students pursuing a major in business administration may also choose an optional area of emphasis.

Students whose major or minor is within the business administration division must earn a grade of “C” or better in each course taken within the division (ACCT, BUS, ECON) to meet graduation requirements.

**Core requirements:**

In Accounting:

- 281 Financial Accounting
- 283 Managerial Accounting

In Business:

- 110 Computer Literacy
- 310 Business Communication
- 318 Quantitative Methods for Business
- 322 Management
- 325 Marketing
- 350 Business Law
- 395 Corporate Finance
- 410 Management Information Systems
- 497 Business Strategy and Policy (Capstone)

In Economics:

- 101 Principles of Microeconomics
- 102 Principles of Macroeconomics

**Cognate requirements:**

In Mathematics:

- 110 College Algebra
- 215 Introduction to Statistics and Probability

**All requirements of one major area below:**

**B.A., Major in Accounting**

**Major requirements:**

In Accounting

- 385 Federal Income Taxation of Business
- 386 Cost Accounting
- 391 Intermediate Accounting 1
- 392 Intermediate Accounting 2
- 445 Auditing

Nine additional hours of 300-level or above of courses within the division.

**Minor in Accounting**

**Minor requirements:**

In Accounting

- 281 Financial Accounting
- 283 Managerial Accounting
- 385 Federal Income taxation of Businesses
- 386 Cost Accounting

Twelve additional hours of accounting courses of 300-level or above (including BUS 497)

**B.A., Major in Business Administration**

**Major Requirements:**

In Business

- 326 Investments
- 327 Consumer Behavior
- 328 Organizational Behavior
- 435 Management Decision Making

Six additional hours of 300-level or above from courses within the division.

**Optional area of emphasis:**

**Emphasis in Finance**

**Requirements:**

In Business:

329 Money and Banking

331 Risk Management

Six additional hours of 300-level or above from courses within the division not part of core curriculum or major.

**Emphasis in Management**

**Requirements:**

In Business:

329 Money and Banking

390 Operations Management

Six additional hours of 300-level or above from courses within the division not part of core curriculum or major.

**Emphasis in Marketing**

**Requirements:**

In Business:

215 Sales: The Influence Management Process

432 Marketing Strategies

Six additional hours of 300-level or above from courses within the division not part of core curriculum or major.

**Minor in Business Administration**

**Minor requirements:**

In Accounting:

281 Financial Accounting

In Business:

322 Management

325 Marketing

In Economics:

101 Principles of Microeconomics

Nine additional hours of 300-level or above from courses within the division. All prerequisites for courses must be met.

**Secondary Licensure in Business Education**

**Requirements:**

In addition to the requirements for the B.A. in Business Administration major, the student will be required to satisfy all the requirements for Kansas teacher licensure as listed under Teacher Education.

**B.S., Major in Business and Computer Information Systems**

**Major requirements:**

In Business:

459 Practicum (minimum 3 hours) *or* 460 Internship (minimum 6 hours)

**Cognate requirements:**

In Computer Science and Digital Arts:

112 Programming 1

211 Basic Information and Website Design

212 Programming 2

306 Visual Basic Programming

320 Database Management Systems 1

324 Computer Networks & Concepts

440 Decision Support Systems

## B.S., Major in Sport Management

### Major requirements:

In Physical Education and Sports Studies:

- 220 Introduction to Sport Management
- 335 Sport Psychology
- 344 Sport Marketing
- 421 Sport Management Capstone

### Cognate requirements:

In Accounting:

- 281 Financial Accounting
- 283 Managerial Accounting

In Business:

- 310 Business Communication
- 322 Management
- 328 Organizational Behavior
- 437 Business and Professional Ethics

In Communication:

- 294 Public Relations

In Economics:

- 101 Principles of Microeconomics
- 102 Principles of Macroeconomics

## Master of Business Administration Degree

Students pursuing an MBA must earn a grade of “C” or better in each course required for the program.

### Requirements (36 credit hours):

In Management:

- 605 Global Economics
- 615 Financial Management, Analysis and Decision Making
- 620 Marketing Strategies
- 625 Financial and Managerial Accounting
- 630 Organizational Behavior and Human Resources
- 635 Organizational Dynamics and Change
- 637 Business Law and Ethics
- 640 Global Operations
- 645 Organizational Charactership
- 680 Globalization and Organizations
- 700 Graduate Project
- 710 Global Strategies

## Accounting Courses

Department Code: ACCT

- 281 **Financial Accounting.** Emphasizes basic concepts and their application in transaction analysis and financial statement preparation, and analysis of financial statements. Course procedures will include group interaction, written assignments, and written examinations. Credit 3 hours.
- 283 **Managerial Accounting.** The study of accounting in terms of management’s information requirements. Emphasizes the use of accounting information to assist management in planning, analyzing and implementing business decisions and activities. Course procedures include group interaction, written assignments, completion of cases and written examinations. Prerequisite: ACCT 281. Credit 3 hours.
- 330 **Accounting/Financial Information Systems.** A study of the concepts of information systems, their design and operation and the relationship of these concepts to the economic information requirements, information flows, decision criteria and control mechanisms in the business organization. Course procedures include group interaction, written assignments, completion of cases and papers and written examinations. Prerequisite: ACCT 283. Credit 3 hours.
- 331 **Not-for-Profit Accounting.** An expansion of accounting concepts and practices relating specifically to not-for-profit and governmental entities. Course procedures include group interaction, written

assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 283. Credit 1 hour.

- 383 Federal Income Taxation of Individuals.** An introductory federal income taxation course specifically focused on individual taxation. Focus will be on the fundamental concepts, the mastery of which provides a permanent frame of reference for future study of advanced tax topics. The course will stress that an understanding of taxation is not only relevant but critical to the student's success in the business world. Prerequisite: ACCT283. Credit 3 hours.
- 385 Federal Income Taxation of Businesses.** Emphasis will be on discussing and recognizing the major tax issues inherent in business and financial transactions. Focus will be on the fundamental concepts, the mastery of which provides a permanent frame of reference for future study of advanced tax topics. The course will stress that an understanding of taxation is not only relevant but critical to the student's success in the business world. Prerequisite: ACCT 283. Credit 3 hours.
- 386 Cost Accounting.** The use of accounting information to assist management in planning, analyzing and operational control in contemporary business contexts. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 283. Credit 3 hours.
- 391 Intermediate Accounting 1.** A thorough study of conceptual and technical aspects of financial accounting and reporting. Emphasizes recognition and measurement problems of income determination and balance sheet presentation. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 283. Credit 3 hours.
- 392 Intermediate Accounting 2.** A continuation of 391. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 391. Credit 3 hours.
- 445 Auditing.** A study of the auditor's attest function, including auditing standards and procedures, independence, legal responsibilities, codes of ethical conduct and evaluation of accounting systems and internal control. Course procedures include group interaction, written assignments, completion of cases and papers and written examinations. Prerequisite: ACCT 283. Credit 3 hours.
- 446 Advanced Accounting.** An expansion of accounting concepts and practices relating to consolidation of statements and partnerships. Course procedures include group interaction, written assignments, completion of cases and papers and written examinations. Prerequisite: ACCT392. Credit 3 hours.

## Business Courses

### Department Code: BUS

- 110 Computer Literacy.** Course will facilitate students' acquisition of basic computer literacy terms and concepts; provide basic understanding of what computers are and how they work; and provide sufficient knowledge about computer hardware and software enabling business students ready for decision making related to personal or organizational computer resource procurement. Students are engaged in hands-on learning of computer application software, including introductory word processing, spreadsheet, web browser, and power-point applications. Computer components, networks, security, and ethical issues will be discussed. Credit 3 hours.
- 120 Ethics, Society and Business.** This course is designed to assess how business affects our individual and social lives, and ask what role business and its values play in our society as a whole. Students will examine issues and conflicts that typically arise in business and have moral aspects to them, such as the way employers treat their employees; relations between employees and their employers; and the ways businesses treat their competitors, their customers, their society, and even their environment. Students will develop an understanding of various moral theories including the utilitarianism of Mill, the Nicomachean Ethics by Aristotle, the deontological ethics of Kant, and Rawl's Theory of Justice. Students will develop critical thinking and ethical reasoning skills as they analyze, evaluate and discuss current ethical issues in society and business. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Credit 3 hours.
- 215 Sales: The Influence Management Process.** This course is designed to examine sales as the indispensable element in the marketing mix which creates a proactive response with customers. The problem-solving approach which increases productivity and organizational effectiveness will be discussed in detail. Course procedures include oral and written communications, group interaction in class, and major presentations. Credit 3 hours.
- 220 Introduction to Sport Management.** This course is designed to provide an overview of the structure of the sports industry and to highlight the scope and variety of career opportunities in the area. The value of professional management to sports organization will also be emphasized. Attention will be given to the issues facing sport organizations and to the use of management techniques to solve



- business-related problems. The development of effective communication skills, both written and oral, will be emphasized through class presentations and written assignments. Cross-listed with Physical Education and Sport Studies. Credit 3 hours.
- 230 **Personal Financial Planning.** This course explores personal financial planning topics pertinent to the success of managing one's personal finances. The aim of this course is to provide an introductory knowledge of budgeting, taxes, consumer assets, consumer credit, insurance, investment options, and retirement/estate planning. This course will be taught primarily via lecture and through experiential learning opportunities. Students will be assigned weekly readings and personal assignments. Students are expected to participate in group discussions regarding financial planning topics and personal experience. Credit 3 hours.
- 310 **Business Communication.** This course focuses on audience-oriented communication in organizational settings, encompassing the understanding and practice of various rhetorical stances, audience analysis and adaptation of message to audience, collaboration and problem solving, and case study analysis. In addition, it considers the use of both traditional forms of written and oral communication and emerging media; the study of employment-related communication forms; and collaborative communication skills in context of learning simulations. Cross-listed with English and Communication. Prerequisites: ENG 110, ENG 120 and COMM 102. Credit 3 hours.
- 318 **Quantitative Methods for Business.** An introduction to the quantitative reasoning required in business and economics. The course includes the study of basic algebraic functions, differential calculus, descriptive measures, sampling distributions, estimation and hypothesis testing with emphasis on applied problems in business and economics. Additional topics may include linear programming techniques, linear and multiple regression analyses and the introduction of structural modeling techniques in the solution of business problems. The coursework requires extensive research, case studies, oral and written presentations and group interaction. Prerequisites: MATH 110 and 215. Credit 3 hours.
- 320 **SIFE (Students in Free Enterprise).** Students will meet weekly in a common class to generate and define free enterprise educational outreach projects. Students will work outside of class to develop and implement these projects within the community. Projects must fall into one of four categories: Business and Professional Ethics, Personal Financial Success Skills, Entrepreneurship, Free Market Economics Principles. Through these project activities students will learn and apply the fundamental principles of the free enterprise system in a service learning environment. Students will have the opportunity to travel and present the effectiveness of their projects in competition against other colleges and universities. Credit 1 hour. May be repeated for credit. (Chapter in inactive status)
- 321 **Phi Beta Lambda (PBL).** A national organization of business students that will meet weekly in a common class to develop programs and projects that will enhance the business student's experience. Students prepare for competition in state and national conferences with other schools to expand their knowledge in areas that will help develop skills needed in business careers once they leave college. Additionally, throughout the school year students will select community projects to become actively involved in. Credit 1 hour. May be repeated for credit.
- 322 **Management.** Course is designed to establish a foundation of sound management skills for future business leaders. Managing communication, people, quality, and economic change will highlight this human resource development process. Course procedures include oral and written communication, group interaction, and major presentations. Credit 3 hours.
- 325 **Marketing.** Product concepts, from idea to delivery to the ultimate consumer, will be examined. Also included will be pricing, promotion, distribution, and planning for the marketing effort. Emphasis on being an informed consumer included. Course procedures include oral and written communications, group interaction in class, and group project. Credit 3 hours.
- 326 **Investments.** The course covers the principles of securities analysis and valuation from the perspectives of the individual and institutional investor. Emphasis is placed on portfolio theory and modern philosophies of portfolio analysis and selection. Topics include stocks, bonds, mutual funds, derivatives, international trading, and the organization and functions of the securities markets and the SEC. Credit 3 hours.
- 327 **Consumer Behavior.** A study of the buyer's information acquisition, evaluation, purchasing and post-purchasing evaluation process. Emphasis is placed upon social psychological theories and their implications on the understanding and prediction of consumers' behavior. The student will apply behavioral science concepts to the problems of planning, pricing and promotion decision. Prerequisites: BUS 318 and 325. Credit 3 hours.
- 328 **Organizational Behavior.** Individual and work group behavior in organizations. Exercises in the dynamics of power, developing leadership, facilitating quality and change, and interpersonal

communication skills will be emphasized. Course procedures include oral and written communications, group interaction in class, and a major presentation. Cross-listed with Psychology. Credit 3 hours.

- 329 **Money and Banking.** The course topics include the study of contemporary money and banking concepts including the role of money in the domestic and world economies, government regulation of the money supply, banking systems and the role of the Federal Reserve Bank. The course may include guest speakers, case studies, extensive research and development of oral and written presentations and group interaction. Prerequisite: ECON 102. Credit 3 hours.
- 330 **Real Estate.** This is an introductory course in the fundamentals of real estate including property rights, ownership, financing, brokerage, investing and home buying and selling. The course also includes a survey of the various kinds of deeds and conveyances, mortgages, liens, rentals, appraisals and other types of real estate transactions. The course will include guest speakers, extensive research requirements, oral and written presentations and group interaction. Credit 3 hours.
- 331 **Risk Management.** The course covers the concepts of risk and risk management, what insurance is and how it is distributed to the public, essential insurance terms and concepts, various insurance products, the importance of risk management and insurance to business and society. The course will include guest speakers, a survey of career opportunities in risk management, case studies, oral and written presentations and group interaction. Credit 3 hours.
- 344 **Sport Marketing.** Course is designed to develop an understanding and appreciation of the unique aspects of marketing as related to sport. Cross-listed with Physical Education and Sport Studies. Credit 3 hours.
- 350 **Business Law.** 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, antitrust law, consumer protection, torts, criminal business law, social and political influences, management rights, powers, and responsibilities, and a brief overview of the structure of the judicial system. Prerequisite: BUS 322. Credit 3 hours.
- 390 **Operations Management.** The use of quantitative methods in the decision-making process. Topics include regression analysis, forecasting, linear programming, quality control and continuous improvement, and scheduling. Course procedures include quantitative methods. Prerequisites: MATH 110 and 215, or consent of instructor. Credit 3 hours.
- 395 **Corporate Finance.** An introduction to the long-term and short-term investing and financing decisions required in the financial management of a business. Course procedures include quantitative methods, oral and written communications, group interaction in class, and a major presentation. Prerequisite: ACCT 281 or consent of instructor. Credit 3 hours.
- 410 **Management Information Systems.** Evaluation of different types of software and their application in organizations. Emphasis on practical skills, spreadsheet modeling, and database design. Techniques for developing systems responsive to managerial needs will be emphasized. Designed for business majors. Credit 3 hours.
- 425 **International Business.** An overview of business practices worldwide. Focus on how U.S. managers can effectively manage a business enterprise outside the U.S. Course procedures include oral and written communications, group project, and major presentation. Prerequisite: BUS 322. Credit 3 hours.
- 432 **Marketing Strategy.** The emphasis in this course is on strategic marketing analysis and planning and integration of marketing concepts into a strategic planning framework. Concepts and methods for the strategic analysis of product-market definition, segmentation, product positioning and new product planning are examples of individual subjects that are covered. The students will apply concepts to realistic marketing problems through marketing simulations and/or case studies that capture the dynamics of the marketing environment. Students will learn how to identify markets, assess company strengths and weaknesses, target market segments, analyze competition and develop specific functional strategies in such areas as product development, pricing, distribution and promotion. Prerequisites: BUS 322 and 325. Credit 3 hours.
- 435 **Management Decision Making.** This course teaches practical decision-making methodologies, aids students in identifying common pitfalls in everyday thought processes, and examines both successful and unsuccessful business leaders and the decisions that helped to determine the fate of their business endeavors. The course is taught primarily through lecture and discussion, utilizing some group work for various assignments. Credit 3 hours.
- 437 **Professional and Business Ethics.** An approach to the ethical challenges of a modern business society. The course will utilize the expertise of professionals working in the various areas of business

as well as the moral reasoning of ethicists. Course procedures include oral and written communications, group interaction in class, group project, and a major presentation. Cross-listed with Philosophy. Credit 3 hours.

- 459 Practicum in Business.** Students will gain foundational experience necessary for working in a professional office setting. Assignments are on campus and the emphasis will vary to include sales, book keeping, and events management. Site supervision will be provided by the college officer charged with oversight of office operations. Prerequisite: Sophomore standing. Credit 3 to 5 hours.
- 460 Internship in Business.** Internships are offered in an area of the student's interest such as (but not limited to) working in a bank. Internships take place off campus and are supervised by a business manager. Site visits from a faculty member in the Business department are normally included. Prerequisite: Junior standing. Credit 6 to 14 hours.
- 495 Entrepreneurship.** Students will prepare a complete business plan for an organization they may wish to start. There will be emphasis on the structural, legal, and financial aspects of entrepreneurship. The course explores sources of information, common start-up problems and methods for analyzing situations for profitable entry. The course will include guest speakers, visits to existing small businesses and start-ups, case studies, and class discussions. Students will prepare oral and written presentations and engage in group activities. Extensive outside research and networking required. This class is designed to help students jump-start their careers and put their education into practice. Class should be taken within the student's final two semesters prior to graduation. Credit 3 hours.
- 497 Business Strategy and Policy/Capstone.** Focus on problem-solving, creative solutions, and brainstorming, using guided intuitive processes to reach group conclusions on given entrepreneurial dilemmas. Course procedures include quantitative methods, oral and written communications, group interaction in class, group project, and major presentation. Prerequisites: BUS 322, 325, 395, ACCT 281 and 283 (exceptions allowed with consent of instructor). Credit 3 hours.

## Economics Courses

Department Code: ECON

- 101 Principles of Microeconomics.** A theory- and issues-oriented approach to the study of economics. Basic economic principles and tools introduced and developed through study of important social issues including inflation, unemployment, poverty, discrimination, crime, environmental quality and other contemporary topics. Develops the economist's approach to social problems and evaluates the contribution of economics to their solution. Course procedures include quantitative methods, oral and written communications, and group interaction in class. Credit 3 hours.
- 102 Principles of Macroeconomics.** A theory- and issues-oriented approach to economics. Systematically develops the elementary principles of the determination of income, employment, output, economic growth, government spending, taxation, and international trade. Course procedures include quantitative methods, oral and written communications, and group interaction in class. Credit 3 hours.
- 317 Economic History and Economic/Business Systems.** Focuses on economic history and on the institutions and practices—largely business—affecting the output and distribution of goods and services (including social services) and affecting where and how people live and work and related values, while taking into account historical, philosophical, legal, and administrative perspectives. Course procedures include oral and written communications and group interaction in class. Credit 3 hours.
- 334 Environmental Economics.** The course emphasizes balancing our concerns for the economy and individual rights with the ecosystem and community values. Issues such as: sustainable economic growth and technology, values that drive the ecological debate, perspectives on work, leisure and philosophy of life will be addressed. The conflict between the desire for personal freedom and the need for community/global responsibilities will be rationalized by the examination of a comprehensive economic model. Credit 3 hours.

## Management Courses

Department Code: MGMT

- 605 Global Economics.** This course combines the application of economic theory and methodology to managerial decision making problems within various organizational settings. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, and forecasting and decision making. This course assumes prior undergraduate economics coursework. Credit 3 hours.

- 615 Financial Management, Analysis, and Decision Making.** Students explore and apply the principles of financial management and examine the use of accounting and financial information to plan, analyze, and implement business decisions and activities. Topics include concepts such as time value of money, risk and valuation, cost of capital, capital structure and budgeting, long-term financing decisions, working capital policy and management, and financial analysis and planning. The course concludes with a focus on strategic and operational performance analysis and evaluation for effective decision making. Credit 3 hours.
- 620 Marketing Strategies.** Students 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. Students will be required to exhibit mastery of the topics through the development of a complete, case-based integrated marketing strategy. Credit 3 hours.
- 625 Financial and Managerial Accounting.** This course provides students with an introduction to financial and managerial accounting. Students interpret financial statement information and examine that information to assist in planning, analyzing, and implementing business decisions and activities. Focus is on strategic and operational performance analysis and evaluation. Credit 3 hours.
- 630 Organizational Behavior and Human Resources.** 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. Credit 3 hours.
- 635 Organizational Dynamics and Change.** This course provides a foundation in organizational change theory and practice. Students gain a framework for understanding and changing organizations from a micro to macro level as they learn how to create an organization that is responsive to environmental forces. Change in large and small, and public and private entities will be examined through analysis of real world businesses. Credit 3 hours.
- 637 Business Law and Ethics.** Businesses must meet the legal and ethical standards imposed by a changing society. Decisions must be made that reflect the legal obligations of our world and the ethical standards by which a company will be known. Any company can face challenges in the form of globalization of the business enterprise, potential of hostile takeovers, concerns with market strategies, and continuing developments in international law and administrative regulation. Students will examine the legal, social, historical, and political/economic regulatory environments to understand that the legal and ethical perspectives are crucial in all business transaction markets. Credit 3 hours.
- 640 Global Operations.** This course focuses on the central role operations plays in a company's success and the analytic tools that are required for strong managerial decision-making. Students gain an understanding of the strategic advantages provided by the operations function to strong organizations. Topics of study include operations strategies, supply chains, process design and analysis, lean manufacturing, Six Sigma, and other approaches to managing quality. Credit 3 hours.
- 645 Organizational Charactership.** This course explores the impact of character on organizations at all levels. Students will explore methods and skills that promote professional and organizational development through a values-driven and principle-centered approach to success. Students will identify the difference between morals, ethics, and character. Credit 3 hours.
- 680 Globalization and Organizations.** The course will examine how globalization influences strategy and performance within firms. Students will develop a framework for analyzing opportunities and risks in a global marketplace. Students will study the political and economic forces that shape production, trade flows, capital flows, interest rates, exchange rates, and other variables that create the global economic landscape. This course will emphasize the political and economic forces, as well as the opportunities and barriers of doing business in China. Credit 3 hours.
- 700 Graduate Project.** All students will prepare and submit a professional capstone portfolio as a graduate requirement in this course. The portfolio serves as an opportunity for the students 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 students 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. Students' projects

from this course are also included in the final professional portfolio submitted at the end of the course. Credit 3 hours.

- 710 Global Strategies.** Students synthesize and apply the knowledge gained in previous MBA courses and from examining the principles and practices for developing and implementing organizational strategies. Students engage in a global business simulation, preparing and executing business strategies for a global company. Credit 3 hours.

## Chemistry

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Chemists study the composition, structure, and properties of substances and the interactions between them. They search for new information about materials and look for ways to put this knowledge into practice. Southwestern College chemistry students learn chemistry by performing hands-on experiments, using modern instrumentation, and even designing their own experiments.

The major branches of chemistry are organic, inorganic, physical, analytical, and biological. The chemistry program at Southwestern College exposes students to these areas and prepares students for a number of career options. Recent graduates have accepted positions in the chemical and pharmaceutical industries, attended graduate school, and attended professional schools such as medical, dental, and pharmacy.

Employers seek motivated employees who have the ability to work independently yet can also work effectively in a group. Chemistry and biochemistry majors learn to work with other students and have the opportunity for independent study in advanced laboratories and independent research.

### B.A., Major in Chemistry

#### Major requirements:

In Chemistry:

- 111 General Chemistry 1
- 112 General Chemistry 2
- 221 Organic Chemistry 1
- 222 Organic Chemistry 2
- 461 Seminar in Chemistry

Two additional courses from the following:

- 324 Analytical Chemistry
- 345 Physical Chemistry: Thermodynamics and Kinetics
- 430 Biochemistry

#### Cognate requirements:

In Mathematics:

- 222 Calculus 1

In Physics:

- 201 College Physics 1 *or* 211 General Physics 1

Additional courses in Biology, Physics, and Mathematics may be recommended by advisor, depending upon academic goals of student.

### B.S., Major in Biochemistry

#### Major requirements:

In Chemistry:

- 111 General Chemistry 1
- 112 General Chemistry 2
- 221 Organic Chemistry 1
- 222 Organic Chemistry 2
- 324 Analytical Chemistry
- 345 Physical Chemistry: Thermodynamics and Kinetics
- 430 Biochemistry
- 461 Seminar in Chemistry

**Cognate requirements:**

In Biology:

111 Biology 1

Two additional courses in Biology from the following:

216 Cell Biology

230 Genetics and Evolution

334 Microbiology

In Mathematics:

222 Calculus 1

In Physics:

201 College Physics 1 or 211 General Physics 1

202 College Physics 2 or 212 General Physics 2

**Secondary Licensure in Chemistry**

Completion of the major requirements for the B.A. in Chemistry with CHEM 324 and CHEM 430 as the advanced electives, NSCI 280 History of Science, and completion of all requirements for Kansas teacher licensure as listed under Teacher Education.

**Chemistry Courses****Department Code: CHEM**

- 101 Introduction to Chemistry.** Topics to be studied include measurements, stoichiometry, electrolytes, chemical reactions, the periodic table, and acid-base chemistry. Recommended for students requiring a terminal course in chemistry or for those requiring a preparatory course for CHEM 111. This course is not open to students who have already completed 111. Credit 4 hours.
- 111 General Chemistry 1.** Stoichiometry, periodic properties of representative elements, structure of atoms and molecules, thermal chemistry, gas laws, and properties of gases, liquids, and solids. Lecture and laboratory. Prerequisite or corequisite: MATH 110 or consent of instructor. Credit 4 hours.
- 112 General Chemistry 2.** Acid base chemistry, solutions, chemical equilibrium, kinetics, and aqueous equilibria. Lecture and laboratory. Prerequisite: CHEM 111 or consent of instructor. Credit 4 hours.
- 131 Honors General Chemistry 1.** The class expands on topics presented in General Chemistry 1. It is designed as a supplement for science majors with strong high school backgrounds currently enrolled in General Chemistry 1. The course is a mixture of problem sets, discussion, and lab projects. Prerequisite: Concurrent enrollment in CHEM 111 or consent of instructor. A composite ACT score of 26 or higher is recommended. Credit 1 hour.
- 132 Honors General Chemistry 2.** The class expands on topics presented in General Chemistry 2. It is a supplement for science majors with strong backgrounds currently enrolled in General Chemistry 2. The course is a mixture of problem sets, discussion, and lab projects. Prerequisite: Concurrent enrollment in CHEM 112 or consent of instructor. A composite ACT score of 26 or higher is recommended. Credit 1 hour.
- 221 Organic Chemistry 1.** The functional groups found in organic chemistry, with emphasis on their structures, physical properties, and reactions (selected). Lecture and laboratory. Prerequisite: CHEM 112 or consent of instructor. Credit 5 hours.
- 222 Organic Chemistry 2.** Mechanisms of chemical reactions, emphasizing synthesis. Introduction of instrumental analysis such as NMR, IR, and mass spectroscopy. Lecture and laboratory. Prerequisite: CHEM 221 or consent of instructor. Credit 5 hours.
- 324 Analytical Chemistry.** A survey of modern methods of chemical analysis including titrations, equilibrium techniques, electrochemistry, spectroscopy, and separation procedures. Emphasis is given to analytical calculations. Two lecture hours and 6 laboratory hours per week. Prerequisite: CHEM 112 or consent of instructor. Credit 4 hours.
- 345 Physical Chemistry: Thermodynamics and Kinetics.** Theoretical treatment of gases, solids, liquids and solutions, using thermodynamics, electrochemistry and reaction kinetics will be discussed. Problems will have a biochemical emphasis. Prerequisites: CHEM 112, MATH 222, or consent of instructor. PHYS 201 or 211 recommended. Credit 3 hours.
- 421 Advanced Organic Chemistry.** The functional groups found in Organic Chemistry are discussed with emphasis on their structures, physical properties and reactions. Mechanisms of chemical reactions emphasizing synthesis will be discussed. Use of instrumental analysis such as NMR, IR, and mass spectroscopy will be presented. Prerequisites: CHEM 221 and 222, or consent of instructor. Credit 3 hours.
- 430 Biochemistry.** An introduction to the structure and function of biomolecules. Emphasis on proteins and carbohydrates. Protein structure, enzyme kinetics, and regulation are studied as are

carbohydrates and their metabolism. Structure of lipids, steroids, and nucleic acids are taught; a brief time is given to their synthesis and reactions within the cell. Includes one laboratory per week.

Prerequisites: CHEM 221 or consent of instructor. CHEM 222 recommended. Cross-listed with Biology. Credit 5 hours.

**461 Seminar in Chemistry.** The class will focus on the presentation of papers on current topics in chemistry. The student will develop the skills needed for researching and delivering a technical seminar. Prerequisite: Junior standing in the biochemistry major or consent of the instructor. Credit 1 hour.

**464 Senior Research.** Senior projects will include a literature review, development of methodologies, data collection, data analysis, and a written report. Prerequisite: Consent of instructor. Credit 3 hours.

## College and Career Preparation

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### College and Career Preparation Course

Department Code: PREP

**499 Career Preparation and Planning.** The capstone requirement is not a traditional course, but assigns credit for following a plan of career preparation for each major field, under supervision of the academic advisor. In the first semester of contact with the academic advisor, each student will receive a list of practical steps to prepare for the job market or further academic training after graduation. Students should complete these steps throughout their academic career, in regular consultation with the advisor, and will be assigned a grade for career-preparedness in their final semester of study. (Note: Some majors satisfy the capstone requirement through a course in the major field that meets or exceeds expectations for PREP 499.) Credit 3 hours.

## Communication

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The curriculum at Southwestern College takes into consideration the abilities and skills each student brings to the program, and offers coursework avenues uniquely suited to students with those varying skills. These avenues are referred to as emphasis areas. There are ten areas of emphasis from which to choose between the Communication major and the Computer Science and Digital Arts major—the technology version of “communication.”

Students also have the option of not selecting an emphasis area, working instead with their advisor to select a unique combination of courses. No one with genuine interest need be left out of this multifaceted field.

### B.A., Major in Communication

#### Major requirements:

In Communication:

- 101 Survey of Mass Communications
- 103 Graphic Design
- 110 Media Writing 1
- 250 Media Law and Ethics
- 315 Persuasion
- 410 Theories of Human Communication

All requirements of one emphasis area below:

### Emphasis in Communication Studies

#### Requirements:

In Communication:

- 203 Interpersonal Communication
- 208 Critical Thinking and Argumentation
- 215 Intercultural Communication
- 303 Family Communication
- 317 Advanced Presentational Speaking
- 340 Communicating Teamwork, Leadership, and Group Communication

- 350 Communication in Pop Culture
- 395 Research Methods
- 400 Communicating the Law, Social Unrest, and Political Change
- 420 Recreating Image: Religion, Sport, Organizations, and Politics
- 450 Contemporary Issues in Communication

### Emphasis in Convergent Journalism

**Requirements:**

In Communication:

- 111 Radio Production
- 114 Video Field Production
- 201 Media Writing 2
- 205 Introduction to Photography
- 206 Digital Photography
- 214 Video News Production
- 221 Newspaper Experience (minimum 2 hours)
- 223 Yearbook Experience (minimum 2 hours)
- 231 Radio Experience (minimum 1 hour)
- 233 Television Experience (minimum 1 hour)
- 312 Visual Storytelling
- 321 Convergent News Experience (minimum 4 hours)
- 345 Desktop Publishing

### Emphasis in Film Studies and Production

**Requirements:**

In Communication:

- 114 Video Field Production
- 205 Introduction to Photography *or* 206 Digital Photography
- 211 Introduction to the Cinema
- 214 Video News Production
- 246 History of Television
- 248 History of the Cinema
- 312 Visual Storytelling
- 348 International Cinema: Western Culture
- 349 International Cinema: Asian Culture
- 399 Screenwriting
- 454 Senior Project in Film

### Emphasis in General Communication

**Requirements:**

Twenty-seven credit hours selected from within the division in coordination with a communication/computer representative.

Six additional hours from within the communication/computer science division or external to the division with advisor approval.

### Emphasis in New Media

**Requirements:**

In Communication:

- 114 Video Field Production
- 201 Media Writing 2
- 206 Digital Photography
- 345 Desktop Publishing

In Computer Science and Digital Arts:

- 211 Basic Information and Website Design
- 346 Motion Graphics

Choose one of the following:

In Communication:

- 320 Advanced Website Design: Graphic Techniques *or*

In Computer Science and Digital Arts:



321 Advanced Website Design: Dynamic Sites; Interactivity

An additional six hours from within the communication/computer science division or external to the division with advisor approval. See the other emphases and suggested coursework.

**Cognate requirements:**

In English:

340 Language: Structure and Meaning

360 Advanced Composition

## Emphasis in Professional Communication

**Requirements:**

In Communication:

203 Interpersonal Communication *or* 215 Intercultural Communication

205 Introduction to Photography *or* 206 Digital Photography *or* 114 Video Field Production

294 Public Relations

317 Advanced Presentational Speaking

340 Communicating Teamwork, Leadership, and Group Communication

345 Desktop Publishing

In Computer Science and Digital Arts:

211 Basic Information and Website Design

**Cognate requirements:**

In English:

340 Language: Structure and Meaning

360 Advanced Composition *or* ENG/COMM 310 Business Communication

424 Professional Writing

Choose three hours from the following:

330 Creative Writing: Short Story

337 Creative Writing: Poetry

348 Creative Writing: Novella

445 Creative Writing: Creative Nonfiction

447 Creative Writing: Genre Fiction

Students who choose professional communication as an emphasis should select a minor. The minor will allow the student to develop expertise in a career area/specialty such as medical communication, science communication, political communication, athletic communication, etc.

## Emphasis in Radio and Television Production and Performance

**Requirements:**

In Communication:

111 Radio Production

114 Video Field Production

201 Media Writing 2

202 Oral Storytelling

214 Video News Production

231 Radio Experience (minimum three hours)

233 TV Experience (minimum three hours)

246 History of Television

248 History of the Cinema *or* 211 Introduction to the Cinema

312 Visual Storytelling

An additional three hours from within the communication/computer science division or external to the division with advisor approval. See the other emphases and suggested coursework.

Suggested additional coursework for all emphasis areas:

In Business:

325 Marketing

In Communication:

104 Software Lab

310 Business Communications

211 Introduction to the Cinema

- 294 Public Relations
- 325 Convergent Media News
- 348 International Cinema: Western Culture
- 349 International Cinema: Asian Culture

In History:

- 132 American History since 1865

In Psychology:

- 219 Social Psychology
- 328 Organizational Behavior

In Theatre:

- 234 The Expressive Voice

## B.A., Major in Speech and Theatre Education

### Major requirements:

In Communication:

- 110 Media Writing 1 *or* 250 Media Law and Ethics
- 203 Interpersonal Communication *or* 215 Intercultural Communication
- 208 Critical Thinking and Argumentation *or* 401 Debate Question Analysis and Case Construction  
If COMM208 is taken as a General education course, then 401 Debate Question Analysis and Case Construction
- 317 Advanced Presentational Speaking

Completion of Speech experience checklist

In Theatre:

- 224 Stagecraft
- 226 Acting 1
- 234 The Expressive Voice
- 333 Theatre History 2
- 424 Directing 1
- 425 Directing 2

Completion of Theatre experience checklist

Plus twelve additional hours in Communication and/or Theatre – consult your advisor.

In Education:

- 438C Teaching and Directing Forensics and Debate in the Secondary Schools
- 438T Teaching and Directing Theatre in the Secondary Schools

In addition to course obligations in the communication and theatre content areas, students have additional Kansas teacher licensure requirements. Consult Teacher Education for information about those specific requirements. The speech and theatre education major is listed in both the communication and theatre sections of this catalog. Please look in both major areas for course descriptions specific to the major.

Note: Students majoring in computer science with an emphasis in digital arts may not minor in new media.

## Minor in Broadcasting

### Minor requirements:

In Communication:

- 101 Survey of Mass Communications
- 110 Media Writing 1
- 111 Radio Production
- 114 Video Field Production
- 214 Video News Production

An additional two courses selected from the following:

In Communication:

- 201 Media Writing 2
- 246 History of Television
- 312 Visual Storytelling

### Minor in Communication Studies

**Minor requirements:**

In Communication:

- 102 Elements of Oral Communication
- 315 Persuasion
- 410 Theories of Human Communication

An additional 15 hours with approval of division advisor

### Minor in Film and Television Theory, Criticism and Production

**Minor requirements:**

In Communication:

- 114 Video Field Production
- 211 Introduction to the Cinema
- 214 Video News Production
- 246 History of Television
- 248 History of the Cinema
- 312 Visual Storytelling

Choose one of the following international cinema courses:

- 348 International Cinema: Western Culture
- 349 International Cinema: Asian Culture

### Minor in Journalism

**Minor requirements:**

In Communication:

- 101 Survey of Mass Communications
- 110 Media Writing 1
- 221 Newspaper Experience (3 semesters) *or*
- 221 Newspaper Experience (2 semesters) and
- 223 Yearbook Experience (1 semester)

An additional 12 hours selected from the following:

In Communication:

- 111 Radio Production
- 114 Video Field Production
- 201 Media Writing 2
- 205 Introduction to Photography
- 206 Digital Photography
- 214 Video News Production
- 312 Visual Storytelling
- 345 Desktop Publishing

### Minor in New Media

**Minor requirements:**

In Communication:

- 101 Survey of Mass Communications
- 103 Graphic Design
- 234 Digital Media Experience (3 semesters)

An additional 12 hours selected from the following:

- 114 Video Field Production
- 206 Digital Photography
- 216 Composing with Paint & Draw Programs 1
- 320 Advanced Website Design: Graphic Techniques *or* CPTR 321 Advanced Website Design: Dynamic Sites; Interactivity
- 345 Desktop Publishing

In Computer Science:

- 211 Basic Information and Website Design
- 346 Motion Graphics

A one-course substitution for one of the elected courses above may be made with approval of division advisor.

## Communication Courses

Department Code: COMM

- 101 **Survey of Mass Communications.** A course designed to develop the student's ability to appreciate and evaluate the aesthetic, societal, and cultural functions of newspapers, magazines, advertising, film, radio and television. It will examine the nature, development, contemporary structure and influence of the mass media. Credit 3 hours.
- 102 **Elements of Oral Communication.** This course offers students an introduction to the theoretical and practical performance of effective oral communication skills. Students will learn rhetorical strategies and opportunities to aid them in improving their interpersonal, intercultural, public, and group communication skills. Credit 3 hours.
- 103 **Graphic Design.** The course will cover the basic design principles of layout, color, and typography. Class time will be spent on discussions, lectures, critiques, individual meetings, and work sessions. Cross-listed with Art. Credit 3 hours.
- 104 **Software Lab.** Hands-on learning experience with graphic, communication and code-writing software. Students are expected to be familiar and adept at all software used in the various courses they intend to take before enrolling in those courses. The software laboratory is a collegial learning opportunity in which to accomplish this. Cross-listed with Computer Science and Digital Arts. Credit 1 hour. May be repeated up to 4 credits.
- 110 **Media Writing 1.** The study of basic news gathering techniques and principles of news writing. Students will learn to write for a variety of media, purposes, and audiences. Emphasis will be on style, ethics, and accuracy. Credit 3 hours.
- 111 **Radio Production.** Academic base for students interested in broadcasting. Study of principles of production, mass media theory, FCC regulations, and the equipment at station KSWC with required participation in station programs. Credit 3 hours.
- 114 **Video Field Production.** This course focuses on the video techniques, field production principles, and story organization needed for commercial production and visual storytelling. Students work in teams on a number of video projects that address specific topics to include lighting, framing, shot selection, and non-linear editing decisions as they influence content and clarity. The course also features special effects usage. Two-dimensional animation is a learning option. Credit 3 hours.
- 201 **Media Writing 2.** Advanced approach to news gathering, reporting, and writing techniques, including feature, editorial/op-ed, reviews, and investigative writing. Course will also examine legal issues affecting news reporters as well as situations requiring ethical decisions leading students to the development of a Professional Code of Standards and Ethics. Prerequisite: COMM 110 or consent of instructor. Credit 3 hours.
- 202 **Oral Storytelling.** A course designed for students in disciplines where they are required to regularly read material (prose, poetry or non-fiction) before individuals, groups or the mass media. It is ideal for broadcasting majors, writers and teachers. Students will learn the basics of textual analysis (understanding that almost everything written contains a story) and how they can best communicate that experience to an audience. Credit 3 hours.
- 203 **Interpersonal Communication.** Introductory study of communication between people and in relationships. Stresses awareness of how one's communication behavior influences and is influenced by others and provides methods of improving interpersonal interactions. Credit 3 hours.
- 205 **Introduction to Photography.** A study of camera, film, composition, light and lighting, flash and the principles of photojournalism as it relates to storytelling. Building a portfolio is included. Cross-listed with Art. Credit 3 hours.
- 206 **Digital Photography.** An overview of digital photography and how it works. Among the topics covered will be features of digital cameras, managing and editing digital images, and making the transition from analog to digital. Credit 3 hours.
- 208 **Critical Thinking and Argumentation.** Students enrolled in this course will learn the theoretical principles of critical thinking and argument as they apply to interpersonal, organizational, public and political concerns. Students will be guided in subject analysis, data gathering, evidence building, and evaluation of critical arguments. Credit 3 hours.
- 211 **Introduction to the Cinema.** A study of the five technical elements that are involved in film: cinematography and visual editing, sound acquisition and music insertion, scriptwriting, performance, and the role of the director in pulling all this together. The course examines motion picture themes as a rhetorical communication medium, artistic expression, as well as a reflection of social and cultural thought. In each area of study, students will practice and improve their skills in creative and critical viewing. Credit 3 hours.

- 213 **Journalism Projects.** Participation in production of newspaper or yearbook. The student will become proficient in a particular aspect of print publication such as layout, feature writing, or photography. Prerequisite: Consent of instructor. Credit 2 hours. May be repeated for credit.
- 214 **Video News Production.** This course focuses on the video techniques, field production principles, and story organization needed for televised journalism. Students work in teams on a number of campus news stories. Convergence with print and other journalism venues on campus is stressed. Specific topics include lighting, framing, shot selection, and non-linear editing decisions as they influence content and clarity. Prerequisite: COMM 114 or consent of instructor. Credit 3 hours.
- 215 **Intercultural Communication.** An investigation of the similarities and differences of communication patterns of various cultures. Examination of the values and cultural norms that inform and influence a culture's communication. Credit 3 hours.
- 216 **Composing With Paint & Draw Programs 1.** The application of art, illustration and graphic design principles using paint and draw programs such as Adobe Photoshop, Adobe Illustrator and Macromedia Flash. Focus on art work for screen-based and print-based media. Cross-listed with Art. Credit 3 hours.
- 220 **Interactive Story Telling.** This course explores "live" story creation and oral delivery for interaction with live audiences, or as a model for interactive media such as computer games. Particular emphasis will be placed upon character-based (as opposed to plot-based) story creation and identifying parallels to the theory and practice of written stories. Traditional and emerging means for accomplishing successful interactivity will be explored. Cross-listed with English. Credit 3 hours.
- 221 **Newspaper Experience.** Practical experience in working on staff of campus newspaper and student media online news site. Prerequisite: 2.0 GPA. Course graded S/U. Credit 1 hour. May be repeated for credit.
- 223 **Yearbook Experience.** Practical experience in working on staff of campus yearbook. Prerequisite: 2.0 GPA. Course graded S/U. Credit 1 hour. May be repeated for credit.
- 231 **Radio Experience.** Practical experience on air at KSWC-FM. Enrollment contingent on shift availability. Prerequisite: 2.0 GPA and consent of instructor. Course graded S/U. Credit 1 hour. May be repeated for credit.
- 233 **Television Experience.** Practical emphasis for communication majors in television production with experience in preparing videotaped shows and features. Prerequisite: 2.0 GPA and consent of instructor. Course graded S/U. Credit 1 hour. May be repeated for credit.
- 234 **Digital Media Experience.** Practical application of New Media/Digital Arts knowledge and skills. Projects include but are not limited to video features, Websites, CD-ROMS, computer games. Cross-listed with Computer Science and Digital Arts. Prerequisite: 2.0 GPA and consent of instructor. Course graded S/U. Credit 1 hour. May be repeated for credit.
- 246 **History of Television.** An examination of social issues as explored through various television genres. Course may also explore news coverage of events and contemporary problems with television programming. Intended for non-majors as well as Communication majors. Credit 3 hours.
- 248 **History of the Cinema.** The history of visual storytelling. This course examines the development of cinematography technology (camera, film, lighting, editing, sound) with an emphasis on techniques of video-only storytelling by such masters as the Lumiere Brothers (cinematography), Georges Melies (special effects), Sergei Eisenstein (montage), D.W. Griffith, Charles Chaplin, and Buster Keaton. The course also examines early attempts at sound acquisition and editing. It will culminate in a comprehensive analysis of what is critically considered to be the greatest American film: Citizen Kane. Credit 3 hours.
- 250 **Media Law and Ethics.** This course will introduce students to the major legal, ethical, and policy issues related to the mass media. This will be done by exposing students to primary documents and cases as well as to methods of analysis. Upon completion, students should be able to explain in broad context existing media law and policy and be able to critique and analyze future laws and policies. Students should also be able to articulate the ethical issues that are relevant to media conduct. Credit 3 hours.
- 262 **Science Fiction Television.** Examines the history of the genre to see how programming has dealt with significant political and social issues in a way unexplored in most dramatic television. It will also explore theories of Carl Jung to see how archetypes help to unify character and theme in Science Fiction TV. An additional focus will be on attempts of futuristic series to create a modern mythic construct for a society devoid of a unified native mythos. Credit 3 hours.
- 294 **Public Relations.** Students will explore the major concepts and strategies of public relations for business and other organizations. Credit 3 hours.

- 303 **Family Communications.** This course facilitates understanding of the major theories and concepts in the study of communication phenomena in family relationships and extends the basic concepts of family relationships discussed in the Interpersonal Communication course. Emphasis is placed on critical analysis of communication research into the family context. An important goal of this class is to foster students' insight into their own experience of family and to enable students to apply course-related concepts to their family relationships. Prerequisite: COMM 203. Credit 3 hours.
- 310 **Business Communication.** This course focuses on audience-oriented communication in organizational settings, encompassing the understanding and practice of various rhetorical stances, audience analysis and adaptation of message to audience, collaboration and problem solving, and case study analysis. In addition, it considers the use of both traditional forms of written and oral communication and emerging media; the study of employment-related communication forms; and collaborative communication skills in the context of learning simulations. Cross-listed with Business and English. Prerequisites: ENG 110, ENG 120 and COMM 102. Credit 3 hours.
- 312 **Visual Storytelling.** This course focuses on visual storytelling with strong production values using state-of-the-art shooting and editing stations. Students will create a project in one of the following areas: Video Essay, Still Photography, Animation (cartoon or stop motion), Original Short Fictional Feature, Short News Documentary, or Video Profile, with a view toward entry in regional or national competitions. Prerequisite: COMM 114 or consent of instructor. Credit 3 hours.
- 315 **Persuasion.** A study of persuasive communication and the techniques that motivate persons to act or believe in a particular way. A variety of persuasive rhetorical theories will be discussed as tools for persuasion. Credit 3 hours.
- 316 **Composing With Paint & Draw Programs 2.** A continuation of COMM 216. Cross-listed with Art. Prerequisite: COMM 216. Credit 3 hours.
- 317 **Advanced Presentational Speaking.** This is an advanced course in the theory and application of public speaking in a variety of contexts and situations. Students will demonstrate an advanced level of understanding of how to engage audiences more effectively by using critical thinking, audience analysis, organization, technological and delivery skills. Prerequisite: COMM 102 or consent of instructor. Credit 3 hours.
- 320 **Advanced Website Design: Graphic Techniques.** This course builds upon the planning and design principles in CPTR 211, extending site effectiveness through the use of advanced graphic techniques. Prerequisite: CPTR 211. Credit 3 hours.
- 321 **Convergent News Experience.** Practical experience in working on staff of campus newspaper, television news, radio news, and student media online news site. Prerequisite: Consent of instructor. Course graded S/U. Credit 2 hours. May be repeated for credit.
- 325 **Convergent Media News.** Through repeated enrollments, students will learn to consult among the whole editorial staff of all media to assist in productions in Audio, Video, Print, and Web, that, while perhaps strongest in a given medium, can be modified to fit various other media. Students will learn to work with and profit by the insights of other students in other media. Prerequisite: Consent of instructor. Credit 1 to 2 hours. May be repeated for credit.
- 340 **Communicating Teamwork, Leadership, and Group Communication.** This course emphasizes that developing good communication skills are essential to effective leadership and group work. This course will study the interpersonal, intercultural, and rhetorical communication practices within businesses, large private or nonprofit associations, larger community groups, and governments. Students will also practically apply communication theories in leadership and group activities. Credit 3 hours.
- 341 **Radio Management.** Learning and practical application of management and supervisory skills for KSWC. Available only to radio management staff. Prerequisite: Consent of instructor. Graded S/U. Credit 2 hours. May be repeated for credit.
- 343 **Television Management.** Learning and practical application of management and supervisory skills for television production. Available only to television management staff. Prerequisite: Consent of instructor. Course graded S/U. Credit 2 hours. May be repeated for credit.
- 345 **Desktop Publishing.** A course in the creation of print media communication products using industry-standard software such as Adobe InDesign. Focus will be on professional standards, consistency of design with theme/objective, and creativity in communication. Students will create flyers, brochures, newsletters, advertising layouts, and other printed products. Credit 3 hours.
- 348 **International Cinema: Western Culture.** An examination of the foreign film from traditional western cultures to include, among others, France, Spain, Mexico, Scandinavia, Italy, Greece, Germany, Russia, Australia, and New Zealand. Students will study the major trends and styles of

- cinema and how national identity and customs are reflected in those films. Course is designed to give global perspective to non-majors as well as majors. Credit 3 hours.
- 349 **International Cinema: Asian Culture.** An examination of the foreign film from traditional eastern cultures to include, among others, Japan, China, Hong Kong, India, Korea, Vietnam, and Taiwan. Students will study the major trends and styles of cinema and how national identity and customs are reflected in those films. Course is designed to give global perspective to non-majors as well as majors. Credit 3 hours.
- 350 **Communication in Pop Culture.** This course explores the idea that popular culture is the dominant persuasive, rhetorical influence in most people's lives today. The premise of this course is that communication should be viewed as a social function of managing meaning—a function with many complex manifestations. In this course, students will apply specific communication theoretical frameworks to popular culture. Credit 3 hours.
- 362 **Experience in Public Relations.** A practical, hands-on experience with the Southwestern College Communications Office, under the supervision of the office staff. Prerequisite: Consent of instructor. Credit 3 hours.
- 395 **Research Methods.** This course teaches students the basic research methods used for studying communication examining research methods applicable to the study of communication problems, processes, contexts, and artifacts. Students enrolled in this course will develop the ability to independently conduct undergraduate communication research. Credit 2 hours.
- 399 **Screenwriting.** A study of the principles and practices in writing an original script for film and television. Course offered on demand for students with Film Production emphasis only. Prerequisite: Consent of instructor. Credit 3 hours.
- 400 **Communicating the Law, Social Unrest, and Political Change.** This course studies the contemporary and conventional theories of communication (discourse, language, argumentation, narrative, dramatism, and games) along with fundamental legal principles, procedures and protocols through one or more of the communication lenses previously discussed, students will examine and analyze the communication dynamics and how such communication perspectives broadens the understanding of social agendas. Credit 3 hours.
- 401 **Debate Question Analysis and Case Construction.** This course is designed to acquaint students with critical analysis and case construction of debate questions including high school and intercollegiate organizations. Special emphasis is placed on case construction and analysis in a workshop setting. Prerequisite: COMM 102, 208, or consent of instructor. Credit 3 hours.
- 410 **Theories of Human Communication.** The focus of this course includes an overview of current and historical theories and research in the major sub-fields of human communication. Prerequisite: COMM 102 or consent of instructor. Credit 3 hours.
- 420 **Recreating Image: Religion, Sport, Organizations, and Politics.** On occasion, public celebrities, corporations, institutions and government agencies commit blunders that damage their credibility. They will employ a communication strategist to help them communicate strategically to restore their image and regain public trust. In this course, students will study various communication strategies used to persuade the public in defensive campaigns to restore public trust and restore public image. Students will apply communication image management theories and create a communication restoration campaign. Credit 3 hours.
- 421-422 **Journalism Management.** Available only to chief editors of *The Collegian* and *The Moundbuilder*. Course graded S/U. Credit 2 hours. May be repeated for credit.
- 450 **Contemporary Issues in Communication.** This course examines contemporary communication problems: significant speeches, social, international affairs, race, gender, and technology, this course attempts to develop a rhetorical appreciation for how communication influences contemporary social contexts. Credit 3 hours.
- 454 **Senior Project in Film.** Student will prepare a brief video feature. Course offered on demand. Prerequisite: Consent of instructor. Credit 3 hours.

## Computer Science and Digital Arts

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The computer science and digital arts major includes coursework in computer science, digital arts, and video game development. It is also closely allied with elements in the communication major such as traditional media, journalism, new media, speech, and communication arts. The curriculum takes into consideration the abilities and skills each student brings to the program, and offers coursework avenues uniquely suited to students with

those varying skills. These avenues are referred to as emphasis areas. There are three areas of emphasis from which to choose. No one with genuine interest need be left out of this multifaceted field.

## **B.S., Major in Computer Science and Digital Arts**

### **Major requirements:**

In Computer Science and Digital Arts:

110 Introduction to Computer Systems

### **Cognate requirements:**

In Communication:

315 Persuasion

In English/Business:

310 Business Communications

### **All requirements of one emphasis area below:**

#### **Emphasis in Computer Game Development**

##### **Requirements:**

In Computer Science and Digital Arts:

200 Computer Game Concepts (minimum six hours)

205 Computer Game Planning and Production (minimum 12 hours)

Completion of the courses under one of the following:

##### **Game/Level Design:**

In Business:

325 Marketing

In English/Communication:

220 Interactive Story Telling

340 Communicating teamwork, Leadership, Group Communication

In Psychology:

112 General Psychology

In Leadership:

101 Introduction to Leadership

In Theatre Arts:

Two hours in 112/113/212 and/or 117/118/217

In Business:

322 Management

##### **Image and Sound Design:**

In Computer Science and Digital Arts:

220 Digital Sound

240 3D Modeling and Animation 1

250 3D Modeling and Animation 2

346 Motion Graphics

350 3D Modeling and Animation 3

In Communication/Art:

103 Graphic Design

216 Composing With Paint & Draw Programs 1

In Music:

111 Foundations in Music

##### **Software Design:**

In Computer Science and Digital Arts:

112 Programming 1

212 Programming 2

310 Theory of Programming Languages

In Mathematics:

110 College Algebra

112 Trigonometry

319 Linear Algebra

In Physics:

201 College Physics 1



## Emphasis in Computer Science

### Requirements:

In Computer Science and Digital Arts:

- 112 Programming 1
- 212 Programming 2
- 310 Theory of Programming Languages
- 320 Database Management Systems 1
- 324 Computer Networks & Concepts
- 341 Operating Systems
- 345 Software Engineering or 453 Analysis of Algorithm (graduate school intention)
- 452 Automata Theory
- 454 Senior Project and Seminar

### Cognate Requirements:

In Mathematics:

- 222 Calculus 1
- 223 Calculus 2
- 319 Linear Algebra
- 320 Introduction to Advanced Mathematics

### Suggested Electives:

In Computer Science and Digital Arts:

- 211 Basic Information and Website Design
- 306 Visual Basic Programming
- 315 Java Programming
- 321 Advanced Website Design: Dynamic Sites; Interactivity
- 334 Management Information Systems
- 415 Systems Architecture
- 430 Introduction to Artificial Intelligence
- 440 Decision Support Systems
- 475 Database Management Systems 2

## Emphasis in Digital Arts

### Requirements:

In Computer Science and Digital Arts:

- 211 Basic Information and Website Design
- 346 Motion Graphics

In Art:

- 123 Basic Drawing
- 215 Painting Studio 1

In Communication:

- 103 Graphic Design
- 206 Digital Photography
- 216 Composing With Paint & Draw Programs 1
- 316 Composing With Paint & Draw Programs 2
- 345 Desktop Publishing

*Choose one of the following:*

In Communication:

- 320 Advanced Website Design: Graphic Techniques

In Computer Science and Digital Arts:

- 321 Advanced Website Design: Dynamic Sites; Interactivity

*Choose one of the following:*

In Communication:

- 214 Video News Production

In Computer Science and Digital Arts:

- 240 3D Modeling & Animation 1

*Choose one of the following:*

In Communication:

- 114 Video Field Production

In Computer Science and Digital Arts:

250 3D Modeling & Animation 2

Students majoring in computer science with an emphasis in digital arts may not minor in new media (a communication area of study).

### Minor in Computer Game Development

#### Minor requirements:

In Computer Science and Digital Arts:

200 Computer Game Concepts (minimum three hours)

205 Computer Game Planning and Production (minimum six hours)

Completion of the courses under one of the following:

#### Image and Sound Design:

In Computer Science and Digital Arts:

220 Digital sound

240 3D Modeling and Animation 1

250 3D Modeling and Animation 2

In Communication/Art:

103 Graphic Design

#### Game/Level Design:

In Business:

325 Marketing

In English/Communication:

220 Interactive Story Telling

340 Communicating Teamwork, Leadership, Group Communication

In Psychology:

112 General Psychology

#### Software Design:

In Computer Science and Digital Arts:

112 Programming 1

212 Programming 2

In Mathematics:

110 College Algebra

In Physics:

201 College Physics 1

### Minor in Computer Science

#### Minor requirements:

In Computer Science and Digital Arts:

110 Introduction to Computer Systems

112 Programming 1

212 Programming 2

324 Computer Networks & Concepts

Two additional three-credit computer courses

### Computer Science and Digital Arts Courses

Department Code: CPTR

**104 Software Lab.** Hands-on learning experience with graphic, communication, and code-writing

software. Students are expected to be familiar and adept at all software used in the various courses they intend to take before enrolling in those courses. The software laboratory is a collegial learning opportunity in which to accomplish this. Cross-listed with Communication. Credit 1 hour. May be repeated up to 4 credits.

**110 Introduction to Computer Systems.** An introduction to the core functions of computer systems and Computer Science as a field and career. Course will cover data representation and management in computer systems, operating systems, networks, programming, databases, and artificial intelligence. Students will also be introduced to applications of and cutting-edge developments in those areas. Credit 3 hours.

- 112 **Programming 1.** Introduces students to the use of computers as a problem-solving tool. Programming techniques and methodologies are covered. This includes the design, coding, and execution of structured and object-oriented programming. The primary language used for instruction is C++. The topics covered: C++ basics, procedural abstraction, functions, I/O streams, objects and classes. Prerequisite: MATH 110 or higher level math course. Credit 3 hours.
- 200 **Computer Game Concepts.** A forum in which the topics are free-ranging. Periodically students will sift through the topics discussed to see if anything presents fertile ground for a game premise. Participation needs to be based upon simple opinion/observation in some cases and upon research and structured brainstorming in others. Credit 1 hour. May be repeated for credit.
- 205 **Computer Game Planning and Production.** Students in this course study games and the game development process. They also evaluate the premises presented to them by the Game Concepts class and select one or more to prototype and playtest. Credit 2 hours. May be repeated for credit.
- 211 **Basic Information and Website Design.** An introduction to Website creation. Students will learn the planning process, to include information design, and the creation of sites using WYSIWYG editors such as Dreamweaver, and HTML. Prerequisite: COMM or ART 103 or consent of instructor. Credit 3 hours.
- 212 **Programming 2.** Object-oriented programming (OOP), data structures (list, stack, queue, tree, graph), and fundamental algorithms will be covered in this class. The primary language used for instruction is C++. Prerequisites: CPTR 110 and 112. Credit 3 hours.
- 220 **Digital Sound.** This course will explore the use of computer software to create digital music and sound effects. Software such as Cakewalk Project 5 will enable students to create and use audio synthesizing workstations. Prerequisite: Consent of instructor. Credit 3 hours.
- 234 **Digital Media Experience.** Practical application of New Media/Digital Arts knowledge and skills. Projects include but are not limited to video features, Websites, CD-ROMs, and computer games. Cross-listed with Communication. Prerequisite: 2.0 GPA and consent of instructor. Course is graded S/U. Credit 1 hour. May be repeated for credit.
- 240 **3D Modeling and Animation 1.** Probable topics for this course include the 3DMax interface layout, creation tools with primitives and 2D shapes, lofting, and basic modifiers along with scene set up. Simple lighting, camera and materials will enhance student renders and animations. Prerequisite: Consent of instructor. Credit 3 hours.
- 250 **3D Modeling and Animation 2.** Probable areas of study include in-depth renders and animations using complex modifiers, lofting, space wars, and particle systems; creating low-polygon characters and objects for gaming; advanced lighting, camera and material creation methods along with detailed rendering options for enhanced realism. Prerequisite: CPTR 240. Credit 3 hours.
- 306 **Visual Basic Programming.** An introduction to interactive computing and the high-level language capability of the personal computer. Development of the user interface, OOP and event driven programming techniques, and program design. Prerequisite: CPTR 112. Credit 3 hours.
- 310 **Theory of Programming Languages.** History and overview of programming languages, virtual machines, and representation of data types; sequence control; data control, sharing and type checking; run-time storage management; language translation systems; programming language semantics; programming paradigms. Prerequisite: CPTR 212. Credit 3 hours.
- 315 **Java Programming.** This course is an extensive exposure to object-oriented programming using Java programming language. Course will focus on Java-specific syntax, object oriented analysis and design, standalone applications, as well as programs that run over the Internet. Upon completing the course students should be able to develop Java applications and applets, have the ability to use core libraries, and meet the requirement of Sun Java Certification. Prerequisite: CPTR 212. Credit 3 hours.
- 320 **Database Management Systems 1.** This will cover the concepts of successful commercial-level database design. It will include these topics: data models, three schema architecture, entity-relationship model, enhanced ER diagram, relational model concepts, relational algebra and calculus, SQL, functional dependencies. Prerequisite: CPTR 112. Credit 3 hours.
- 321 **Advanced Website Design: Dynamic Sites; Interactivity.** This course builds upon the planning and design principles in CPTR 211, extending site effectiveness through the use of databases and other methods of interactivity. Prerequisite: CPTR 211. Credit 3 hours.
- 324 **Computer Networks & Concepts.** This course will introduce computer network concepts. It will include communication models, signals, digital transmission systems, packet switching, multiplexing, TCP/IP protocol suite, Internet application protocols. Prerequisites: CPTR 212; MATH 223 or consent of instructor. Credit 3 hours.

- 334 **Management Information Systems.** Evaluation of different types of software and their application in organizations. Emphasis on practical skills, spreadsheet modeling, and database design. Techniques for developing systems responsive to managerial needs. Credit 3 hours.
- 341 **Operating Systems.** This course will cover the concepts, structures, and functionalities of operating systems. It will include process management, memory management, scheduling, file management, multiprocessor scheduling, threads, deadlocks, and starvation. Prerequisites: CPTR 212 and MATH 319. Credit 3 hours.
- 345 **Software Engineering.** This course will study systems development life cycles through project implementation and evaluation, and life cycle models such as waterfall. Prerequisite: CPTR 212. Credit 3 hours.
- 346 **Motion Graphics.** A course in the creation of digital productions combining multiple elements for gaming, commercial video or web presentations. Video shooting and editing techniques taught in the course are combined with audio, sound and image manipulation, 2D and 3D graphics, interactive authoring and web creation techniques learned in prerequisite courses. Prerequisite: COMM 205, CPTR 211, COMM 216, CPTR 220, CPTR 240 or consent of instructor. Credit 3 hours.
- 350 **3D Modeling and Animation 3.** A continuation of CPTR 250. Prerequisite: CPTR 250. Credit 3 hours.
- 415 **Systems Architecture.** Covers concepts involved in computer hardware and software design including data representation, processor technology, data storage technology, system performance, operating systems, file management systems and system administration. Prerequisite: CPTR 110. Credit 3 hours.
- 430 **Introduction to Artificial Intelligence.** Basic concepts about Artificial Intelligence. Topics include: recursive problem solving, knowledge representation using semantic networks and frames, state space search methods, planning and problem solving, game playing and adversarial search methods, rules and production system, constraint satisfaction techniques and applications, optimization algorithms including genetic algorithms, and logic programming. Prerequisites: CPTR 212 and MATH 222. Credit 3 hours.
- 440 **Decision Support Systems.** A study of how systems can be used to support executive, non-structured, non-repetitive decisions. The emphasis will be to provide the right data, in the correct form, with executive execution potential. This course extends databases into data warehousing, suitable for mining by non-technical personnel. The study will be supported by a broad-based study of decision-making methods and its importance in both organizations and society. Credit 3 hours.
- 452 **Automata Theory.** Introduction to finite automata and regular expressions, context-free grammars, pushdown automata, Turing machines, hierarchy of formal languages and automata, and computability and decidability. Prerequisites: CPTR 212 and MATH 320. Credit 3 hours.
- 453 **Analysis of Algorithm.** This course focuses on running time of algorithms, recurrences, sorting, binary search trees, hash tables, and dynamic programming. Prerequisites: CPTR 212 and MATH 320. Credit 3 hours.
- 454 **Senior Project and Seminar.** Working with a professional mentor, the student will design, execute and manage a project involving computer technology. This project may include hardware, software and assessing the impact upon people and systems. The goal of this course is to provide students with professional experience. Three main objectives of this course are technical accomplishment, execution of a commercial-level project, and effective communication. Credit 3 hours.
- 459 **Practicum in Computer Science.** An intensive applied learning experience that involves the analyzing and solving of a significant practical problem, and providing appropriate documentation of the work done. Prerequisite: Consent of department head. Credit 1 to 5 hours.
- 475 **Database Management Systems 2.** Functional dependencies, normalization, query optimization, concurrency control, object-oriented database, and database security. Prerequisite: CPTR 320. Credit 3 hours.

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## Dance

See also Musical Theatre.

The study of dance provides students training in movement and/or aesthetic physical expression. For students studying in musical theatre performance, focused skill and technique training is available.

## Dance Courses

Department Code: DANC

- 130 **Jazz 1.** Teaches basic jazz movements and terminology. Step, ball change, chasse, hinge, jazz walk, and jazz squares will be covered. Builds repertoire and provides students with audition and performance techniques. Credit 1 hour.
- 131 **Tap 1.** Teaches basic tap movements/sounds and vocabulary. Explores creation of different sounds. Shuffles, flaps, toe, heel, scuffs, and ball change will be mastered. Credit 1 hour
- 132 **Musical Theatre 1.** Teaches application of ballet, tap, and jazz skills. A small musical theatre production will be created and performed by students. Credit 1 hour.
- 133 **Ballet 1.** Teaches basic ballet movements and terminology, providing a foundation for all movement and dance. Posture and placement, positions of the feet, correct technique at the barre, and a variety of battements will be emphasized. Credit 1 hour.
- 230 **Jazz 2.** A continuation of DANC 130 involving broadening the movement studied and increasing terminology. Pivot steps and turns, pencil turns, triplettes, and turns will be emphasized. Prerequisite: DANC 130 or consent of instructor. Credit 1 hour.
- 231 **Tap 2.** A continuation of DANC 131 involving broadening movements and vocabulary. Different techniques of sound creation will be explored. Running flaps, buffalo, maxie ford, simple time steps, grapevine, and paddle turns will be emphasized. Prerequisite: DANC 131 or consent of instructor. Credit 1 hour.
- 232 **Musical Theatre 2.** A continuation of DANC132 with an emphasis on building an advanced movement vocabulary and understanding of various dance styles and dance of historic periods for use in musical theatre works. Credit 1 hour.
- 233 **Ballet 2.** A continuation of DANC 133 involving broadening the movement studied and terminology. An introduction to center floor work and adage, epaulment, temps lie, linking steps, attitudes and arabesques will be emphasized. Prerequisite: DANC 133 or consent of instructor. Credit 1 hour.
- 330 **Jazz 3.** A continuation of DANC 230 involving more complex movement, terminology, and combinations. Axle turns, leaps, lay outs, twists, and gran jetes will be emphasized. Prerequisite: DANC 230 or consent of instructor. Credit 1 hour.
- 331 **Tap 3.** A continuation of DANC 231 involving more complex movement and sound creation. Front and back essences, riffs, triples, quadruples, pickups, turns, and drawbacks will be emphasized. Prerequisite: DANC 231 or consent of instructor. Credit 1 hour.
- 333 **Ballet 3.** A continuation of DANC 233 involving more complex movement, terminology, and combinations. Demi-fouettes, pirouettes, piques, en dedens and en dehors turns will be emphasized. Prerequisite: DANC 233 or consent of instructor. Credit 1 hour.
- 375 **Choreography.** A basic introduction to the craft or choreography in theory and practice of the essential ingredients and tools necessary for composing dance for the stage. Credit 1 hour.
- 430 **Jazz 4.** A continuation of DANC 330 involving a higher degree of difficulty in skills and technique. Knee slides, knee turns, switch leaps, and switch center will be emphasized. Choreography experience. Prerequisite: DANC 330 or consent of instructor. Credit 1 hour.
- 431 **Tap 4.** A continuation of DANC 331 involving a higher degree of difficulty in skills and technique. Wings, bomberslays, toe stands, slaps, and crossover combinations. Choreography experience. Prerequisite: DANC 331 or consent of instructor. Credit 1 hour.
- 433 **Ballet 4.** A continuation of DANC 333 involving a higher degree of difficulty in skills and technique. Tour jetes, cabrioles, saut be basque, contretemps, and brise will be emphasized. Choreography experience. Prerequisite: DANC 333 or consent of instructor. Credit 1 hour.

## Education

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The Southwestern College teacher education program is a student-centered learning community dedicated to optimal intellectual growth, preparation for leadership in the field of education, personal development, ethical values, and lifelong service in a world beyond cultural boundaries.

Designating education as a major follows institutional guidelines, including general education requirements. The teacher education program has an undergraduate curriculum with the following components: the elementary education major, the early childhood major, professional course sequence for both elementary and secondary education majors, and the

clinical field experience sequence for early childhood, elementary, and secondary education majors.

For additional information concerning the Southwestern College teacher education program, students should refer to the Teacher Education section of this catalog.

## English

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The major in English prepares students for graduate study within the field of English or within related fields and for all professional study that relies on preparation, analysis, or interpretation of texts.

### B.A., Major in English

#### Major requirements:

In English:

- 202 Introduction to Literary Studies
- 213 Survey of English Literature
- 227 Survey of American Literature
- 299 Literary Theory and Criticism
- 335 Survey of World Literature
- 340 Language: Structure and Meaning
- 347 Mythology and Literature
- 360 Advanced Composition
- 454A Senior Project (1.5 hours)
- 454B Senior Project (1.5 hours)

All requirements of one emphasis area below:

### Emphasis in Literature

#### Requirements:

In English:

- 325 The Renaissance
- 341 18<sup>th</sup> and 19<sup>th</sup> Century Literature
- 349 20<sup>th</sup> and 21<sup>st</sup> Century Literature

Two Courses from the following:

- 440 Major Authors and Movements (may be repeated for credit - see course description)

Three additional courses from the following:

- 425 Genre: Short Story
- 427 Genre: Poetry
- 429 Genre: Novella
- 430 Genre: Drama

### Emphasis in Writing

#### Requirements:

In English:

Five courses from the following:

- 330 Creative Writing: Short Story
- 337 Creative Writing: Poetry
- 343 Creative Writing: Playwriting
- 348 Creative Writing: Novella
- 424 Professional Writing
- 445 Creative Writing: Creative Nonfiction
- 447 Creative Writing: Genre Fiction

Three additional courses from the following:

- 325 The Renaissance
- 341 18<sup>th</sup> and 19<sup>th</sup> Century Literature
- 349 20<sup>th</sup> and 21<sup>st</sup> Century Literature
- 425 Genre: Short Story
- 427 Genre: Poetry
- 429 Genre: Novella

430 Genre: Drama

440 Major Authors and Movements (may be repeated for credit – see course description)

### Emphasis in Secondary Education

#### Requirements:

In English:

328 Young Adult Literature

Five additional courses from the following:

325 The Renaissance

341 18<sup>th</sup> and 19<sup>th</sup> Century Literature

349 20<sup>th</sup> and 21<sup>st</sup> Century Literature

425 Genre: Short Story

427 Genre: Poetry

429 Genre: Novella

430 Genre: Drama

440 Major Authors (can be repeated for credit – see course description)

#### Cognate requirements:

In Education:

All requirements for Kansas teacher licensure as listed under Teacher Education.

450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition

490 Teaching English as a Second Language and Assessing Language Competency

### Minor in English

#### Minor requirements:

In English:

Two courses from the following:

213 Survey of English Literature

227 Survey of American Literature

335 Survey of World Literature

Four additional courses

### Minor in Writing

#### Minor requirements:

In English:

360 Advanced Composition

Four courses from the following:

330 Creative Writing: Short Story

337 Creative Writing: Poetry

343 Creative Writing: Playwriting

348 Creative Writing: Novella

424 Professional Writing

445 Creative Writing: Creative Nonfiction

447 Creative Writing: Genre Fiction

## English Courses

Department Code: ENG

110 **College Writing 1.** A writing intensive course that considers the rhetorical strategies and issues of the different disciplines. Integration of varied modes of communication: oral, written, and technological. Credit 3 hours.

112 **Beyond Google.** This course is designed to introduce a framework form which students will develop critical thinking and information literacy skills. The concepts that will be addressed include the value of information, research as inquiry, searching as strategic exploration, recognizing the authority of sources, information creation as a process, plagiarism, and scholarship as conversation. Credit 1 hour.

120 **College Writing 2.** A writing intensive course stressing research methods across the disciplines. Emphasis on different methodologies used in a variety of fields, including social sciences, humanities, and natural sciences. Prerequisite: Successful completion of ENG 110. Credit 3 hours.

- 202 **Introduction to Literary Studies.** Emphasizes literature as a source of pleasure and knowledge about human experience while investigating and practicing techniques of reading, responding to, writing about and enjoying stories. Examines some of the best works in English, American, and World literature and considers imagery, characterization, narration, and patterns in sound and sense. This course considers stories in all narrative forms. This course fulfills the humanities general education perspective. Credit 3 hours.
- 203 **Literature and the Environment.** Examines a selection of literary works from the perspective of current thinking about environmental issues. The works examined portray a variety of interactions between people and environments, and readings will be informed by some key works in recent environmental theory. The course will examine the ways in which literature both reflects and helps to shape environmental attitudes and awareness. This course fulfills the humanities general education perspective. Credit 3 hours.
- 204 **Literature and the Arts.** Considers a variety of literary texts from the Renaissance to the present, and explores the interactions and mutual influences between literature and visual works of art. From Shakespeare to Sin City, and from Gothic Fiction to Memento, this course examines literature, graphic novels, painting, and cinema, to reveal the complex web of interactions between them. This course fulfills the humanities general education perspective. Credit 3 hours.
- 213 **Survey of English Literature.** Study of major English texts from the beginnings of English literature to the present. Credit 3 hours.
- 220 **Interactive Story Telling.** This course explores “live” story creation and oral delivery for interaction with live audiences, or as a model for interactive media such as computer games. Particular emphasis will be placed upon character-based (as opposed to plot-based) story creation and identifying parallels to the theory and practice of written stories. Traditional and emerging means for accomplishing successful interactivity will be explored. Cross-listed with Communication. Credit 3 hours
- 227 **Survey of American Literature.** Readings in American literature from the Colonial era through the present. Selections read in the course reflect the cultural and intellectual diversity of American literature. Credit 3 hours.
- 230 **Culture in Context.** An examination of the literary, linguist, philosophical and artistic artifacts of selected ancient and modern cultures and subcultures at critical periods in history. Through reading primary and secondary sources, and examining cultural artifacts (music, visual art, dance, drama) and active classroom debate, students will learn about selected cultures and their cultural structures. The goal of this study is to gain insight into other cultures as agents of action and to provide students with the means and methods to understand the interrelations within and among cultural, sub-cultural and global communities. Credit 3 hours.
- 299 **Literary Theory and Criticism.** Introduction to a variety of theoretical approaches, including classical and contemporary texts. Considers the historical conflicts and issues of theory. Credit 3 hours.
- 310 **Business Communication.** This course focuses on audience-oriented communication in organizational settings, encompassing the understanding and practice of various rhetorical stances, audience analysis and adaptation of message to audience, collaboration and problem solving, and case study analysis. In addition, it considers the use of both traditional forms of written and oral communication and emerging media; the study of employment-related communication forms; and collaborative communication skills in the context of learning simulations. Cross-listed with Business and Communication. Prerequisites: ENG 110, ENG 120 and COMM 102. Credit 3 hours.
- 325 **The Renaissance.** An examination of representative documents reflecting the origin and spread of Renaissance practices and ideals from Italy through England and into Northern Europe, including an introduction to Shakespearean study. Credit 3 hours.
- 328 **Young Adult Literature.** Study of literature for grades 6-12 with overall focus on literary analysis and interpretation. Literary themes and social issues pertinent to this age group will be considered, with a particular emphasis on the selection and evaluation of literature for upper-elementary and middle school grades. Study will also focus on the integration of literature and writing as a part of the secondary English curriculum through the middle grades and beyond. Credit 3 hours.
- 330-337-343-348 **Creative Writing Sequence.** Includes 330 Short Story, 337 Poetry, 343 Playwriting, and 348 Novella. Emphasis is placed on writing, editing, and evaluating the student’s own prose or poetry. Courses may also include reading of traditional, contemporary, and experimental forms of fiction and poetry. Credit 3 hours per course.
- 335 **Survey of World Literature.** A Study of European and non-European literature in translation. Will focus on classical as well as contemporary texts in translation. The traditional genres of drama, poetry, short story, and novel will be examined. Credit 3 hours.



- 340 **Language: Structure and Meaning.** A history of the English language and basic information about analysis and description of human languages and ways in which human beings use their languages to communicate with one another. Credit 3 hours.
- 341 **18<sup>th</sup> and 19<sup>th</sup> Century Literature.** Through readings of novels, drama, poetry, and prose from the 18<sup>th</sup> and 19<sup>th</sup> centuries, this course will examine the (dis)continuities among different literary forms through time. Credit 3 hours.
- 347 **Mythology and Literature.** A critical study of the structure and function of mythology in various cultures of the world. Credit 3 hours.
- 349 **20<sup>th</sup> and 21<sup>st</sup> Century Literature.** A critical study of the development of new literary forms during the 20th century and those emerging in the 21st century. Credit 3 hours.
- 360 **Advanced Composition.** A study of rhetorical theory and how it functions in various forms of written discourse and the various rhetorical situations involved (for example, purpose, audience, stance, genre and medium). Intensive practice in reading, writing and analyzing expository forms. Prerequisites: ENG 110 and 120. Credit 3 hours.
- 424 **Professional Writing.** This course will be taught in module format, with modules in grant writing, technical writing, science and health writing, proposal writing, and other professional writing forms. Credit 3 hours.
- 425-427-429-430 **Literary Genre Block.** Includes 425 Short Story, 427 Genre: Poetry, 429 The Novella, and 430 Drama. One course in a literary genre is taught each semester. Credit 3 hours per course.
- 440 **Major Authors and Movements Block.** Each semester a major author or a literary movement will be studied in depth. Examples are: Tolkien, Austen, McCarthy, Faulkner, Steinbeck, Conrad, or Atwood; the Victorian, Modernist, or the Romantic Movement. Credit 3 hours. May be repeated for credit.
- 445 **Creative Writing: Creative Nonfiction.** Study of the multi-genre domain of writings that share the characteristics of literature, creative writing, and exposition. Students will practice a variety of forms that may include memoir, many forms of the essay, sports and travel writing, popular science and history, and literary (“new”) journalism. Different domains will be covered on a rotating basis. Credit 3 hours. May be repeated for credit.
- 447 **Creative Writing: Genre Fiction.** Course will cover a genre such as: historical fiction, crime fiction, science fiction, or fantasy. Students will produce, edit, and evaluate their own writing within a specified genre. The course will also include the reading and analysis of representative texts in the genre. Different genres will be offered on a rotating basis. Credit 3 hours. May be repeated for credit.
- 454A/B **Senior Project in English.** Working with a faculty advisor, the student will design, execute, and manage a project involving literary research, pedagogical studies, professional writing, or creative writing. This course will provide students with preparation for graduate school and/or the professional writing/teaching environment. Credit 1.5 hours.

## Essential Skills

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These courses are designed to monitor students on academic probation or students who have been conditionally admitted to Southwestern College, and help those students develop strategies for success in college. Probationary as well as conditionally admitted students are automatically enrolled; other students are admitted to Essential Skills only by consent of the vice president for retention and student success.

### Essential Skills Courses

Department Code: ESKL

- 079 **Essential Skills.** A course designed to strengthen student skills and monitor student success by developing practical academic skills and building on student strengths. The curriculum will be adapted to address each individual student's needs. Required for students who are admitted conditionally. A grade of “Unsatisfactory” in Essential Skills may be grounds for suspension. Credit 0 hours. Graded S/U.
- 080 **Academic Mentoring.** This course is designed to assist students who have been placed on academic probation in improving study skills and developing a strategy for academic success. Students in the course will be required to have regular contact with an academic mentor and complete monitored study hall hours every week. The course may be required of students placed on academic probation. A grade of “Unsatisfactory” in Academic Mentoring may be grounds for suspension. Credit 0 hours. Graded S/U. May be repeated.

## General Studies (B.G.S.)

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Students may pursue a bachelor of general studies degree in lieu of any other baccalaureate degree. B.G.S candidates must complete a minimum of 36 upper-division credit hours in at least five different disciplines. This degree considers the breadth of course work, and students must, in consultation with an advisor, submit a proposal to the academic dean for approval.

## Geography

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### Geography Course

Department Code: GEOG

201 **World Geography.** An introduction to geography structured around major world regions. Physical environment, political, social and economic geography. Credit 3 hours.

## Health Science

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Southwestern College's health science major offers students a solid foundation in the natural sciences while preparing them for a variety of careers in the healthcare field in both clinical and research settings. The required coursework provides classes in all of the diverse academic disciplines required for admission into competitive medical education programs while also allowing specialization in a variety of subjects relevant to different health careers such as physical therapy, occupational therapy, dentistry, optometry, pharmacy, and veterinary medicine.

The health science major offered by Southwestern gives students the opportunity to interact with professionals from a variety of medical disciplines as well as top educators. The coursework provides lecture and discussion in key content areas as well as hands-on experiences in the laboratory and field that are essential to success in healthcare related careers. Students are encouraged to further their education through practica and internships that offer experimental learning opportunities.

### B.S., Major in Health Science

#### Major requirements:

In Health:

- 100 Introduction to the Health Sciences
- 200 Medical Terminology
- 461 Seminar in Health Science

#### Cognate requirements:

In Biology:

- 111 Biology 1
- 112 Biology 2

In Chemistry:

- 111 General Chemistry 1
- 112 General Chemistry 2
- 221 Organic Chemistry 1

In Mathematics:

- 215 Introduction to Statistics and Probability

In Physics:

- 201 College Physics 1 or 211 General Physics 1
- 202 College Physics 2 or 212 General Physics 2

*Five courses from among of the following:*

In Biology:

- 216 Cell Biology
- 230 Genetics and Evolution
- 241 Human Anatomy and Physiology 1
- 242 Human Anatomy and Physiology 2

310 Developmental Biology  
 325 Animal Physiology  
 331 Principles of Nutrition  
 334 Microbiology  
 390 Pathophysiology

In Chemistry:

222 Organic Chemistry 2  
 324 Analytical Chemistry  
 430 Biochemistry

In Psychology:

112 General Psychology  
 218 Child Psychology

In Social Science:

102 Introduction to Sociology

The selection of upper division coursework should be done in consultation with the student's major advisor and the appropriate four year plan for their chosen career path. Required and recommended courses for different professional graduate programs can vary widely.

## Health Science Courses

Department Code: HSCI

- 100 Introduction to Careers in the Health Sciences.** A seminar style course for students considering health care as a career. The course will provide an overview of different medical careers and their respective educational pathways. Weekly sessions will be led by representatives of different health care professions from the community including physicians, therapists, nurses, technicians, dentists, and optometrists. Credit 1 hour.
- 200 Medical Terminology.** An overview of basic medical terminology. This course will focus on word origins, word roots, suffixes, prefixes, plurals, combining forms, special endings, abbreviations, and symbols. Through this course, students will learn how to spell, define, pronounce, and correctly use common medical terms. Credit 1 hour.
- 359 Practicum in Health Sciences.** Students working in a health care setting off campus may receive up to three credit hours of academic credit within the major. The work must help to expand the student's knowledge and familiarity with the health sciences. Approval for course credit must be obtained from the Division Chair prior to the beginning of the associated work. Credit 1-3 hours.
- 461 Seminar in Health Sciences.** This course focuses on the presentation and discussion of current research in the health sciences and related fields. Students will also develop key professional skills such as resume preparation and crafting personal statements. Credit 1 hour.

## History

Students majoring in history develop a critical consciousness of self, society, and the world while enriching their understanding of the history of various societies around the world as well as the political, social, and economic history of the U.S. Students will also develop the critical thinking skills necessary to think historically, or to view ideas, individuals, and events in their proper context, by practicing these skills with a wide variety of subjects. It is important to understand history not only as a content area, but as a craft. Thus, history majors will also learn to generate historical knowledge by conducting original research. Throughout this program of study, history majors will develop research, writing, and communication skills suitable for a variety of career possibilities.

### B.A., Major in History

#### Major requirements:

In History:

364 Junior Research Methods  
 464 Senior Research Seminar

Nine credit hours selected from:

121 World History to 1500  
 122 World History since 1500

- 131 American History to 1865
- 132 American History since 1865

Fifteen additional hours in History electives for a total of 30 credit hours in History.

**Cognate requirements:**

In Political Science:

- 101 Introduction to Political Science
- 213 American Politics

In Geography:

- 201 World Geography

*Choose one of the following:*

In Anthropology:

- 201 Social and Cultural Anthropology

In Social Science:

- 102 Introduction to Sociology

**Minor in History**

**Minor requirements:**

In History:

Nine hours selected from:

- 121 World History to 1500
- 122 World History since 1500
- 131 American History to 1865
- 132 American History since 1865

Nine additional hours in History electives for a total of 18 credit hours in History.

**Secondary Licensure in History**

Completion of this program is required for secondary licensure in American history, world history, and political science.

**Requirements:**

In History:

- 121 World History to 1500
- 122 World History since 1500
- 131 American History to 1865
- 132 American History since 1865
- 332 Kansas History
- 364 Junior Research Methods
- 464 Senior Research Seminar

(In addition, nine or more credit hours of History electives will be necessary to complete History major requirements.)

In Political Science:

- 101 Introduction to Political Science
- 213 American Politics

In Geography:

- 201 World Geography

In Economics:

- 101 Principles of Microeconomics

In Social Science:

- 102 Introduction to Sociology

In Education:

- 438H Teaching History and Government in the Secondary Schools

All requirements for Kansas teacher licensure as listed under Teacher Education.

**History Courses**

Department Code: HIST

- 121 **World History to 1500.** An introduction to the history of the major civilization centers of the ancient and medieval world, from the Middle East to Asia and Africa, Europe, and the Americas. Credit 3 hours.
- 122 **World History since 1500.** An introduction to the history of the major states and regions of the world in modern times, from the discovery of the New World to the present. Credit 3 hours.

- 131 **American History to 1865.** A survey of the history of North America from colonial times through the founding of the United States, to the close of the Civil War. Credit 3 hours.
- 132 **American History since 1865.** A survey of the history of the United States from the Reconstruction to the present, with an emphasis on the changing domestic developments and emerging international role of the U.S. Credit 3 hours.
- 242 **Belarusian History and Culture.** This course introduces students to the complexity of Belarusian identity through an exploration of the country's history and culture. Students will consider various examples of Belarusian expression, including literature, music, cinema, and customs, as well as the contemporary issues that define the current political and cultural climate. Credit 3 hours.
- 332 **Kansas History.** A detailed investigation of the history of Kansas: the land, peoples, cultures, and political, social, and economic development. Credit 3 hours.
- 335 **History of American Christianity.** A survey of people, places, and events of American Christianity set in the larger context of world history. It invites students to explore the role Christianity has played in North America in shaping (as well as being shaped by) cultural characteristics of the United States. Cross-listed with Religion. Credit 3 hours.
- 337 **History of Methodism.** An introduction to the general characteristics of Methodism, focusing on the United Methodist Church in the United States. Beginning with John Wesley, it moves to the history of American Methodism, considers doctrinal controversies and changes, surveys denominational structures and touches upon contemporary issues. The course provides an overall introduction to the history, doctrine, and polity courses required for seminary students planning to enter United Methodist ministry, but is accessible to all students interested in gaining familiarity with this denomination. Cross-listed with Religion. Credit 3 hours.
- 342 **Russian History.** A broad examination of Russian politics and society from the origins of Russia in the ninth century, to its rebirth under Moscow after the Mongol occupation, with special emphasis on the 19th and 20th centuries. Credit 3 hours.
- 343 **Russian Cultural History.** A survey of Russian culture from medieval to modern times, with special attention to music, visual arts, the literature of the 19th and 20th centuries, and Soviet/post-Soviet cinema. Credit 3 hours.
- 345 **The Medieval World.** An in-depth examination of the major new empires in medieval times—Islam, Christian Europe, and the Mongols—and how their interactions of warfare, colonization, travel, and trade constituted the medieval “world.” Credit 3 hours.
- 355/455 **Advanced Topics in History.** An in-depth analysis of a particular historical problem or theme. Topics are dependent upon the interests of the history faculty but will address a specific period, region, thematic area, or historiographical approach. Credit 3 hours.
- 361/461 **Advanced Topics in History.** A course utilizing the seminar approach to specialized topics of historical investigation, combining individual research with traditional classroom discussion. Credit 3 hours.
- 364 **Junior Research Methods.** An introduction to critical issues of history as a professional craft, designed to provide hands-on experience with research topic selection, historical source collection, primary source interpretation, and attendant issues of historiography and theory. Required of all junior history majors. Graded S/U. Credit 3 hours.
- 383 **Revolutionary Europe.** A broad examination of the idea of revolution and the era of political, scientific, and industrial revolutions in Europe, from 1688 to 1917, with special attention to their impact on the 20th century and contemporary world. Credit 3 hours.
- 385 **Revolutionary World.** A comparative examination of several of the major revolutions of the 20th century, including the communist, nationalist, and religious influences that helped bring them about. Credit 3 hours.
- 388 **History in Film.** An examination of the pros and cons of film as an increasingly popular and frequently inaccurate medium for historical subjects. Recommended for future secondary educators. Credit 3 hours.
- 422 **20th Century World History.** An overview of major global trends and events in the 20th century, with emphasis on the interaction between the U.S., other nations, and international organizations in a global context. Credit 3 hours.
- 459 **Practicum in History.** Designed to give the student experience in museum or historical archives work. Prerequisite: Consent of department head. Credit 1 to 6 hours.
- 464 **Senior Research Seminar in History.** A consideration of historiography as the philosophy of history and the methodology of historical research and writing. Students will read and discuss texts on the practice of history and as the main component of the course grade, will develop a topic to research,

write, and present in a senior thesis for both peer and faculty review. Required of all senior history majors. Prerequisite: HIST 364 and consent of instructor. Credit 3 hours.

## Integrative Arts

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### Integrative Arts Courses

Department Code: IART

- 150 **Creativity in the Arts.** What is art? What is creativity? How are the two related? The study, application, and expression of art and its dependency on creativity and the creative process will be examined from contemporary as well as original, historical, and theoretical perspectives. From the classroom to the auditorium to the gallery and beyond, students will have real life exposure to and examination of many of the fine and applied arts. Credit 3 hours.
- 156 **Introduction to World Music.** An introductory study of musical cultures from different areas of the world, including a basic vocabulary of music terms (both Western and non-Western), musical instruments and forms of different cultures. The course will focus on the roles of music in different culture as related to identity, ethnicity, gender, religion, politics and social functions. Credit 3 hours.
- 231 **Theatre Across the Disciplines.** This lab-intensive course stresses theatre involvement and methods across the disciplines. Emphasis is placed on communicating with and developing empathy for others in a variety of fields including the humanities, social sciences, and natural sciences. The course seeks to connect learning and sharing among all disciplines through theatre games, creative dramatics, and dramatic literature and its performance across campus and in the surrounding community. As theatre entertains and teaches, it helps us build connections to understand ourselves and our world. Credit 3 hours.

## Leadership

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The leadership minor is open to all majors. Effective leaders need competence in their field which students' chosen majors provides them the opportunity to develop. The leadership minor is a complementary field of study that helps prepare a student for effective and ethical leadership by building knowledge and skills in leadership behaviors, emotional intelligence, collaboration, followership, and awareness of external factors which effect leadership systems.

### Minor in Leadership

#### Minor requirements:

In Leadership:

- 101 Introduction to Leadership
- 206 Leadership and Ethical Worldviews
- 307 Leadership Research
- 408 Leadership Practices

Choose one course from the following:

In Political Science:

- 100 Active Citizenship and Integrative Learning

In Leadership:

- 225 Nonprofit Leadership and Social Impact

At least three additional hours selected from SOCS 330 Service-Learning Travel, a practicum or internship in the student's major field of study (approval required from director of leadership), or study abroad.

### Leadership Courses

Department Code: LEAD

- 101 **Introduction to Leadership.** An introduction to leadership theory begins the class. Analysis of historical leaders, contemporary leaders, and self as leader follows. Students end the class with a learning experience designed to foster collaboration among a team of students and one that gives opportunity for that team to articulate a shared vision. Credit 3 hours.
- 206 **Leadership and Ethical Worldviews.** Study of proactive thought, personal and group visioning, ethics, and areas of personal leadership self-assessment will be covered. Facilitating group process and

giving and receiving constructive criticism will be emphasized during the class time. Prerequisite: LEAD 101. Credit 3 hours.

- 225 **Nonprofit Leadership and Social Impact.** Students will explore the intersection of nonprofits, businesses and the government as they relate to the public good. Specifically, this course will provide opportunity to explore nonprofit organizations in relation to organization structures, relationship to the public and private sectors and funding strategies. Students will explore the concept of voluntary action for the public good and analyze leadership theories that are well-suited to the nonprofit and public contexts. Special topics focused on social change and innovation will be addressed. As a part of the course, students will analyze and visit a community nonprofit organization of their choice and study needs, assets and stakeholder groups. Additionally, students will participate in awarding a grant to a nonprofit organization. Credit 3 hours.
- 307 **Leadership Research.** Students will be introduced to systematic research methodology. Knowledge-based decision making as a foundational component of leadership will be emphasized. The course will provide opportunities to find information from multiple sources, analyze information, and prepare knowledge-based decisions. Learning will be demonstrated through data collection, research writing, and reflective writing. Prerequisite: LEAD 101. Credit 3 hours.
- 408 **Leadership Practices.** Students will envision, design, implement, and evaluate a project as the project leader, in consultation with peers and faculty. All project leaders will meet weekly for consultation. Prerequisite: LEAD 206 and 307. Credit 3 hours.

## Liberal Arts and Sciences

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### B.A., Major in Liberal Arts and Sciences

The major requires students to take three disciplinary concentrations in the form of minors or in the case of an academic department in which a minor does not exist a student under the direction of an advisor can choose 18 hours from that academic department as one of the three concentrations. The three disciplinary concentrations offer students curricular flexibility and an opportunity to explore a broad background. The capstone component provides students an opportunity to integrate the three areas of knowledge in the form of an independent study, practicum, or internship. A minimum of 2.5 G.P.A in the major requirements is required.

Students majoring in liberal arts and sciences must choose a lead advisor from one of the three concentrations being pursued. The lead advisor will coordinate the selection of the three areas with other academic departments and approve the major plan. The lead advisor will be the instructor for PREP 499. The academic dean will give final approval to the comprehensive plan.

#### Major requirements:

Completion of three minors from three different departments or 18 hours concentration from an academic department which does not have a minor as one of the three.

- Students pursuing a liberal arts and sciences major may not count any course taken to satisfy major requirements as a General Education credit.

Completion of a capstone course, minimum of 3 hours.

- Under the direction of the major advisor, the student will complete an interdisciplinary special study in the form of an independent study, practicum or internship.

## Marine Biology

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See also Biology.

### B.S., Major in Marine Biology

#### Major requirements:

In Biology:

- 111 Biology 1
- 112 Biology 2
- 216 Cell Biology

- 230 Genetics and Evolution
- 305 Marine Biology
- 361 Marine Biology Seminar (minimum 2 credit hours)
- 461 Seminar in Biology

A full semester of course work (12-15 credit hours) in marine biology will be taken at a marine biological field station. Both the course work and field station must receive prior approval in order to be considered for fulfillment of degree requirements. These courses count as courses taken on the campus of Southwestern College in fulfilling graduation requirements.

**Cognate Requirements:**

In Chemistry:

- 111 General Chemistry 1
- 112 General Chemistry 2
- 221 Organic Chemistry 1

In Mathematics:

- 215 Introduction to Statistics and Probability

## Mathematics

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Mathematics classes at Southwestern College are small, encouraging vital interpersonal relationships between faculty and students. The mathematics department offers the bachelor of arts and bachelor of science degrees in mathematics, and assists students in meeting the Kansas State Board of Education requirements for secondary school licensure in mathematics. The department also serves education students who plan to teach mathematics at the middle school level.

### B.A., Major in Mathematics

**Major requirements:**

In Mathematics:

- 215 Introduction to Statistics and Probability
- 222 Calculus 1
- 223 Calculus 2
- 224 Calculus 3
- 319 Linear Algebra
- 320 Introduction to Advanced Mathematics
- 321 Ordinary Differential Equations
- 331 Foundations of Geometry
- 444 Abstract Algebra

**Cognate requirements:**

In Computer Science and Digital Arts:

- 112 Programming 1 (or any other high-level programming language)

In Physics:

- 211 General Physics 1
- 212 General Physics 2

### B.S., Major in Mathematics

**Major requirements:**

In Mathematics:

- 215 Introduction to Statistics and Probability
- 222 Calculus 1
- 223 Calculus 2
- 224 Calculus 3
- 319 Linear Algebra
- 320 Introduction to Advanced Mathematics
- 321 Ordinary Differential Equations
- 331 Foundations of Geometry
- 444 Abstract Algebra
- 445 Mathematical Analysis



447 Complex Variables

**Cognate requirements:**

In Computer Science and Digital Arts:

112 Programming 1 (or any other high-level programming language)

In Physics:

211 General Physics 1

212 General Physics 2

**B.A., Major in Middle Level Mathematics Education**

**Major requirements:**

In Mathematics:

110 College Algebra

215 Introduction to Statistics and Probability

222 Calculus 1

320 Introduction to Advanced Mathematics

331 Foundations of Geometry

Three additional hours of math courses of 200-level or above\*

\*Any courses taken at another institution must be approved by the chairperson of mathematics

**Cognate requirements:**

In Computer Science and Digital Arts:

112 Programming 1 (or any other high-level programming language)

In Education:

All requirements for Kansas teacher licensure as listed under Teacher Education

**Minor in Mathematics**

**Minor requirements:**

222 Calculus 1

223 Calculus 2

Nine additional hours of math courses of 200-level or above

**Licensure in Secondary Mathematics**

**Requirements:**

In Mathematics:

215 Introduction to Statistics and Probability

222 Calculus 1

223 Calculus 2

224 Calculus 3

319 Linear Algebra

320 Introduction to Advanced Mathematics

321 Ordinary Differential Equations

331 Foundations of Geometry

444 Abstract Algebra

In Computer Science and Digital Arts:

112 Programming 1 (or any other high-level programming language)

In Physics:

211 General Physics 1

212 General Physics 2

In Education:

438M Teaching Mathematics in the Secondary Schools

All requirements for Kansas teacher licensure as listed under Teacher Education.

**Mathematics Courses**

**Department Code: MATH**

**099 Elementary Algebra.** This course is designed to provide a thorough study in the arithmetic of whole numbers, fractions with elementary applications in consumer math and measurement and introduce students to the basic concepts of algebra. Students that successfully complete this course should be prepared to enroll in MATH105. (Three credits of enrollment credit. These hours will not count toward graduation.)

- 103 **Foundations of Basic Mathematics.** Numbers and operations, fractions and operations, decimals, ratio, proportion and percent, introduction to algebra, geometry, measurement, statistics, and problem-solving techniques, including the use of technology. Credit 3 hours.
- 105 **Intermediate Algebra.** Fundamental operations, factoring, fractions, positive, negative, zero, and fractional exponents, linear and quadratic equations, systems of linear equations. Students wanting to enroll in this course should normally have successfully completed one year of high school algebra. Questions concerning the adequacy of a student's preparation for this course should be directed to a member of the mathematics department. Credit 3 hours.
- 110 **College Algebra.** A review of Intermediate Algebra with more depth in the topics. Also logarithmic and exponential functions, the binomial theorem, systems of quadratic equations, and matrices and determinants. Prerequisites: MATH 105 with a grade of C- or better or consent of instructor. Credit 3 hours.
- 112 **Trigonometry.** A basic course in plane trigonometry. Prerequisite: MATH 110 or consent of instructor. Credit 3 hours.
- 215 **Introduction to Statistics and Probability.** An introduction to statistics and probability with emphasis on applications. Topics include numerical and graphical displays of data, linear regression, hypothesis testing, and elementary probability, including counting methods, conditional probabilities, and probability distributions. Prerequisite: MATH 105 with a grade of C- or better or consent of instructor. Credit 3 hours.
- 222 **Calculus 1.** Limits, differentiation, and antidifferentiation of elementary and transcendental functions with applications. Prerequisite: MATH 110 with a grade of C- or better or consent of instructor. Credit 4 hours.
- 223 **Calculus 2.** Techniques and applications of integration, sequences and series, and a brief introduction to differential equations. Prerequisites: MATH 222 with a grade of C- or better or consent of instructor. Credit 4 hours.
- 224 **Calculus 3.** Vector Calculus, partial differentiation and iterative integrals with applications. Prerequisite: MATH 223 with a grade of C- or better or consent of instructor. Credit 4 hours.
- 319 **Linear Algebra.** A study of matrices, determinants, vector spaces, changes in bases, and linear transformations with applications. Maple computer applications in different topics. Prerequisite: MATH 110 with a grade of C- or better or consent of instructor. Credit 3 hours.
- 320 **Introduction to Advanced Mathematics.** Develops the concept of theorem proving. Covers induction, fundamentals of set theory and logic, cardinal numbers, partially ordered sets, relations, and functions. Introduction to basic structures, to algebra and analysis, and to the history of their development. Prerequisite: MATH 222 with a grade of C- or better. Credit 3 hours.
- 321 **Ordinary Differential Equations.** Solution methods for ordinary differential equations, including series techniques and Laplace transforms, with applications. Prerequisite: MATH 224 with a grade of C- or better. Credit 3 hours.
- 331 **Foundations of Geometry.** A study of axiomatic systems, Euclidean geometry (with emphasis on what should be taught in high school), non-Euclidean geometries, and the history of mathematics. Prerequisite: MATH 320 with a grade of C- or better. Credit 3 hours.
- 353 **Problems in Mathematical Science.** Students who have demonstrated superior achievement in mathematics, by approval of the mathematics program, may enroll for independent study under the supervision of a faculty in this program. Prerequisite: MATH 320 with a grade of C- or better. Credit 1 to 3 hours.
- 444 **Abstract Algebra.** Study of the classical algebraic systems. Topics include groups, symmetric groups, rings, ideals, quotient rings, and fields. Prerequisite: MATH 320 with a grade of C- or better. Credit 3 hours.
- 445 **Mathematical Analysis.** Introduction to the topology of the real line, and to open and closed sets. It includes results concerning functions of one variable, limits of sequences, completeness, compactness, and continuity. Prerequisite: MATH 320 with a grade of C- or better. Credit 3 hours.
- 447 **Complex Variables.** Study of the algebraic properties of complex numbers, complex functions, analytic and harmonic functions, complex integration, and series representations. Prerequisite: MATH 320 with a grade of C- or better. Credit 3 hours.

## Modern Languages

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Although not a degree program, the options for study in modern languages prepare students for graduate study, for professional study, for teaching, or for a wide range of

occupations. Students may explore a language and its culture on campus as part of their general education curriculum. In addition, the program provides a framework and oversight for intensive language study in a domestic intensive program or an immersion program abroad. Students who complete significant study may choose to validate their experience by ACTFL assessment or similar articulated assessments, either as a part of their immersion study or independently. If they do so, their assessment level will be reflected on their transcript.

### Modern Languages Courses

#### Department Code: LANG

- 121 French Language and Culture 1.** Designed to impart a basic knowledge of French language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing French as it is spoken in France, Quebec and Francophone West Africa. Students will also gain insight into the culture of French-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.
- 131 Spanish Language and Culture 1.** Designed to impart a basic knowledge of Spanish language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing Spanish as it is spoken in Spain and Latin America. Students will also gain insight into the culture of Spanish-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.
- 141 Italian Language and Culture 1.** Designed to impart a basic knowledge of Italian language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing Italian as it is spoken. Students will also gain insight into the culture of Spanish-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.
- 151 Chinese Language and Culture 1.** Designed to impart a basic knowledge of Chinese language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing in Chinese Mandarin. Students will also gain insight into the culture of China and Chinese-speaking cultures, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.
- 161 Arabic Language and Culture 1.** Designed to impart a basic knowledge of Arabic language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing Arabic as it is spoken. Students will also gain insight into the culture of Arabic-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.
- 331 Intensive Language Study Abroad 1.** This block consists of a semester in a domestic intensive language program or study abroad, focusing on immersion in listening, speaking, reading, and writing in a second language. Credit 12-15 hours. Prerequisite: Plan of study approved by the division.
- 422 Intensive Language Study Abroad 2.** An advanced course of study abroad designed to progress toward fluency in the oral use of the language, ability to read with understanding, and to write with clarity, using the ACTFL or similar articulated guidelines. Prerequisite: LANG 331 or equivalent determined by the division and plan of study approved by division. Credit 12-15 hours.

## Music

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See also Musical Theatre.

The music department at Southwestern College is dedicated to helping all students who participate in its programs reach their maximum potential. Toward that end the music department makes a strong commitment to the liberal arts by providing all students with varied and significant classroom experiences and performance opportunities; prepares music students with the knowledge, skill, attitude, and appreciation necessary for them to be successful as professional music educators and performers; provides each music student with a wide range of educational and musical experiences which encourage continued professional growth; and serves as a center of musical excellence to its constituency—the school, the church, and the surrounding community. Students may declare a major in music, music education or performance. A B.F.A. with a major in Musical Theatre is offered as well.

Southwestern College is an accredited institutional member of the National Association of Schools of Music.

## General Requirements of Music Majors

- Students entering the music curriculum are required to have an audition and a musicianship evaluation prior to matriculation.
- Performance Forum, MUS 099, is required each semester, except for music education students during the student teaching semester.
- A sight singing proficiency and a piano proficiency are requirements for music degrees. Completion of these proficiencies must be satisfied prior to student teaching and graduation.
- All music majors, unless excused by faculty, must be enrolled in private music lessons each semester in school.
- A senior recital is required of all students seeking the B.Mus., major in music education and B.Mus., major in performance degrees. Performance majors must also give a full recital in the junior year. B.A., major in music candidates must complete a senior recital or optional requirements outlined in the Music Handbook.
- The senior project, although recommended, is not required in every case. It may be combined with the senior recital.

## Private Music Lessons

Private lessons are offered in increments of one-half, one, two, or three hours of credit. Students enrolling for one-half hour of credit receive a half-hour lesson each week. Students enrolling for one, two, or three hours of credit receive a one hour lesson each week. All students are expected to practice a minimum of six hours a week per credit hour. Instruction is offered in the following areas: organ, piano, harpsichord, voice, strings, brass, woodwinds, guitar, percussion, instrumental conducting, choral conducting, and composition.

## B.A., Major in Music

### Major requirements:

At least 43 hours in Music and Music Education to include:

In Music:

- 099 Performance Forum (every semester)
- 112 Music Theory 1
- 126 Class Piano 1
- 127 Class Piano 2
- 151 Small Ensemble (minimum 4 hours)
- 162 Aural Skills and Sight Singing 1
- 211 Music Theory 2
- 212 Music Theory 3
- 226 Class Piano 3
- 227 Class Piano 4
- 230 Private Lessons (minimum 10 hours, maximum 16 hours)
- 261 Aural Skills and Sight Singing 2
- 262 Aural Skills and Sight Singing 3
- 311 Music Theory 4
- 313 Music History 1
- 314 Music History 2
- 361 Aural skills and Sight Singing 4
- 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement)
- 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement)  
If not completed with MUS 227, enroll in MUS 230 M until complete
- 494 Senior Recital/Project (enroll semester of anticipated completion of recital/project)  
Enrollment (for credit) in at least one of the following large ensembles each semester: MUS 150 Concert Band, MUS 160 Orchestra, MUS 233 A Cappella Choir, or MUS 234 Jazz Band. A minimum of eight hours in large ensembles is required to complete the degree.

In Music Education:

- 215 Foundations in Music Education/Teaching

The National Association of Schools of Music (accrediting agency) requires 34 (minimum) non-music elective hours. These credits do not include Southwestern College's general education requirements (33 hours).

### **B.Mus., Major in Music Education**

The Bachelor of Music, major in music education curriculum leads to Kansas teacher licensure P-12 in music.

#### **Major Requirements:**

In Music:

- 099 Performance Forum (every semester except student teaching)
- 112 Music Theory 1
- 126 Class Piano 1
- 127 Class Piano 2
- 151 Small Ensemble (minimum 4 hours)
- 162 Aural Skills and Sight Singing 1
- 211 Music Theory 2
- 212 Music Theory 3
- 215 Beginning Conducting
- 226 Class Piano 3
- 227 Class Piano 4
- 230 Private Lessons (minimum 7 hours in primary area of study)
- 261 Aural Skills and Sight Singing 2
- 262 Aural Skills and Sight Singing 3
- 311 Music Theory 4
- 313 Music History 1
- 314 Music History 2
- 315 Advanced Conducting
- 321 Orchestration
- 328 Vocal Diction 1
- 329 Vocal Diction 2
- 361 Aural Skills and Sight Singing 4
- 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement)
- 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement)  
If not completed with MUS 227, enroll if MUS 230M until complete.
- 494 Senior Recital/Project (enroll semester of anticipated completion of recital/project)

Enrollment (for credit) in at least one of the following large ensembles on declared major instrument each semester except when student teaching: MUS 150 Concert Band, MUS 160 Orchestra, MUS 233 A Cappella Choir, or MUS 234 Jazz Band. A minimum of two hours in large ensembles with declared secondary instrument/voice is required to complete the degree.

In Music Education:

- 118 Beginning Voice *or* 210 Vocal Pedagogy
- 215 Foundations in Music Education/Teaching
- 216 String Techniques
- 217 Woodwind Techniques
- 218 Percussion Techniques
- 219 Brass Techniques
- 220 Technology for Music Education
- 224 Psychology of Music Learning
- 325 Marching Band Methods *or* MUS 328 Vocal Diction 1 and MUS 329 Vocal Diction 2
- 351 Elementary School Music Methods
- 438C Middle School and High School General/Choral Methods
- 438I Middle School and High School Instrumental Methods

Cognate requirement:

In Integrative Studies:

- 156 Introduction to World Music

All requirements for Kansas teacher licensure as listed under Teacher Education.

## B.Mus., Major in Performance

### Major Requirements:

#### In Music:

- 099 Performance Forum (every semester)
- 112 Music Theory 1
- 126 Class Piano 1
- 127 Class Piano 2
- 151 Small Ensembles (minimum four hours)
- 162 Aural Skills and Sight Singing 1
- 211 Music Theory 2
- 212 Music Theory 3
- 215 Beginning Conducting
- 226 Class Piano 3
- 227 Class Piano 4
- 230 Private lessons (24 hours in primary area of study and four in a secondary area\*\*)
- 261 Aural Skills and Sight Singing 2
- 262 Aural Skills and Sight Singing 3
- 311 Music Theory 4
- 313 Music History 1
- 314 Music History 2
- 315 Advanced Conducting
- 321 Orchestration (for instrumental concentration) *or* MUS 328 Vocal Diction 1 and MUS 329 Vocal Diction 2 (for vocal concentration)
- 361 Aural Skills and Sight Singing 4
- 394 Junior Recital/Project (enroll semester of anticipated completion of recital/project)
- 427 Intermediate Methods and Pedagogy
- 428 Advanced Methods and Pedagogy
- 458 Special Literature Study (minimum four hours)
- 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement)
- 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement)  
If not completed with MUS 227, enroll in MUS 230M until complete.
- 494 Senior Recital/Project (enroll semester of anticipated completion of proficiency requirement)  
Enrollment (for credit) in at least one of the following large ensembles each semester: MUS 150 Concert Band, MUS 160 Orchestra, MUS 233 A Cappella Choir, or MUS 234 Jazz Band. A minimum of eight hours in large ensembles is required to complete the degree.

Successful completion of Junior Standing jury required.

#### In Music Education:

- 210 Vocal Pedagogy (For vocal concentration)
- 215 Foundations in Music Education/Teaching
- Instrumental Techniques, one or more hours (for instrumental concentration):
  - 216 String Techniques
  - 217 Woodwind Techniques
  - 218 Percussion Techniques
  - 219 Brass Techniques
- 220 Technology for Music Education

#### Cognate requirement:

##### In Integrative Studies:

- 156 Introduction to World Music

\*\*Primary areas of study available are determined by the current full-time and part-time faculty with advanced professional degrees. Composition, Choral Conducting, or Instrumental Conducting may be taken as a secondary area of study only.

## Minor in Music

### Minor requirements:

At least 18 hours in Music and Music Education to include:

#### In Music:

- 099 Performance Forum (four semesters)
- 112 Music Theory 1
- 162 Aural Skills and Sight Singing 1
- 313 Music History 1 or 314 Music History 2
- Four hours of private music lessons
- Four hours of ensemble participation

In Music Education:

- 215 Foundations in Music Education/Teaching

Students selecting a minor in music must have their program approved in advance of registration by the Music Minor Advisor.

### Minor in Music in Worship

#### Minor requirements:

In Leadership:

- 101 Introduction to Leadership

In Religion:

- 201 Introduction to the Bible
- 307 Worship Planning
- 359 Practicum in Music Worship

In Music:

- 099 Performance Forum (four semesters)
- 112 Music Theory 1
- 162 Aural Skills and Sight Singing 1
- 215 Beginning Conducting

Two hours of private music lessons

Two hours of large or small ensemble participation

### Music Courses

Department Code: MUS

\*Only the music courses marked with an asterisk meet state requirements as courses in the liberal arts.

Students taking music courses to fulfill the liberal arts requirements for teacher licensure must choose from them.

- 099 Performance Forum.** Performance classes and recitals provide opportunities to develop performance skills. Emphasis on strengthening the ability to critique performances and provide effective written and verbal comments. Concert attendance outside of class time is required. Required each semester of residence (for music education majors, not required during the student teacher semester). Credit 0 hours.
- 111 \*Foundations in Music.** This course intends to develop a capacity for critical listening and an appreciation for the various musical styles. Special attention is given to works from the standard musical repertoire of the Renaissance, Baroque, Classical, Romantic and Contemporary eras of music history. Credit 3 hours.
- 112 Music Theory 1.** A compendium of musical construction including the study of melody and two-and three-voice combinations. Aural comprehension is correlated throughout, and aural application of all elements of study is stressed. The development of keyboard skills and music reading is emphasized. Credit 2 hours.
- 115 Beginning Guitar.** Introduction to guitar which includes folk and classical styles, various picking and strumming combinations, and an emphasis on solo and ensemble playing. Credit 1 hour.
- 126 Class Piano 1.** Beginning group piano. Credit 1 hour.
- 127 Class Piano 2.** Beginning group piano. Credit 1 hour.
- 150 Concert Band.** Credit 1 hour. May be repeated for credit.
- 151 Small Ensembles.** Various ensembles are available to students as laboratory groups, with or without credit. Prerequisite: Consent of instructor. Credit 1 hour. May be repeated for credit.
  - 151A Flute Ensemble
  - 151B Jazz Combo
  - 151C Keynotes
  - 151D SC Singers
  - 151E Selah
  - 151F String Ensemble
  - 151G Woodwind Ensemble

- 151H World Witness
- 151J African Drum and Dance Ensemble
- 151K SC Drumline
- 151M Musical Theatre Ensemble
- 151N Broadway Builders
- 151P Percussion Ensemble
- 152 College Chorus. Credit 1 hour. May be repeated for credit.
- 153 Pep Band. Credit 1 hour. May be repeated for credit.
- 160 Orchestra. Credit 1 hour. May be repeated for credit.
- 162 **Aural Skills and Sight Singing 1.** An introductory course in the development of aural skills and audiation as they pertain to sight-singing. Students will analyze and sight-read simple melodic, harmonic, and rhythmic material with basic notational patterns. Taken with Music Theory 1. Credit 1 hour.
- 211 **Music Theory 2.** A continuation of MUS 112 with an emphasis on harmonic vocabulary and chordal relationships along with a continuation of aural applications, keyboard, and music reading skills. An introduction to musical form through the study of binary, ternary, and through-composed forms. Lecture and laboratory. Prerequisite: MUS 112. Credit 2 hours.
- 212 **Music Theory 3.** A continuation of MUS 211 involving the broadening of harmonic concepts to include seventh chords and chromatic chords. This course also includes a more intensive study of homophonic and contrapuntal forms. A continuation of aural applications, keyboard, and music reading skills. Lecture and laboratory. Prerequisite: MUS 211. Credit 2 hours.
- 213 **Band Instrument Repair.** Designed to give the prospective public school instrumental director and music store employee a basic knowledge about the mechanisms of musical instruments and the performance of minor and emergency repairs. Credit 3 hours.
- 214-414 **Musical Theatre Productions.** The Division of Performing Arts offers the opportunity to students to participate in extra musical productions of high quality. Participation in these activities will be by tryout and consent of instructor. Credit 1 to 2 hours.
- 215 **Beginning Conducting.** An introduction to basic conducting technique and skills, related to both choral and instrumental ensembles, though an exploration of gesture and its connection to sound. This course will focus on basic conducting and Laban terminology, body awareness and mapping, basic conducting gestures and patterns, cueing, left hand independence and co-dependence, non-verbal communication, leadership, score preparation, and baton technique. Prerequisite: Consent of instructor. Credit 2 hours.
- 226 **Class Piano 3.** Intermediate group piano. Credit 1 hour.
- 227 **Class Piano 4.** Intermediate group piano. Credit 1 hour.
- 230 **Private Lessons.** Private vocal, instrumental, and composition study. Credit .5 to 3 hours. May be repeated for credit.
  - 230A Private Baritone Lessons
  - 230B Private Bassoon Lessons
  - 230C Private Clarinet Lessons
  - 230D Private Composition Lessons
  - 230E Private Flute Lessons
  - 230F Private French Horn Lessons
  - 230G Private Guitar Lessons
  - 230H Private Harpsichord Lessons
  - 230I Private Improvisation Lessons
  - 230J Private Oboe Lessons
  - 230K Private Organ Lessons
  - 230L Private Percussion Lessons
  - 230M Private Piano Lessons
  - 230N Private Saxophone Lessons
  - 230O Private String Bass Lessons
  - 230P Private Trombone Lessons
  - 230Q Private Trumpet Lessons
  - 230R Private Tuba Lessons
  - 230S Private Viola Lessons
  - 230T Private Violin Lessons
  - 230U Private Violoncello Lessons
  - 230V Private Voice Lessons



**230W Private Instrumental Conducting****230X Private Choral Conducting**

- 233 A Cappella Choir.** A Capella Choir gives students the opportunity to perform choral works of distinction from various periods and styles of music with the utmost standards of quality. This course focuses on the development of holistic vocal technique for all genres of music from renaissance to Contemporary styles. Special attention is given to developing sight-reading and musicianship skills. Member are chosen each fall by audition, and take an annual tour in the spring semester. Credit 1 hour. May be repeated for credit.
- 234 Jazz Band.** Credit 1 hour. May be repeated for credit.
- 261 Aural Skills and Sight Singing 2.** A continuation of Aural Skills and Sight Singing 1 and is offered as a means to develop further melodic, harmonic, and rhythmic analysis/dictation and signing melodic material at sight using solfeggio. Taken with Music Theory 2. Credit 1 hour.
- 262 Aural Skills and Sight Singing 3.** A continuation of Aural Skills and Sight Singing 2 and is offered as a means to develop further melodic, harmonic, and rhythmic analysis/dictation and signing melodic material at sight using solfeggio. Taken with Music Theory 3. Credit 1 hour.
- 311 Music Theory 4.** This course provides an introduction to music since 1900, integrating history, theory and analysis. It begins with the study of 9th, 11th, and 13th chords, continues through the deterioration of tonality under Schoenberg to the developments in the work of today's composers including contemporary tonalities and rhythms, twelve-tone technique and serialism. Lecture and laboratory. Prerequisite: MUS 212. Credit 2 hours.
- 313 \*Music History 1.** A survey of music from the Christian era to the Pre-Classic. A study of accompanying literature, historical and social background, principal figures, both political and musical. Credit 3 hours.
- 314 \*Music History 2.** A survey of music from the Pre-Classic era through the leading trends of today. A study of accompanying literature, historical and social background, principal figures, both political and musical. Credit 3 hours.
- 315 Advanced Conducting.** An exploration of advanced conducting techniques and skills, related to both choral and instrumental ensembles, through an exploration of gesture and its connection to sound. Students will review and refine basic conducting technique, Laban terminology, and body awareness and mapping. Additionally, the course will explore advance conducting gestures and patterns, cueing, left hand independence and co-dependence, non-verbal communication. Leadership, score preparation, and baton technique as it relates to advanced repertoire. Student s will observe, prepare, and conduct choral and instrumental rehearsals in both peer and faculty/cooperative micro-teaching experiences. Prerequisite: MUS 215. Credit 2 hours.
- 321 Orchestration.** The study of instrumentation, emphasizing scoring for various instrumental and choral combinations, with an approach to the specific problems of orchestra, band, and choir. Credit 1 hours.
- 328 Vocal Diction 1.** The study and application of the diction rules for English, Latin, and Italian pronunciation as they relate to the vocalist in order to properly sing in these languages. Special focus is placed on the basic symbols of the International Phonetic Alphabet. These skills will be applied to both choral and solo repertoire. Credit 1 hour.
- 329 Vocal Diction 2.** The study and application of the diction rules for French and German pronunciation as they relate to the vocalist in order to properly sing in these languages. Special focus is placed on the basic symbols of the International Phonetic Alphabet. These skills will be applied to both choral and solo repertoire. Credit 1 hour.
- 361 Aural Skills and Sight Singing 4.** A continuation of Aural Skills and Sight Singing 3 and is offered as a means to develop further melodic, harmonic, and rhythmic analysis/dictation and singing melodic material at sight using solfeggio. Taken with MUS 311 Music Theory 4. Credit 1 hour.
- 394 Junior Recital/Project.** Course will not be included on official transcript until completed. Credit 0 hours
- 427 Intermediate Methods and Pedagogy.** This course is designed to develop pedagogical knowledge of Music Performance majors. Methods and materials will be differentiated by the instructor to focus on a specific instrument or vocal area, individual or group instruction, and/or age level of instruction appropriate to the student's primary instrument. Credit 3 hours.
- 428 Advanced Methods and Pedagogy.** This course is designed to continue developing the pedagogical knowledge of Music Performance majors. Methods and materials will be differentiated by the instructor to focus on a specific instrument or vocal area, individual or group instruction, and/or age level of instruction appropriate to the student's primary instrument. Prerequisite: MUS 427. Credit 3 hours.

- 458 **\*Special Literature Study.** An independent study course in literature for specific fields of applied study. Prerequisite: Consent of instructor. Credit 2 or 3 hours. May be repeated for credit.
- 492 **Sight Singing Proficiency.** Course will not be included on official transcript until completed. Credit 0 hours.
- 493 **Piano Proficiency.** Course will not be included on official transcript until completed. Credit 0 hours.
- 494 **Senior Recital/Project.** Course will not be included on official transcript until completed. Credit 0 hours.

## Music Education Courses

Department Code: MUED

- 118 **Beginning Voice.** An exploratory course in vocal technique and pedagogy associated with the bel canto tradition and Contemporary Commercial Music. Students will examine the main tenets of breath, onset, and resonance associated with all vocal styles. Special emphasis will be placed on the learning and application of vocal anatomy, vocal production, diction, and musicianship skills in both individual and group in-class performance sessions. In addition to working with the professor, students in this course will be paired with an experienced singer from the Vocal Pedagogy Course for peer-private studio voice lessons. Prerequisite: Consent of instructor. Credit 1 hour.
- 210 **Vocal Pedagogy.** This course provides students with an in depth understanding of vocal technique associated with the bel canto tradition and Contemporary Commercial Music. Students will examine vocal technique through the main tenets of breath, onset, and resonance associated with all styles. Special focus includes the understanding and application of vocal anatomy, vocal production, diction, diagnosis of vocal faults, and musicianship skills in both individual and peer-private studio performance. Students within this course will independently and collaboratively teach members of the Beginning Voice Class, if enrollment allows, or comparable beginning voice students on campus. Credit 1 hour.
- 215 **Foundations in Music Education/Teaching.** Designed to provide music students with introductory pedagogical content knowledge. Introduction to teaching within music education and performance professions. Includes observations, micro-teaching exercises and reflection for the development of beginning music teaching skills. This course is a pre-requisite for teaching private students through the Community Music School. Credit 3 hours.
- 216 **String Techniques.** An introduction to strings. Designed to prepare the prospective music instructor to teach violin, viola, cello, and bass in the public schools. Topics include instructional materials, teaching techniques, solo and ensemble repertoire, instrument brands, care and minor repair. Credit 1 hour.
- 217 **Woodwind Techniques.** An introduction to woodwinds. Designed to prepare the prospective music instructor to teach woodwinds in the public schools. Topics include instructional materials, teaching techniques, solo and ensemble repertoire, instrument brands, care and minor repair. Credit 1 hour.
- 218 **Percussion Techniques.** An introduction to percussion. Designed to prepare the prospective music instructor to teach percussion in the public schools. Topics include instructional materials, teaching techniques, solo and ensemble repertoire, instrument brands, care and minor repair. Credit 1 hour.
- 219 **Brass Techniques.** An introduction to brass instruments. Designed to prepare the prospective music instructor to teach trumpet, French horn, baritone, trombone and tuba in the public schools. Topics covered include instructional materials, teaching techniques, solo and ensemble repertoire, instrument brands, care and minor repair. Credit 1 hour.
- 220 **Technology for Music Education.** An introduction to the use of computers and technology in music notation, music production, and music education. Fundamental concepts in educational and music technology will be emphasized. Evaluation, creation, and implementation of electronic media for the music educator, performer, and/or composer will be covered in this course. Students will interpret and implement the Nation Education Technology Standards for Teachers (NETS-T) and for students (NETSS) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETSS. Credit 2 hours.
- 224 **Psychology of Music Learning.** Introduction to music learning topics from the fields of music cognition, music therapy, cognitive science, psychology, and neurology. Includes the development of critical thinking skills when interpreting and applying research findings. Credit 3 hours.
- 325 **Marching Band Methods.** Provides basic information concerning teaching methods, performance techniques, and administrative tasks for the modern high school marching band program. Topics include rehearsal methods, performance techniques, administrative procedures, drill writing, band booster organization, and equipment purchasing. Trips to local marching band competitions and/or rehearsals will be required. Credit 2 hours.

- 351 Elementary School Music Methods.** A course for the music education major with a survey of techniques and methods for teaching in grades K-6. Credit 3 hours.
- 438C Middle School and High School General/Choral Methods.** Examines and explores proven methodologies and strategies that help prepare the music education student to become an effective and successful choral/general music educator in both middle and high school levels. Students will have weekly co-teaching and independent teaching field experiences with peers and area middle/high school students that help demonstrate their research knowledge and developed techniques within the class setting. Emphasis is placed upon development of specific skills for the beginning teacher and gaining a perspective into the role of music education in the twenty-first century. These skills include planning and administering a public school choral/general music program, group vocal techniques, classroom/rehearsal management, teaching/rehearsal techniques and strategies, and teaching comprehensive musicianship through the choral/general music class. Credit 3 hours.
- 438I Middle School and High School Instrumental Methods.** Introduces students to various philosophies and pragmatic approaches to managing and teaching music in a secondary instrumental program. The course will also enable the student to continue to develop a working philosophy based upon theoretical research, field based knowledge, and personal experience in secondary instrumental music education. Credit 3 hours.

## Musical Theatre

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See also Dance, Music, and Theatre.

This is an interdisciplinary, performance-oriented major which includes a balanced emphasis in music, theatre, and dance. In order to fully develop the knowledge and skills needed for this major, students will study in both collaborative and individualized educational environments. Though this major is designed primarily for students on a musical theatre career path, courses in the major are available to students studying in music or theatre who desire to complement their chosen major and to students studying outside of music or theatre who have a passion for musical theatre and/or performance.

### General Requirements of Musical Theatre Majors

- Students entering the musical theatre curriculum are required to have an audition and a musicianship evaluation prior to matriculation.
- Performance Forum, Music 099, is required each semester.
- A sight singing proficiency and a piano proficiency are requirements for the musical theatre degree.
- All musical theatre majors, unless excused by faculty, must be enrolled in private voice lessons each semester.
- A senior project or recital is required of all students seeking the B.F.A., major in Musical Theatre.

### B.F.A., Major in Musical Theatre

#### Major Requirements:

In Musical Theatre:

- 110 Introduction to Musical Theatre
- 212 Musical Theatre Theory and Analysis
- 336 Musical Theatre Performance
- 340 Musical Theatre History
- 356 Junior Showcase
- 454 Senior Project or Recital

Cognate Requirements:

In Dance:

- 130 Jazz 1
- 131 Tap 1
- 132 Musical Theatre 1
- 133 Ballet 1

230 Jazz 2  
 231 Tap 2  
 232 Musical Theatre 2  
 375 Choreography

In Music:

099 Performance Forum (every semester)  
 112 Music Theory 1  
 126 Beginning Class Piano 1  
 127 Beginning Class Piano 2  
 151M Musical Theatre Ensemble (minimum two semester hours)  
 151N Broadway Builders  
 162 Aural Skills and Sight Singing 1  
 211 Music Theory 2  
 215 Beginning Conducting  
 230V Private lessons (8 hours in primary area of study)  
 233 A Cappella Choir (enrolled every semester)  
 261 Aural Skills and Sight Singing 2  
 262 Aural Skills and Sight Singing 3  
 458 Special Literature Study (minimum four credits/two semesters)  
 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement)  
 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement) If not completed with MUS 127, enroll in MUS 230M until complete.  
 Enrollment for credit in one of the following ensembles each semester: MUS 151M or MUS 151N.  
 A minimum of eight hours is required to complete the degree.

In Music Education:

210 Vocal Pedagogy

In Theatre:

111 Theatre Experience  
 115-116-215-216-315-316-415-416 Goal and Career Development  
 121-122-221-222-321-322-421-422 Theatre Participation  
 224 Stage Craft  
 226 Acting 1  
 234 Expressive Voice  
 330 Stage Movement  
 332 Theatre History 1

In Integrative Arts:

156 Introduction to World Music

## Musical Theatre Courses

Department Code: MTHR

- 110 Introduction to Musical Theatre.** An introductory course in the many facets of musical theatre. Through study and practice students will be exposed to an overview of the history of musical theatre and performance requirements including singing, acting and dance. Credit 2 hours.
- 212 Musical Theatre Theory and Analysis.** A continuation of MUS 211 involving the broadening harmonic concepts to include seventh chords and chromatic chords as they related to musical theatre repertoire. Special emphasis will be placed on analysis of rhythmic, melodic, and harmonic structures and their relation to form within various musical theatre style periods and repertoire. Students will also continue to develop their aural, keyboard, and music reading skills. Prerequisite: MUS 211 2 credit hours.
- 336 Musical Theatre Performance.** Develops skills in musical theatre performance, by developing techniques for integration of acting, singing and dancing. Will work with variety of styles of musical theatre performance. Credit 3 hours.
- 340 Music Theatre History.** Taught as a seminar reading course, providing history of the musical foundation from its roots to contemporary musical theatre, combined with readings of librettos of major works. Credit 3 hours.
- 356 Junior Showcase.** This is an advanced level performance showcase featuring repertory chosen by student in conference with an instructor. Development of the showcase challenges the student to

create, rehearse, and perform a twenty to twenty-five minute sampling of his/her repertoire. Credit 0 hours.

- 454 **Senior Project or Recital.** Project chosen by student and instructor in conference. Development of project to synthesize and integrate theatre knowledge and application. Prerequisite: Consent of instructor. Credit 1 to 3 hours.

## Natural Science

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### Natural Science Courses

Department Code: NSCI

- 170 **Elements of Descriptive Astronomy.** An introduction to the solar system, stars, galaxies, Newton's laws, Einstein's theories of relativity, black holes, and the origin, evolution, and structure of the Universe. Includes a brief history of astronomy and an examination of the nature of science and the differences between science and religion. Additional topics at the discretion of the instructor. Credit 3 hours.
- 180 **Science, Society, and the Environment.** This course examines human impacts on the environment and the relationship between society, politics, and the environment. There is an emphasis on scientific inquiry and the course includes an outdoor field laboratory component. Potential topics include global climate change, water pollution, and energy-related issues. Credit 3 hours.
- 190 **Science and Pseudoscience.** This course will explore the nature and limits of science through an examination of a number of claims that challenge the boundary between science and pseudoscience. Topics may include telepathy, alternative medicine, flying saucers, astrology, cryptozoology and ghosts. The course will emphasize scientific critical thinking, hypothesis testing, and burden of proof through lectures, discussions, and experimentation. Students will gain an understanding of the process of scientific inquiry as well as gaining skills for evaluating scientific claims. Credit 3 hours.
- 201 **Environmental Issues.** A research-based course that examines the relationship between science and society in which students investigate the ecological, historical, political, and socio-economic aspects of specific environmental topics. Credit 3 hours.
- 207 **From Alchemy to Chemistry.** An examination of alchemy through literary and philosophical texts of the Middle Ages and the Renaissance leading to a better understanding of the roots of modern chemistry. The class will consider the Medieval and Renaissance alchemical precursors and more recent advances in the field. Includes simple experiments that demonstrate the magic of alchemy and the science of chemistry. Credit 3 hours.
- 220 **Introduction to Forensic Science.** This course examines the basic science and technology behind various methodologies and applications used in forensic investigations. Topics discussed include types of physical evidence, chemical analysis of physical evidence, principles of blood and DNA analysis, ballistics, fingerprint analysis, drug analysis, and analysis of glass and fibers. Credit 3 hours.
- 230 **Drugs: Research & Reward.** This course provides an introduction to how drugs affect our lives and bodies. Topics include a historical perspective on medicine and how drugs are developed, how specific diseases are treated, and the effects of illegal drugs on the individual and society. Credit 3 hours.
- 240 **50 Shades of Green.** A course in which students will investigate a broad range of topics regarding plants. As a result of this course, students will understand the importance of plants to human existence and the impact that human-plant interactions and relationships have on our quality of life and the environment. This course will cover topics such as economically important plant products, plant structure and function, life cycles, reproduction, growth and development, and the principles of crop production and management. Credit 3 hours.
- 280 **History of Science.** An overview of the emergence of science from the early stirrings in pre-Christian cultures through its flowering in the twentieth century. Time-lines developed. Within this context, major theoretical and experimental contributions within science and technology examined. Attention to the philosophy of science an integral element. Primary source material is used to look at specific examples in each of the following areas of science: biology, chemistry, physics, astronomy, and mathematics. Credit 3 hours.

## Philosophy (B.Phil.)

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The bachelor of philosophy degree is based on an individually-designed program of study that satisfactorily demonstrates a student's specific goals. The student develops the program of study in consultation with his or her advisor and the academic dean, and must submit it to the Academic Affairs Committee for approval. The program proposal must include an explanation of what courses are included and why a B.Phil. degree is needed. Students must have a grade point average of 3.0 or higher, receive approval from the Academic Affairs Committee prior to the first semester of the academic year in which the student intends to graduate, and earn 31 or more credits after the proposal is approved.

## Philosophy and Religion

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The major in philosophy and religion provides students with preparation for graduate study, for professional study, or for a wide range of occupations. Students concerned with values and with major meanings and directions in life are welcome to consider courses in philosophy and religion as important electives or as an attractive second major.

### B.A., Major in Philosophy and Religion

#### Major requirements:

In Philosophy:

- 101 Introduction to Philosophy
- 221 History of Philosophy
- 227 Logic
- 320 Philosophy of Religion

In Religion:

- 130 Introduction to the Church
- 201 Introduction to the Bible
- 202 Introduction of Biblical Interpretation
- 220 Introduction to Christian Theology

Fifteen additional hours in philosophy or religion

#### Cognate requirements:

Six hours of foreign language studies

### Minor in Christian Discipleship Studies

#### Minor requirements:

In Religion:

- 142 Disciple Bible Study 1
  - 143 Disciple Bible Study 2
  - 201 Introduction to the Bible
  - 220 Introduction to Christian Theology
  - 242 Discipleship
  - 243 Discipleship
  - 342 Discipleship
  - 343 Discipleship
  - 442 Discipleship
  - 443 Discipleship
  - 444 Senior Discipleship Project
- Three additional hours in Religion

#### Cognate requirements:

In Leadership:

- 101 Introduction to Leadership

## Minor in Philosophy and Religion

### Minor requirements:

This is an 18-hour program consisting of any three of the courses listed under the major requirements plus elective courses in philosophy or religion to be selected in consultation with the department.

## Minor in Youth Ministry

### Minor requirements:

In Religion:

- 124 Introduction to Youth Ministry
- 130 Introduction to the Church
- 201 Introduction to the Bible
- 202 Introduction to Biblical Interpretation
- 220 Introduction to Christian Theology
- 224 Adolescent Spirituality
- 459 Practicum in Youth Ministry

### Cognate requirement:

In Psychology:

- 218 Child Psychology

## Philosophy Courses

Department Code: PHIL

- 101 Introduction to Philosophy.** An introduction to the issues and methods of philosophy. Topics to be covered may include the nature of morality, arguments concerning the existence of God, free will and determinism, and knowledge and the challenge of skepticism. Credit 3 hours.
- 120 Ethics, Society and Choices.** In this course students will develop an understanding of some of the primary moral theories of the Western tradition and reflect on the ways these theories may or may not help sort out some of the difficult moral issues that are prominent in contemporary society. Students will develop their skills in critical thinking and ethical reasoning as they strengthen their ability to analyze, evaluate and construct arguments having to do with topics in ethics. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Credit 3 hours.
- 221 History of Philosophy.** A survey of basic concepts and arguments of the major western philosophical systems. Key figures and systems surveyed include, but are not limited to, the ancient Greeks, the Existentialism, Pragmatism, and Postmodern philosophy. Attention will be given to the historical and cultural context of each system of thought. Credit 3 hours.
- 227 Logic.** Methods of language analysis and deductive inference. Credit 3 hours.
- 320 Philosophy of Religion.** An inquiry into the general subject of religion from the philosophical point of view. Among the specific questions considered are: the nature, function and value of religion; the validity of the claims of religious knowledge; the nature of evil; and the existence and character of deity. Credit 3 hours.
- 331 Political Philosophy.** This course deals with the essence, origin, and value of the state. The justification of governmental authority, the social sources of power, and the competing conceptions of human nature are among the issues considered. Students will be exposed to several classical sources, including Machiavelli, Locke, Hobbes, and Rousseau. Credit 3 hours.
- 437 Professional and Business Ethics.** An approach to the ethical challenges of a modern business society. The course will utilize case studies and the expertise of professionals working in the various area of business as well as the moral reasoning of ethicists. Course procedures include oral and written communications, group interaction in class, group project, and a major presentation. Cross-listed with Business. Credit 3 hours.

## Religion Courses

Department Code: REL

- 120 Ethics, Society, and Religion.** In this course students will develop an understanding of some of the primary moral theories of the western tradition and how these theories are manifested similarly and differently in the context of the three Abrahamic religions of Judaism, Christianity, and Islam. Students will reflect on ethical reasoning in these respective religions on different topics under three broad categories (1) personal matters, (2) social matters and (3) last things. Students will develop their skills in critical thinking and ethical reasoning as they strengthen their ability to analyze, evaluate and

- construct arguments having to do with topics in ethics. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Credit 3 hours.
- 124 **Introduction to Youth Ministry.** An exploratory course that introduces students to the necessary concepts and skills related to youth ministry. The course includes observation in local church and/or para-church youth ministry settings. Credit 3 hours.
- 130 **Introduction to the Church.** An introduction to the history of Christianity from the New Testament period to the present. A balance is struck between doctrinal and institutional aspects of the church. Attention will be given to broader contexts so that students get a sense of Christianity's relationship to culture, particularly in the West. Credit 3 hours.
- 142 **DISCIPLE Bible Study 1.** A survey of the Old Testament with individual and group exercises in Christian formation. Students must be members of the Discipleship Southwestern team to enroll in this class. Credit 1 hour.
- 143 **DISCIPLE Bible Study 2.** A survey of the New Testament with individual and group exercises in Christian formation. Students must be members of the Discipleship Southwestern team to enroll in this class. Credit 1 hour.
- 201 **Introduction to the Bible.** A survey of the narrative content of both major sections of the Bible (Old and New Testaments). Although the emphasis for this course falls on basic, "big picture" narratives, students will also be introduced to proper methods of the interpretation of Scripture, as well as questions that observant believers have regarding divine revelation, inspiration, and canonical authority. Credit 3 hours.
- 202 **Introduction to Biblical Interpretation.** A study of the process of biblical interpretation. Attention will be given to the nature of Scripture as both a religious artifact that claims divine revelation and authority and a historical document written by humans in specific times and places. Students will be introduced to and will apply the various forms of biblical criticism to the text. Prerequisite: REL 201. Credit 3 hours.
- 220 **Introduction to Christian Theology.** An investigation of the unity and diversity of religions in light of the relevance of religion in general and Christianity in particular to human needs and problems. Credit 3 hours.
- 221 **Hebrew 1.** This course comprises the first half of a two semester study regimen and has been designed to provide an introduction to Biblical Hebrew. The range of topics will extend from learning the alphabet to beginning to master the first few paradigms of the verbal system. Credit 3 hours.
- 222 **Greek 1** This course comprises the first half of a two semester study regimen designed to provide an introduction to Biblical (Koine) Greek. Tasks will include learning the alphabet, several grammatical paradigms and vocabulary. Credit 3 hours.
- 224 **Adolescent Spirituality.** A course exploring age-relevant existential questions concerning belief in God, religious experience, and young people's relationships to the church and to each other. It includes an introduction to spiritual disciplines associated with the Christian faith. Credit 3 hours.
- 225 **Comparative Religions.** An introduction to the major world religions (Hinduism, Buddhism, Confucianism, Taoism, Islam, Baha'i, Judaism, Christianity), their major teachings and practices, and their demographic make-up in the contemporary world. Credit 3 hours.
- 242-243-342-343-442-443 **Discipleship.** This course is a reading and spiritual formation activity through covenant groups related to the Discipleship program. Enrolled students must be members of the Discipleship Southwestern team. Credit 1 hour.
- 307 **Worship Planning.** An investigation of the many facets of worship, with a special emphasis on the role of integration in the worship planning process. Credit 3 hours.
- 321 **Hebrew 2.** A continuation of REL 221, focus will center on vocabulary development, grammar and reading pointed (Masoretic) Biblical Hebrew. Prerequisite: REL 221 or consent of instructor. Credit 3 hours.
- 322 **Greek 2.** A continuation of REL 222, focus will fall on building vocabulary, grammar, and the translation of New Testament texts. Prerequisite: REL 222 or consent of instructor. Credit 3 hours.
- 335 **History of American Christianity.** A survey of American Christianity set in the larger context of world history. It invites students to explore the role Christianity has played in North America in shaping (as well as being shaped by) cultural characteristics of the United States. Cross-listed with History. Credit 3 hours.
- 337 **History of Methodism.** An introduction to the general characteristics of Methodism, focusing on the United Methodist Church in the United States. Beginning with John Wesley, it moves to the history of American Methodism, considers doctrinal controversies and changes, surveys denominational structures and touches upon contemporary issues. The course provides an overall introduction to the



history, doctrine, and polity courses required for seminary students planning to enter United Methodist ministry, but is accessible to all students interested in gaining familiarity with this denomination. Cross-listed with History. Credit 3 hours.

- 340 Texts and Their Meanings.** An introduction to the basic principles involved in interpreting and understanding texts. The course will look at such questions as the relationship between author, the text, the reader(s), and the community in which these materials come together. Prerequisites: PHIL 221. Credit 3 hours.
- 359 Practicum in Music Worship.** Students gain experience in planning and leading worship. Prerequisite: Consent of department head. Credit 1 to 5 hours.
- 444 Senior Discipleship Project.** This course provides engagement in a student-centered, theological content related learning experience that serves as a capstone course for students in Discipleship Southwestern. Students will explore the relationship between belief and practice. Learning will be demonstrated through reading, reflective writing, group discussions, and a final comprehensive project. Credit 3 hours.
- 459 Practicum in Youth Ministry.** Students will gain foundational experience necessary to work with youth in a local church. Emphasis will be on equipping students to practice youth ministry by exploring a variety of experiences. Site supervision will be provided by the professional in the local church setting and theological preparation and reflection will be provided by the faculty. Prerequisite: Consent of department head. Credit 3 hours.

## Physical Education and Sport Studies

The physical education and sport studies department (PESS) is a learning community dedicated to:

1. Emphasizing a broadly-based, value centered liberal arts curriculum as the core of intellectual life, professional development and personal growth.
2. Challenging each person to become a physically, mentally, socially, and emotionally fit individual through physical and intellectual learning and activity.
3. Encouraging lifetime fitness and health in pursuit of a productive life through the development of healthful skills and attitudes.

The PESS department's objectives are to:

1. Provide quality undergraduate preparation for students planning professional careers in physical education, coaching, and recreation, and for those planning to pursue graduate study.
2. Provide instruction and opportunities for activity for all Southwestern students through elective activity courses.
3. Provide recreational opportunities and facilities for the entire Southwestern community.

### B.S., Major in Physical Education

*Important note:* This major addresses physical education; it leads to Kansas secondary teacher licensure only in physical education.

#### Major requirements:

In Physical Education and Sports Studies:

- 126 First Aid and Safety
- 212 Swimming
- 213 Principles of Physical Education
- 215 Applied Motor Learning
- 225 Fitness Assessment
- 314 Measurement and Evaluation in Physical Education
- 323 Exercise Physiology
- 325 Teaching Physical Education in the Elementary School
- 326 Adapted Physical Education
- 332 Kinesiology
- 335 Psychology of Sport
- 435 Organization and Administration of Physical Education

Complete any six of the following:

- 103 Fundamentals of Weightlifting
- 105 Fundamentals of Golf
- 106 Fundamentals of Archery
- 107 Fundamentals of Badminton
- 108 Fundamentals of Tennis
- 109 Fundamentals of Volleyball
- 110 Fundamentals of Soccer
- 111 Fundamentals of Basketball

**Cognate requirements:**

In Education:

- 438P Teaching Health and Physical Education in the Secondary Schools
- All requirements for teacher licensure as listed in the Education section of this catalog.

In Athletic Training:

- 230 Introduction to Athletic Training

### **B.S., Major in Physical Performance and Sports Studies**

*Important note:* This major addresses physical performance and sport studies; it *does not* lead to any Kansas secondary teacher licensure.

**Major requirements:**

Swimming proficiency

**In Physical Education and Sports Studies:**

Complete any six of the following:

- 103 Fundamentals of Weightlifting
- 105 Fundamentals of Golf
- 106 Fundamentals of Archery
- 107 Fundamentals of Badminton
- 108 Fundamentals of Tennis
- 109 Fundamentals of Volleyball
- 110 Fundamentals of Soccer
- 111 Fundamentals of Basketball

Complete the following courses:

- 126 First Aid and Safety
- 213 Principles of Physical Education
- 215 Applied Motor Learning
- 225 Fitness Assessment
- 314 Measurement and Evaluation in Physical Education
- 323 Exercise Physiology
- 326 Adapted Physical Education
- 332 Kinesiology
- 335 Psychology of Sport
- 414 Exercise Prescription
- 435 Organization and Administration of Physical Education

**Electives: Complete six hours from the following:**

In Physical Education and Sports Studies:

- 202 Lifesaving
- 203 Advanced Strength Training
- 212 Swimming
- 220 Introduction to Sport Management
- 302 Water Safety Instruction
- 415-419 Theory of Coaching (Sport)
- 420 Theory of Coaching

In Dance:

- 130 Jazz 1
- 131 Tap 1
- 132 Musical Theatre
- 133 Ballet 1

**Cognate requirements:**

In Athletic Training:

230 Introduction to Athletic Training

In Biology:

101 Essentials of Biology

**Suggested Cognate:**

In Natural Science:

230 Drugs: Research and Reward

### Physical Education and Sports Studies Courses

Department Code: PESS

102 **Fundamentals of Bowling.** Credit .5 hour

103 **Fundamentals of Weightlifting.** Credit .5 hour

104 **Fundamentals of Gymnastics.** Credit .5 hour

105 **Fundamentals of Golf.** Credit .5 hour

106 **Fundamentals of Archery.** Credit .5 hour

107 **Fundamentals of Badminton.** Credit .5 hour

108 **Fundamentals of Tennis.** Credit .5 hour

109 **Fundamentals of Volleyball.** Credit .5 hour

110 **Fundamentals of Soccer.** Credit .5 hour

111 **Fundamentals of Basketball.** Credit .5 hour

All fundamentals courses will cover skills, techniques, strategy, and rules pertaining to the specific sport.

126 **First Aid and Safety.** Cause, prevention, and first aid care of common emergencies as outlined by American Red Cross. Treatment of athletic injuries. Common precautions in safety in the home, school, highways, and recreational areas. Credit 2 hours.

202 **Lifesaving.** Lifesaving and artificial respiration, cardiopulmonary resuscitation, and first aid techniques. Preparation for Red Cross certification test in Life Saving and Water Safety. Prerequisite: PESS 126. Credit 1 hour.

203 **Advanced Strength Training.** This course develops many weightlifting techniques that can only be effectively executed when orchestrated with larger, strategically-planned regimens. Several techniques including periodization, super sets, giant sets, isometric, super slow, forced repetitions, and other processes are studied and put into practice. CSCS exam preparation is included curriculum. Credit 3 hours.

205 **Critical Issues in Health.** Analysis of critical health issues, emphasizing personal responsibility for wellness. A holistic approach to mind and body interactions is utilized to facilitate awareness of the impact of health and physical activity on individual and social wellness. Strongly recommended for students with sophomore standing or above. Credit 3 hours.

212 **Swimming.** Emphasis on fundamental through advanced swimming techniques based on your swimming ability including personal safety skills, rescue techniques, artificial respiration, and safety information. Credit 1 hour. May be repeated twice.

213 **Principles of Physical Education.** Basic concepts and theories of physical education. Credit 3 hours.

215 **Applied Motor Learning.** A study of theories and practices dealing with learning as related to motor skill acquisition. Emphasis will be psychomotor and perceptual motor learning. Credit 3 hours.

220 **Introduction to Sport Management.** This course is designed to provide an overview of the structure of the sports industry and to highlight the scope and variety of career opportunities in the area. The value of professional management to sports organization will also be emphasized. Attention will be given to the issues facing sport organizations and to the use of management techniques to solve business-related problems. The development of effective communication skills, both written and oral, will be emphasized through class presentations and written assignments. Cross-listed with Business. Credit 3 hours.

225 **Fitness Assessment.** This course will give the student the experience of administering assessment tests, evaluating results of these tests, and from these tests prescribing health fitness programs. Credit 2 hours.

302 **Water Safety Instruction.** Advanced aquatic course training and preparing students to teach swimming, lifesaving, and other water safety courses. Preparation for Red Cross certification test. Prerequisite: Current Senior Red Cross Lifesaving certificate. Credit 1 hour.

314 **Measurement and Evaluation in Physical Education.** A study of capacity, achievements, knowledge, and skill tests and their application to classification and measurement of progress. Credit 3 hours.

323 **Exercise Physiology.** An introduction to the physiology of the skeletal, muscular, respiratory, nervous, and circulatory systems, with special reference to their adjustments during exercise. A study is made of age, sex, environment, and training in relation to exercise. Credit 3 hours.

- 325 **Teaching Physical Education in the Elementary School.** Designed for physical educators to enhance their understanding of contemporary elementary physical education. This course is directed to provide them with stimulus material for the implementation of movement activities and approaches to enhance the total development of the elementary school-aged child. Credit 3 hours.
- 326 **Adapted Physical Education.** The need for an adapted program for the physically handicapped or atypical student; its organization and administration; types of conditions to be found and their symptoms and characteristics; developing a program to meet the needs of the students; resources and references. Credit 3 hours.
- 332 **Kinesiology.** The mechanical and anatomical analysis of selected activities and their effect on the body; and the physiological adaptation of the body to meet the resultant demands. Credit 3 hours.
- 335 **Psychology of Sport.** A study of the psychology of motivation, attitudes, values, social mobility, and status as it relates to athletics. Cross-listed with Psychology. Credit 3 hours.
- 341 **Game Rules and Officiating.** Study of rules and officiating mechanics for football and basketball. Less detailed study will be given to baseball, track and field, soccer, volleyball, and individual sports. Credit 3 hours.
- 344 **Sport Marketing.** Course is designed to develop an understanding and appreciation of the unique aspects of marketing as related to sport. Cross-listed with Business. Credit 3 hours.
- 414 **Exercise Prescription.** This course will teach the student the major elements of fitness, determine fitness goals, design fitness programs and facilities. The course will be a combination of classroom, exercise and practical experiences. Prerequisite: PESS225. Credit 3 hours.
- 415 **Theory of Coaching Football.** Study of fundamentals, individual and team offense and defense, formations, plays and field generalship. Credit 2 hours.
- 416 **Theory of Coaching Volleyball.** An analysis of the coaching techniques and strategies of volleyball. Credit 2 hours.
- 417 **Theory of Coaching Basketball.** Study of the different systems of basketball, individual and team offense and defense. Credit 2 hours.
- 418 **Theory of Coaching Track.** Form, training, and selection of students for each track and field event. Also includes procedures and organization of track meets. Credit 2 hours.
- 419 **Theory of Coaching Baseball/Softball.** An analysis of defensive baseball including strategic fielding and pitching. A study of hitting techniques and base running including the coaching techniques of each. Credit 2 hours.
- 420 **Theory of Coaching.** A course designed to provide the student an introduction to the sport science principles of coaching. Topics include coaching philosophy, sport psychology, sport pedagogy, sport physiology, and sport management. Successful completion of the course leads to partial or full certification in 40 states that utilize the course for certification at the High School level. In order to receive certification, students must successfully complete the test and score a minimum of 80% on the certification exams. Credit 3 hours.
- 421 **Sport Management Capstone.** This course is designed as the culminating experience in the Sport Management program and may include individual research or an approved internship. Credit 3 hours.
- 435 **Organization and Administration of Physical Education.** Analysis of the underlying principles of physical education and their application to the organization of a physical education program. The principles of teaching physical education with lesson plan formulation plus actual experience in an activity class. Credit 3 hours.

## Physics

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Physics, the fundamental natural science, provides explanations for a large number of physical phenomena through the use of a small number of general concepts, principles, and theories. The study of physics contributes to an understanding of the physical world and develops the ability to reason analytically.

### Physics Courses

Department Code: PHYS

- 201 **College Physics 1.** Algebra-based treatment of the laws of motion, energy, momentum, rotational motion, gravitation, mechanical waves, wave interference, sound, and fluids. Lecture and laboratory. Prerequisites: MATH 110 and 112, or consent of instructor. Credit 4 hours.
- 202 **College Physics 2.** Algebra-based treatment of electricity, direct current circuits, magnetism, geometric optics, and interference. Lecture and laboratory. Prerequisite: PHYS 201. Credit 4 hours.

- 211 **General Physics 1.** Calculus-based treatment of the laws of motion, energy, momentum, rotational motion, gravitation, mechanical waves, wave interference, sound, and fluids. Lecture and laboratory. Prerequisite: MATH 112 and 222, or consent of instructor. Credit 5 hours.
- 212 **General Physics 2.** Calculus-based treatment of electricity, Gauss's Law, direct current circuits, magnetism, geometric optics and interference. Lecture and laboratory. Prerequisite: PHYS 211. Credit 5 hours.

## Political Science and Legal Studies

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The Department of Political Science and Legal Studies offers two related programs: a minor in political science and a minor in criminal justice and legal studies. The political science curriculum emphasizes critical thinking and written and oral communication skills. Classes are typically discussion-based and active learning techniques are often employed. The criminal justice and legal studies program is more applied, teaching skills that will be applicable in the legal environment, such as legal business applications and knowledge of specialty law subjects. Most classes are based on lectures and focused projects. Both programs study the connection between law and politics and are popular avenues to law school. They also provide students with opportunities to develop specific skills of value to a wide variety of prospective employers, including data analysis, communication, decision-making, and research competencies. Those minors are an excellent complement to any major at Southwestern College, including business, communication, English, history, and psychology.

### Minor in Political Science

A total of 18 credits is required for this minor.

#### Minor requirements:

In Political Science and Legal Studies:

- 100 Active Citizenship and Integrative Learning
- 101 Introduction to Political Science

An additional 12 hours among the following courses:

- 205 Public Policy
- 213 American Politics
- 216 Principles of Criminal Law
- 222 International Relations
- 233 Environmental Policy
- 241 Comparative Politics
- 306 Law and the Legal System

### Minor in Criminal Justice and Legal Studies

A total of 18 credits is required for this minor.

#### Minor requirements:

In Political Science and Legal Studies:

- 100 Active Citizenship and Integrative Learning
- 102 Introduction to Criminal Justice

An additional 12 hours among the following courses:

- 101 Introduction to Political Science
- 205 Public Policy
- 215 Crime and Punishment
- 216 Principles of Criminal Law
- 217 Criminal Procedure
- 218 Leadership and Ethics in Criminal Justice
- 306 Law and the Legal System

### Political Science and Legal Studies Courses

Department Code: POLS

- 100 **Active Citizenship and Integrative Learning.** An exploration centered around a series of competencies, such as critical thinking, effective citizenship, valuing, and global perspective, which prepare students for living and working as active citizens of a multicultural world. Credit 3 hours.

- 101 **Introduction to Political Science.** An introduction to the theories and practices used in the discipline of political science. This class will map political science in various ways to show students where their interests might fit those of the discipline. Credit 3 hours.
- 102 **Introduction to Criminal Justice.** An introduction to the components and operations of the criminal justice system. It examines the three main components of that system: law enforcement, the courts, and corrections. Issues and challenges within the criminal justice system and the system's future are also explored. Credit 3 hours.
- 120 **Ethics, Society and Politics.** This course explores the main theme of political science: justice. Over the next semester, we ask what it means for a political association to be just. We consider the different types of regimes that human beings have created in order to live good lives. Our main course resource is the primary literature of the Western political tradition, including but not limited to works by Aristotle, Locke, Bentham, Kant, Mill, and Rawls. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Students will also learn how to use statistical measures, Supreme Court cases, and long-form journalism to explore economic and social inequalities in Kansas, the US, and in a global context. By the end of the class, students will have the tools to answer a crucial question: What regime would you choose to live in? Credit 3 hours.
- 205 **Public Policy.** An examination of the nature of public policy and public administration in America as well as the processes of policy formation and administration. The different approaches to evaluating and improving public policies will be fully discussed. Credit 3 hours.
- 213 **American Politics.** A consideration of the national government in terms of the central ideological basis, its institutional framework, and political actors and processes. This course is an introduction to the study of American politics in the contemporary era and focuses on the process of policymaking in a sociologically diverse, culturally divided, and institutionally fragmented political system. Credit 3 hours.
- 215 **Crime and Punishment.** An exposure to the most vexing criminal justice issues of our time - how should we punish those who break our laws. Students will discuss cases, articles, and speakers' comments with the aim to discern the merits and disadvantages of the current incarceration priorities and to deliberate whether better options exist for punishing offenders and achieving justice for all concerned. Credit 3 hours.
- 216 **Principles of Criminal Law.** A generic study of criminal law in the United States, covering the most common crimes prosecuted in American courts. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order. Credit 3 hours.
- 217 **Criminal Procedure.** An in-depth examination of the legal aspects of law enforcement. Policing in a democracy often conflicts with the core principles protecting citizens from government intrusions. This course is an in-depth analysis of the rules of criminal evidence and procedure in the United States. Topics include trial procedures, examination of witnesses, real/physical evidence, circumstantial evidence, hearsay evidence and exceptions, privileged communications, declarations against interests, and judicial notice. Credit 3 hours.
- 218 **Leadership and Ethics in Criminal Justice.** An exposure to the various philosophical approaches for developing appropriate ethical decision-making tools for the criminal justice professional. Ethical decision-making tools are illustrated in actual application in police, courts, corrections, criminal justice policy, and criminal justice research scenarios. Emphasis is placed on professional integrity and leadership skills that support laws, policies, and procedures in criminal justice. Credit 3 hours.
- 222 **International Relations.** A study of international politics, its elements, and general nature with emphasis on the struggle for power among nations. This course introduces and compares basic theories of international politics and applies them to current events. Credit 3 hours.
- 233 **Environmental Policy.** A study of the policy processes addressing environmental problems not only in the United States but also worldwide. The course provides a thorough overview of specific modern and historical environmental policies. Credit 3 hours.
- 241 **Comparative Politics.** An introduction to political and governmental systems, focusing primarily on the varieties of democracy. The concept of the nation-state, including political culture and history, and interest articulation. Comparison of both structure and function of government through case studies of a wide array of nations. Credit 3 hours.
- 306 **Law and the Legal System.** An introduction to the law with a primary emphasis on U.S. law and the legal system. Topics include U.S. legal history; law and society; court organization and procedure; lawyers and the legal profession; judicial powers and constraints; constitutional, statutory and common law; criminal and civil law; administrative law; and contemporary legal issues. Credit 3 hours.

## Psychology

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The major in psychology prepares students to evaluate psychological theories and research and to examine ethical issues as well as the biological, social, and cognitive factors that affect the human condition. Majors have the opportunity to learn counseling techniques, develop problem-solving skills, achieve self-awareness, and design research through coursework and individual practica and projects. Students in psychology will learn about career opportunities in psychology and clarify vocational goals as they prepare for graduate study in psychology or other people-oriented careers.

Students who major in psychology must earn a grade of “C” or better in each course required for the program.

### B.A., Major in Psychology

#### Major requirements:

In Psychology:

- 112 General Psychology
- 325 Research Methods
- 419 History and Systems of Psychology

Eight courses selected from the following:

- 218 Child Psychology
- 219 Social Psychology
- 242 Personality
- 301 Human Sexuality
- 320 Abnormal Psychology
- 321 Introduction to Clinical and Counseling Psychology
- 328 Organizational Behavior
- 330 Biological Foundations of Psychology
- 333 Cognition
- 335 Psychology of Sport
- 421 Emotion
- 422 Learning
- 455 Topic course(s)

Six hours selected from the following:

- 356 Research Apprenticeship
- 459 Practicum in Psychology
- 460 Internship in Psychology

#### Cognate requirements:

In Mathematics:

- 215 Introduction to Statistics and Probability

### Minor in Psychology

#### Minor requirements:

In Psychology:

- 112 General Psychology

Five additional courses in Psychology (not including 459 or 460)

### Psychology Courses

Department Code: PSYC

- 112 General Psychology.** An introduction to the scientific study of behavior and mental processes. Special attention is placed on the scientific method in the exploration of consciousness, learning, motivation, emotion, development, personality, mental disorders, biological factors, social-psychological phenomena, and cognitive processes. Lecture and laboratory. Credit 4 hours.
- 218 Child Psychology.** The development of behavior from infancy through adolescence. The focus will be on biological, cognitive, and socioemotional theories and research of child development. An emphasis will be placed on the development of these theories as well as how they can be applied in real world contexts. Cross-listed with Education. Credit 3 hours.
- 219 Social Psychology.** Social factors in behavior of individuals and groups, including attitudes, leadership, and personality and culture. Credit 3 hours.

- 242 **Personality.** Contemporary approaches to the psychological study of personality. Credit 3 hours.
- 301 **Human Sexuality.** Course covers the biological aspects of human sexuality, love, aberrant sexual behavior, abortion, contraception, parenthood, sexual orientation, and numerous other sexually related subjects. Credit 3 hours.
- 320 **Abnormal Psychology.** An introduction to personality disorders. Emphasis on theories of pathology and treatment. Credit 3 hours.
- 321 **Introduction to Clinical and Counseling Psychology.** A study of major theoretical formulations and practical applications in the history of clinical and counseling psychology, from classical psychoanalysis to contemporary modes of treatment. Emphasis is placed on what clinical and counseling psychologists do, including methods of appraisal, professional roles, and psychotherapeutic approaches to treatment. Prerequisites: PSYC 112. Credit 3 hours.
- 325 **Research Methods.** An introduction to the theory and methodology of psychological research with emphasis on experimental design, data collection, statistical analysis, and report writing. Each student will actively participate in all four phases of the research process. Lecture and laboratory. Prerequisite: PSYC 112 and MATH 215. Credit 4 hours.
- 328 **Organizational Behavior.** Individual and work group behavior in organizations. Exercises in the dynamics of power, developing leadership, facilitating quality and change, and interpersonal communication skills will be emphasized. Course procedures include oral and written communications, group interaction in class, and a major presentation. Cross-listed with Business. Credit 3 hours.
- 330 **Biological Foundations of Psychology.** A study of the anatomy, physiology, and function of the nervous and endocrine systems and their relationship to psychological issues. Credit 3 hours.
- 333 **Cognition.** The psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity. Credit 3 hours.
- 335 **Psychology of Sport.** A study of the psychology of motivation, attitudes, values, social mobility, and status as it relates to athletics. Cross-listed with Physical Education and Sport Studies. Credit 3 hours.
- 356 **Research Apprenticeship.** Students will have the opportunity to learn the research process by assisting a psychology professor in their ongoing research. Students will help with literature reviews, data collection, data input, data analysis, write-ups and presentation of research. Prerequisite: Consent of psychology program director. Credit 3 hours, May be repeated for credit.
- 419 **History and Systems of Psychology.** A study of the evolution of psychology as a science through an examination of philosophical and physiological antecedents, major systems and schools of thought, and contemporary approaches. Credit 3 hours.
- 421 **Emotion.** A survey of the major historical and contemporary theories of human emotion, including biological, developmental, cognitive, and social perspectives. Prerequisites: PSYC 112. Credit 3 hours.
- 422 **Learning.** A survey of current learning theories and research in learning. Prerequisites: PSYC 112. Credit 3 hours.
- 454 **Senior Research Project.** This experience is designed to give students an opportunity to design, execute, and present scientific research in psychology as primary investigators. Prerequisites: PSYC 325 and two semesters of PSYC 356. Credit 3 hours. May be repeated for credit.
- 459 **Practicum in Psychology.** A practicum can be designed to explore an area of student interest. Prerequisite: Consent of the psychology program director. Credit 1 to 5 hours.
- 460 **Internship in Psychology.** An internship can be designed to explore an area of student interest. Prerequisites: Consent of psychology program director. Credit 6 to 14 hours.

## Social Science

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### Social Sciences Honors Program

Focusing on reflective engagement in the world, the Social Sciences Honor Program offers academic challenges and opportunities for promising students majoring and minoring in Social Science disciplines. Within the context of curricular and co-curricular opportunities, the program offers a vital community in which its members can take full advantage of their intellectual gifts. The program offers specially developed course work and events focused on multidisciplinary interactions; promotes collaborative relationships between students and faculty; cultivates talent for research, inquiry, and problem-solving; engages its members in the intellectual life of the division; and promotes leadership and service to the community.



In addition to majoring or minoring in the Social Sciences, requirements for invitation to the Social Sciences Honors Program includes a high school cumulative GPA of 3.7 or higher and a composite ACT of 25 or higher for first year students. For transfer or current student, the requirements are a college GPA of 3.5 or higher. Requirements for graduating with Social Science Honors include the successful completion (at a B or higher) of six honor courses in Social Sciences as well as a senior thesis or project developed with the student's Social Sciences advisor and approved by the Social Sciences division. Regular attendance at co-curricular events is also expected.

### Social Science Courses

Department Code: SOCS

- 102 Introduction to Sociology.** An introduction to the issues and methods of sociology, the study of the processes and patterns of individual and group interaction. Focus will be given to the development, characteristics, and functioning of human groups, the relationship between groups, and group influences on individual behavior, as well as the study of how relationships are created, maintained, and changed. Credit 3 hours.
- 230 Honors Applied Social Sciences.** This course gives students an opportunity to explore ideas from a multitude of academic areas: history, political science, leadership, philosophy, religion, and psychology. One central issue will be the focal point for the entire course. Examination and analysis of the issue will be developed from the material presented in each academic area. The course will be team taught. Prerequisite: Instructor permission. Credit 3 hours. May be repeated for credit.
- 301 Global Culture.** A concentrated study of selected major countries and culture areas outside Western culture. Credit 3 hours.
- 302 Diversity.** Twofold emphasis: 1) increasing students' awareness of their own ethnocultural roots and the influence of these roots on their world views and interactions with others, and 2) increasing students' understanding of and sensitivity to the experience of being an ethnic minority in the U.S. today. Credit 3 hours.
- 330 Service-Learning Travel.** This course will provide students an immersive introduction to an unfamiliar culture. Students will explore the question of contextual influences in a cross-cultural setting. Students will read materials, observe, and experience contextual elements specific to culture. Students will be required to demonstrate learning through reflective writing and visually-enhanced journaling. This course may satisfy the Other Cultures requirement in the General Education program and pending approval by the Academic Dean. Prerequisite: Consent of instructor. Credit 3 hours.
- 460 Internship in Social Science.** Internships are offered for experiential learning in social science-related fields. Prerequisite: Consent of department head. Credit 6 to 14 hours.

## Sustainability and Environmental Studies

The mission statement of Southwestern College states that the college "strives to live by and teach a sustainable way of life." The sustainability and environmental studies minor offers a curriculum that provides students with the opportunity to study the basic tenets of sustainability; examine the obstacles to achieving a more sustainable society; and envision, design, and implement an individual project involving sustainability practices.

### Minor in Sustainability and Environmental Studies

#### Minor requirements:

In Natural Science:

201 Environmental Issues

In Sustainability and Environmental Studies:

101 Introduction to Sustainability 1

102 Introduction to Sustainability 2

359 Practicum in Sustainability

Choose one course from the following:

In Natural Science:

180 Science, Society, and the Environment

In Biology:

112 Biology 2

Choose two courses from the following:

In Political Science:

233 Environmental Policy

In Economics:

334 Environmental Economics

In English:

203 Literature and the Environment

### Sustainability and Environmental Studies Courses

Department Code: SES

- 101 Introduction to Sustainability 1.** This course will provide meaning to the term “sustainability” and provide a broad overview of challenges posed by environmental degradation, resource depletion, overpopulation, energy consumption. It will focus on potential ways that societies can respond to ensure that these problems are not left for future generations to solve. It will provide an introduction to the environmental, economic, and social dimensions of sustainable development by looking into relevant local, regional, and global environmental issues. Credit 1 hour.
- 102 Introduction to Sustainability 2.** This course will focus on potential solutions to the environmental challenges addressed in SES 101. Students will be required to investigate and present proposals for implementing sustainability projects that will positively impact Southwestern College and/or the community. Prerequisite: SES 101 or consent of instructor. Credit 1 hour.
- 359 Practicum in Sustainability.** The goal of the sustainability practicum is to immerse students in real sustainability problems and projects and facilitate their development of creative interdisciplinary solutions. Students will envision, design, implement, and evaluate a project in the realm of sustainability as the project leader, in consultation with peers and faculty. Prerequisites: SES 101 and 102, or consent of instructor. Credit 3 hours.

## Theatre Arts

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See also Musical Theatre.

Higher education has historically had, at its heart, an appreciation of theatre. It has encouraged theatre as a part of students’ lives, taught both its literature and art, and worked to develop students’ understanding of the need for theatrical expression of our humanness. Southwestern College’s theatre arts department is designed to meet the needs of both students in general liberal arts education and majors within the department. The department gives the opportunity to all students to develop skills, confidence and poise in various performance situations. It aims to develop the students’ potential through classroom and extracurricular learning experiences, gives a basic knowledge of the theatre and the work and joy that are part of its creation, and stresses the importance of the arts in our lives as they help us to understand ourselves, others and the world we share.

For majors in theatre arts, the department provides an academic program and co- and extra-curricular activities. These prepare students for further studies in graduate or professional schools, and for careers in education or in professional theatre. The major aims to develop individuals prepared to live responsibly with concern for others, and to be creative, self-expressive leaders and citizens.

The theatre arts major provides for emphases in general theatre arts, theatre arts performance or in technical theatre. A major in speech and theatre secondary education is also offered. See Musical Theatre for more information about the B.F.A in Musical theatre.

The theatre arts minor is available for students who wish to major in another academic area, but who also want transcript recognition for serious academic study in theatre. The Goal and Career Development course is a requirement for at least one hour each semester that students are declared a major, for a minimum of four hours for graduation. Theatre arts majors must counsel with a departmental advisor to declare an area of emphasis by the beginning of the junior year.

### **B.A., Interdisciplinary Major**

Set up between Theatre Arts and other departments, major requirements will be developed from the student's need with faculty advisement.

### **B.A., Major in Speech and Theatre Education**

#### **Major requirements:**

In Theatre:

- 224 Stagecraft
- 226 Acting 1
- 234 The Expressive Voice
- 333 Theatre History 2
- 424 Directing 1
- 425 Directing 2

Completion of Theatre experience checklist

In Communication:

- 110 Media Writing 1 *or* 250 Media Law and Ethics
- 203 Interpersonal Communication *or* 215 Intercultural Communication
- 208 Critical Thinking and Argumentation *or* 401 Debate Question Analysis and Case Construction  
(If 208 is taken as a general education course, then 401)
- 317 Advanced Presentational Speaking

Completion of Speech experience checklist

Plus twelve additional hours in Communication and/or Theatre - consult your advisor.

In Education:

- 438C Teaching and Directing Forensics and Debate in the Secondary Schools
- 438T Teaching and Directing Theatre in the Secondary Schools

In addition to course obligations in the communication and theatre content areas, students have additional Kansas teacher licensure requirements. Consult the Education Catalog for information about those specific requirements. The speech and theatre education major is listed in both the communication and theatre sections of the catalog. Please look in both major areas for course descriptions specific to the major.

### **B.A., Major in Theatre Arts**

#### **Major requirements:**

In Theatre:

- 111 The Theatre Experience
- 224 Stagecraft
- 226 Acting 1
- 333 Theatre History 2
- 454 Senior Project

At least four credits in Goal and Career Development. This course is required each semester that a student is a declared major up to a maximum of 8 hours. Completion of the minimum 4 hours with a 3.0 grade point per semester or higher meets the requirements for PREP 499.

#### **Cognate requirements:**

In Psychology:

- 112 General Psychology

**All requirements of one emphasis area below:**

### **Emphasis in General Theatre Studies**

#### **Requirements:**

In Theatre:

- 234 The Expressive Voice
- 332 Theatre History 1
- 424 Directing 1

Nine hours of departmental electives

## Emphasis in Technical Theatre

### Requirements:

In Theatre:

- 227 Make-Up for the Stage
- 324 Arts Management
- 325 Design for the Stage
- 327 Costuming
- 332 Theatre History 1

### Cognate requirements:

In Art:

- 123 Basic Drawing
- 215 Painting Studio

## Emphasis in Theatre Performance

### Requirements:

In Theatre:

- 223 Creative Dramatics
- 234 The Expressive Voice
- 332 Theatre History 1
- 424 Directing 1
- 425 Directing 2 or 426 Acting 2

### Cognate requirements:

In Dance:

- 130 Jazz 1
- 131 Tap 1
- 132 Musical Theatre

## Minor in Theatre Arts

### Minor requirements:

In Theatre:

- 111 The Theatre Experience
- 224 Stagecraft
- 226 Acting 1
- 234 The Expressive Voice
- 332 Theatre History 1 or 333 Theatre History 2
- 454 Senior Project

Four credits in Goal and Career Development

## Theatre Courses

Department Code: THTR

- 111 The Theatre Experience.** Introduction to basic knowledge of the theatre, its origins, development, and the work and joy involved in the creative experience of theatre. Intended to increase the understanding of and appreciation for theatre by non-majors and majors. Laboratory with current productions. Credit 3 hours.
- 112-113-212-213-312-313-412-413 Improvisational Acting.** Theory and practice of improvisational acting. Theatre gaming used in process and performance toward development of original characters and scenes. Group managed as an ensemble. Credit 1 hour.
- 115-116-215-216-315-316-415-416 Goal and Career Development.** Required every semester for theatre majors. Students and instructor will design a project plan to meet the development level of the individual student. Jury at the end. Prerequisite: 2.0 GPA. Credit 1 to 3 hours
- 117-118-217-218-317-318-417-418 Interpretation Projects.** For individual development of goals and skills in oral interpretation of literature. Prerequisite: 2.0 GPA. Credit 1 to 3 hours.
- 121-122-221-222-321-322-421-422 Theatre Participation.** Recital experience in theatrical production. Requires work in a major technical aspect of a current production. A maximum of 8 hours may be counted toward degree. Prerequisite: 2.0 GPA. Graded S/U. Credit 1 to 2 hours.
- 223 Creative Dramatics.** Designed for theatre performance and elementary education majors. Follows the philosophy that our world/reality is always changing. Improvisation, role playing, and other "theatrical games" for mutual understanding and trust. Credit 3 hours.

- 224 **Stagecraft.** Theory and practice of technical phases of play production. Study and application of principles of construction and handling of stage scenery, lighting and sound equipment. Laboratory with current productions. Credit 3 hours.
- 226 **Acting 1.** Theory and practice of acting. Study of dramatic literature and acting theory. Practice of character analysis, rehearsal and performance techniques. Credit 3 hours.
- 227 **Make-Up for the Stage.** Basic principles and practices of theatre makeup; various assignments to develop skill in theatrical makeup. Laboratory with current productions. Credit 3 hours.
- 234 **The Expressive Voice.** Development of optimal vocal production, with focus on mastery of standard American dialect and introduction to the use of other stage dialects, with application to the use of the voice in all styles of text performance. Credit 3 hours.
- 324 **Arts Management.** An overview of the responsibilities of a director of an artistic organization. Management of personnel and facilities, programming, promotion, and budgeting will be studied in the classroom and in the field. Also includes visits to local arts organizations for firsthand experience. Credit 3 hours.
- 325 **Design for the Stage.** Study of stage design as it relates to scenic elements, lighting and sound. Prerequisite: THTR 224. Credit 3 hours.
- 327 **Costuming.** An examination of the history, development, basic principles of design and construction of stage costumes. Laboratory with current productions. Credit 3 hours.
- 330 **Stage Movement.** Development of the actor's body as an expressive tool; developing sensory and spatial awareness, structure and alignment, stage presence, gesture, and introducing their use in acting styles. Credit 3 hours.
- 331 **Theatre Across the Disciplines 2.** This lab-intensive course stresses theatre involvement and methods across the disciplines. Emphasis is placed on communicating with and developing empathy for others in a variety of fields including the humanities, social sciences, and natural sciences. The course seeks to connect learning and sharing among all disciplines through theatre games, creative dramatics, and dramatic literature, and its performance across campus and in the surrounding community. As theatre entertains and teaches, it helps us build connections to understand ourselves and our world. Prerequisite: IART 231. Credit 3 hours.
- 332 **Theatre History 1.** Examines history of theatre from its origins through Classical, Medieval, Renaissance, Restoration and Romantic theatre. Reading of plays and study of theory, historical background, the physical theatre and its performers and their relationship to the culture and development of theatre. Credit 3 hours.
- 333 **Theatre History 2.** Development of theatre and dramatic literature beginning with Realism. Reading of plays and study of theory, historical development, genres, styles, physical theatre, performers, and the cultural diversity of the modern drama and the theatrical experience. Credit 3 hours.
- 343 **Creative Writing: Playwriting.** This is a creative writing class, studying and creating dramatic literature, one of the oldest artistic means of expression of the human condition. Students will work with the basic theories and skills of playwriting, integrating written and oral communication skills, psychology, the humanities, and the culture and diversity of our world. Students will write plays throughout the semester, building plots, developing characters, and themes. They will build their craft in the use of words in dramatic form, the integration of music, and understand spectacle as it impacts dramatic writing. Reading of plays, about playwrights and about playwriting will complement student playwriting. The learning and creative work of each student will be integrated in a final project. Cross-listed with English. Credit 3 hours.
- 424 **Directing 1.** Theory and practice of directing. Play choice, analysis, and rehearsal techniques. Prerequisites: THTR 224, 226, COMM 202, or consent of the instructor. Credit 3 hours.
- 425 **Directing 2.** A continuation of THTR 424. This course requires the production of a one-act play. Prerequisite: Consent of instructor. Credit 3 hours.
- 426 **Acting 2.** Study of a variety of acting methods and styles. Preparation of a recital. Prerequisite: THTR 226 or consent of the instructor. Credit 3 hours.
- 454 **Senior Project.** Project chosen by student and instructor in conference. Development of project to synthesize and integrate theatre knowledge and application. Prerequisite: Consent of instructor. Credit 1 to 3 hour

# Undergraduate Teacher Education

The Southwestern College teacher education program is a student-centered learning community dedicated to optimal intellectual growth, preparation for leadership in the field of education, personal development, ethical values, and lifelong service in a world beyond cultural boundaries.

The Southwestern College Educator Program Conceptual Framework consists of five constructs with three recurring components. Indicators for each construct and component detail the expectations of educators prepared in Southwestern College's undergraduate and graduate education programs.

- Content and pedagogy: The educator has knowledge, skills, and dispositions in content and pedagogy that continuously grow and evolve over time.
- Instruction and Assessment: The educator has knowledge, skills and dispositions to facilitate learning for students.
- Collaboration: The educator has knowledge, skills and dispositions to interact collaboratively with students, families, colleagues, other professionals, and community members.
- Leadership: The educator has the knowledge, skills, and dispositions to act as an instructional leader, data analyst, community relations officer and change agent.
- Reflection and Growth: The educator has knowledge, skills, and dispositions to use evidence, reflection, and feedback to continually evaluate his/her practice, the effects of his/her choices and actions on others and adapt practice to meet the needs of each student.

## Admission to the Teacher Education Program

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Designating education as a major follows institutional guidelines, including general education requirements. The teacher education program has an undergraduate curriculum with the following components: the elementary education major, the early childhood major, professional course sequence for both elementary and secondary education majors, and the clinical field experience sequence for early childhood, elementary, and secondary education majors. The undergraduate program is accomplished through four stages: Exploratory, Pre-Professional, Professional, and Capstone.

Admission to the Teacher Education Program requires participation in a two-stage admission process. Students admitted to a degree program apply to become admitted to one of the above majors after they meet requirements in the Exploratory and Pre-Professional stages. Students seeking to become teacher education candidates may seek admission to the teacher education program after they first demonstrate their readiness by completing the following academic and programmatic requirements:

- PSYC 112 General Psychology with grade of "C" or better.
- EDUC 218 Child Psychology with grade of "C" or better.
- Sophomore standing with a GPA of at least 2.75.
- Demonstration of communication skills by completion of ENG 110 College Writing 1, ENG 120 College Writing 2, and COMM 102 Elements of Oral Communication with at least a 2.5 cumulative GPA in the three courses.
- Successful completion of Pre-Professional Skills Test (PPST) with scores that meet or exceed program requirements in the Reading (PPST 173), Math (PPST 172), and Writing (PPST 172) sections. Or, successful completion of the Core Assessment Skills for Educators (CORE) with scores that meet or exceed program requirements in Reading (CORE 156), Math (CORE 150), and Writing (CORE 162).
- EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar with grade of "C" or better.
- EDUC 215 Foundations of Education with grade of "C" or better.
- Submission of formal application to Teacher Education Committee.
- Successful completion of Peer Jury or Initial Teacher Interview.

### Admission for Transfer Students

- Transfer credit must meet the requirements and program expectations listed above, including GPA requirements. All transfer credits specific to the major must be a “C” or better.
- Successful completion of Pre-Professional Skills Tests (PPST) with scores that meet or exceed program requirements in the Reading (PPST 173), Math (PPST 172), and Writing (PPST 172) sections. Or, successful completion of the Core Assessment Skills for Educators (CORE) with scores that meet or exceed program requirements in Reading (CORE 156), Math (CORE 150), and Writing (CORE 162).
- Articulation of additional pre-professional credit as determined by the dean of teacher education and the registrar or designees.
- Submission of formal application to Teacher Education Committee.
- Successful completion of Peer Jury or Initial Teacher Interview.

### Licensure Program

A candidate with bachelor/master degree(s) who seeks a teaching license must complete all Kansas State Department of Education (KSDE) approved program requirements, which can lead to a recommendation for a teaching license. The KSDE approved and Council for the Accreditation of Educator Preparation (CAEP) accredited teacher education program offered by Southwestern College provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license. In addition to successfully completing the program of study, each candidate seeking an initial licensure is required to successfully complete the Kansas Performance Teaching Portfolio and take and pass one or more KSDE identified licensure exam(s) at or above the level of performance specified by KSDE. With successful completion of the teacher education program of study as well as passing the required licensure exam(s), Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement.

### Kansas Teacher Competency Tests: Praxis II

The Kansas Legislature has mandated that all teacher licensure candidates demonstrate content knowledge and teaching knowledge prior to Kansas Teacher Licensure. Candidates must pass the content exam (passing scores vary from exam to exam), as well as the Principles of Learning and Teaching test (PLT) with a score of 160 or higher. This test is given periodically at various Kansas testing centers. Candidates are responsible for arranging to be tested before applying for state licensure.

### Professional Requirements toward Licensure

To accommodate the needs of candidates, classes are scheduled in six-, twelve- and sixteen-week sessions. Field experiences in 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 out-of-state licensure.

The professional course sequence is designed developmentally to include a set of specifically identified courses to be completed pre- and post-formal admission to the Teacher Education Program. With the exception of EDUC 220, all education courses which do not require prior admittance to the Teacher Education Program include field-based experiences. Core professional courses taken subsequent to admission to the Teacher Education Program contain clinical experiences.

#### Required of all candidates:

Prior admittance to the Teacher Education Program is not a prerequisite:

In Education:

150 Introduction to Education (Traditional 4-year student)

OR

212 Education Seminar (Delayed entrant and second career student)

215 Foundations of Education

216 Diversity Field Experience

220 Educational Technology

Subsequent to formal admittance to the Teacher Education Program:

In Education:

322 Educational Psychology

- 323 Introduction to Exceptionalities
- 440 Student Teaching Seminar

**Required for early childhood majors:**

Subsequent to formal admittance to the Teacher Education Program:

In Education:

- 359 Reading Practicum
- 436 Early Childhood Methods and Management
- 446 Observation and Supervised Teaching in Early Childhood Programs

**Required for elementary majors:**

Subsequent to formal admittance to the Teacher Education Program:

In Education:

- 359 Reading Practicum
- 437 Elementary School Methods and Management
- 447 Observation and Supervised Teaching in the Elementary School

**Required for those seeking middle-level/secondary licensure:**

Prior admittance to the Teacher Education Program is not a prerequisite:

In Education:

- 344 Content Area Literacy
- 438 Teaching (subject) in the Secondary Schools

Subsequent to formal admittance to the Teacher Education Program:

In Education:

- 352 Principles of Effective Secondary Instruction
- 439 Secondary School Methods and Management
- 448 Observation and Supervised Teaching in the Middle School (\*for music, PE, and middle-level math licensure only)
- 449 Observation and Supervised Teaching in the Secondary School

**Teacher Education Handbook**

For additional information concerning the Southwestern College teacher education program, candidates should refer to the Teacher Education Handbook, available in the education department.

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## Teacher Education

### B.A., Major in Early Childhood Education

The early childhood education program of study at Southwestern College combines early childhood education and early childhood special education into one license for birth through age eight (third grade).

This innovative program provides two semesters of field-based experiences where candidates work together with professionals in the field gaining practical experiences with young children.

**Professional requirements:**

The program requires ten professional courses as specified in Professional Requirements section.

**Major requirements:**

In Education:

- 280 The Other Literacies
- 311 Introduction to Early Childhood Education
- 325 Methods for Teaching Motor Development, Expressive Arts, Social Studies
- 329 Children's and Adolescents' Literature
- 333 Teaching Young Children with Disabilities
- 335 Infant Development
- 336 Introduction to the Reading Process
- 339 Assessment Strategies in Early Childhood
- 341 Reading in the Elementary School
- 343 Home, School, and Community
- 420 Oral Language Development
- 425 Administration, Guidance, and Behavior
- 429 Assessment in Early Childhood Intervention
- 432 Technology in Special Education



- 435 Methods of Teaching Math and Science
- 450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition
- 490 Teaching English as a Second Language and Assessing Language Competency

**Cognate requirements:**

In Mathematics:

- 215 Introduction to Statistics and Probability

In Physical Education and Sports Studies:

- 205 Critical Issues in Health

**B.A., Major in Elementary Education**

The elementary education program of study at Southwestern College prepares candidates to fulfill roles in contemporary schools, kindergarten through sixth grade.

**Professional requirements:**

The bachelor of arts major in elementary education requires the ten professional courses as specified in Professional Requirements section above.

**Major requirements** (these courses are open to students who have not yet applied for admission to the teacher education program):

In Education:

- 223 Fine Arts in the Elementary School
- 280 The Other Literacies
- 318 Numbers, Computation, and Mathematical Processes
- 328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher
- 329 Children's and Adolescents' Literature
- 336 Introduction to the Reading Process
- 337 Science in the Elementary School
- 338 Mathematics in the Elementary School
- 341 Reading in the Elementary School
- 344 Content Area Literacy
- 345 Social Science in the Elementary School
- 450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition
- 490 Teaching English as a Second Language and Assessing Language Competency

**Cognate requirements:**

In Mathematics:

- 215 Introduction to Statistics and Probability

In Physical Education and Sports Studies:

- 205 Critical Issues in Health

**Minor in Early Childhood Education****Minor requirements:**

In Education:

- 311 Introduction to Early Childhood Education
- An additional 12 hours selected from the following:
- 325 Methods of Teaching Motor Development, Expressive Arts and Social Studies
- 335 Infant Development
- 339 Assessment Strategies in Early Childhood
- 343 Home, School, and Community
- 420 Oral Language Development

**Mid-level/Secondary Education Licensure**

Kansas teacher licensure at the mid-level/secondary level is available in the following levels and subject areas:

- American History, World History, and Political Science (secondary, see requirements under History in Main Campus majors)
- Biology (secondary, see requirements under Biology in Main Campus majors)
- Chemistry (secondary, see requirements under Chemistry in Main Campus majors )
- English (secondary, see requirements under English in Main Campus catalog in Main Campus majors )

- Mathematics (secondary, middle level; see requirements under Mathematics in Main Campus majors )
- Music (P-12; see requirements under Music in Main Campus majors)
- Physical Education (P-12; see requirements under Physical Education and Sport Studies in Main Campus majors)
- Speech/Theatre (secondary, see requirements under Communication or Theatre in Main Campus majors)

**Cognate requirements:**

In Mathematics:

215 Introduction to Statistics and Probability

In Physical Education and Sports Studies:

205 Critical Issues in Health

**Undergraduate Education Course Descriptions****Department Code: EDUC**

- 150 Introduction to Education.** 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 inquiry and personal involvement in planning an effective and successful career in education. Includes field-based experiences. *This course is only for traditional students in a 4-year plan.* Credit 2 hours.
- 212 Education Entrance Seminar.** Education Entrance Seminar provides an introduction to education as a career for second career and delayed start undergraduate learners. This 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 inquiry and personal involvement in planning an effective and successful career in education. *This course is only for second career and delayed start learners.* Credit 2 hours.
- 215 Foundations of Education.** This course explores the theories and applications of educational philosophies for prospective teachers' use in both the classroom and their personal and professional lives. Additionally, educational institutions will be examined from historical, economic, sociological, and political perspectives. Includes field-based experiences. Credit 3 hours.
- 216 Diversity Field Experience.** This course provides an opportunity for prospective teachers to observe, tutor, or mentor students in a school where there is a diverse population. Includes field-based experiences. Includes field-based experiences. Prerequisites: EDUC 215 (or concurrent enrollment.) Credit 1 hour.
- 218 Child Psychology.** The development of behavior from infancy through adolescence. The focus will be on biological, cognitive, and socio-emotional theories and research of child development. An emphasis will be placed on the development of these theories as well as how they can be applied in real world contexts. Cross-listed with Psychology. Credit 3 hours.
- 220 Educational Technology.** Prospective teacher education candidates will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Prospective candidates will interpret and implement the National Educational Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Technology integration across the curriculum will be explored and students will develop and design lessons and use technology tools to support learning in an educational environment. Credit 3 hours.
- 223 Fine Arts in the Elementary School.** The course provides a prospective teacher education candidates with the design, implementation, and evaluation of fine arts (music, art, dance) learning activities that are developmentally appropriate, meaningful, and challenging for all K-6 students, and the learning activities lead to positive learning outcomes that develop positive dispositions toward artistic explorations and expression. Credit 3 hours.
- 280 The Other Literacies.** Prospective teacher education candidates will familiarize themselves with the literacy components of writing, speaking, and listening. Prospective candidates will refine their own writing skills, explore the writing process, understand the role of grammar in writing, and identify strategies to help PK-12 learners develop their own writing skills. The skills needed to view and comprehend material, arrange it, and aid PK-12 learners in the various ways information can be processed will also be addressed. Additionally, prospective candidates will examine the benefits of cooperative learning in enhancing the speaking and listening skills of PK-12 learners, as well as the characteristics of exemplary speakers and listeners in the classroom. Credit 3 hours.
- 311 Introduction to Early Childhood Education.** This is an introductory course for those preparing for licensure to teach in the early childhood area. This course is designed to assist each prospective teacher education candidates in gaining a valid and comprehensive knowledge of what is involved in early childhood education.

Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in early childhood, and developing an understanding of how children develop and learn successfully. Current trends, issues, developmental theories, and research findings related to the education of young children will be explored. Credit 3 hours.

- 318 Numbers, Computation, and Mathematical Processes.** A course focusing on number sense, number systems, and their properties with an emphasis on analyzing the Common Core State Standards for Math with Kansas Additions numbers and computation standard, benchmarks, and indicators. An introduction of theorists, theories, and developmental stages will be addressed and integrated into activities and lessons. This course includes development and understanding of the five process standards, connections, and application with number sense in the classroom. All methods, concepts, and strategies will be applied to a classroom environment and differentiated for all learners. Credit 3 hours.
- 322 Educational Psychology.** A course designed specifically to study the behavior of individuals and groups in educational settings. Emphases are placed upon development, motivation, assessment, individual differences, teaching modalities and learning preferences. Attention is also given to character education and attitudes. Directed observation and participation in the public schools provide practical application of course theory. Includes clinical experience. Prerequisite: PSYC 112 and admission to Teacher Education program. Credit 3 hours.
- 323 Introduction to Exceptionalities.** A course designed to prepare elementary and secondary education candidates in the understanding and appreciation of students with exceptionalities. Emphases are placed upon characteristics and categories of exceptionality, processes of referral, assessment, and placement of exceptional students. Effective teaching practices and observations in the public schools provide practical application of course theory. Includes clinical experiences. Prerequisite: Admission to the Teacher Education program. Credit 3 hours.
- 325 Methods of Teaching Motor Development, Expressive Arts, Social Studies.** This course will examine the curricula, instructional strategies, and classroom organization for motor development, expressive arts, and social studies relevant to children ages birth through 8. Emphasis will be placed on the uniqueness as well as interrelatedness of the content areas, teaching methodology, and their successful implementation in the classroom environment. The course is designed as lecture with a co-requisite 45 hours field-based experience with children in an early childhood setting. Credit 3 hours.
- 328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher.** This course addresses the major concepts of health education, human movement, and physical activity as essential elements which foster a healthy lifestyle. Content includes health, nutrition, safety, impact of movement on brain development and learning, and integrates movement learning theories and practice across all curricular areas and instruction. Credit 2 hours.
- 329 Children's and Adolescents' Literature.** This is a survey of literature K-12. It explores literature and relevant contemporary issues regarding literary works and pedagogy pre-K through 12th grade. Students will also become familiar with text complexity and its use in helping readers progress into more challenging levels of literature. Credit 2 hours.
- 333 Teaching Young Children with Disabilities.** This course prepares early childhood candidates in the understanding and appreciation of young children with exceptionalities. This course provides an overview of early childhood special education including service delivery models, atypical infant/toddler development, the effects of early intervention, and characteristics and etiologies of disabilities in young children. Appropriate delivery systems, assessment, curriculum, and intervention strategies will be considered. Credit 4 hours.
- 335 Infant Development.** The purpose of this course is to introduce early childhood teacher candidates to growth and development issues related to infants and toddlers and to provide experiences with the organization and management of high quality environments for infants. Appropriate play activities will be introduced. Credit 3 hours.
- 336 Introduction to the Reading Process.** This course introduces prospective early childhood and elementary teacher candidates to children's speech and language development, the recognition and development of emergent literacy, and the foundational knowledge of the reading process. This will include an understanding of basic literacy development and the cultural and linguistic diversity issues related to this development, knowledge of the major components of reading, appropriate methodologies for building an effective balanced reading program, and a variety of assessment tools and practices used to plan and evaluate effective reading instruction. Credit 3 hours.
- 337 Science in the Elementary School.** A course that focuses on methods of science instruction, organizing and presenting science materials for instruction, observation of classroom science presentation, familiarization with current trends in science education, and the development of a background in the content areas of science. Credit 3 hours.
- 338 Math in the Elementary School.** A course focusing on principles and methods of mathematics instruction at the elementary level organized around the Common Core State Standards for Math with Kansas Additions. Development and presentation of math materials and units of instruction, familiarization with current trends

in math curriculum and instructional methodology, and attention to evaluating and adapting instructional materials and delivery methods to the needs and learning styles of students are components of this course. Prerequisite: EDUC 318. Credit 3 hours.

- 339 Assessment Strategies in Early Childhood.** This course prepares early childhood teacher candidates to conduct reliable and valid assessments of children's growth and development in the early childhood arena. Candidates are introduced to and have an opportunity to practice developing formal and informal assessment devices. Practice in developing and evaluating both open and closed assessment format is also provided. Special attention is given to performance-based assessments, particularly in the context of instruction that is developmentally appropriate. Credit 3 hours.
- 341 Reading in the Elementary School.** This course will emphasize the various methods of teaching and assessing reading in the elementary. It will prepare teacher candidates to develop programs to strengthen vocabulary and comprehension skills, assess growth in reading skills, diagnose reading problems, and adapt instructional materials and delivery methods to meet the special needs and learning styles of students. In conjunction with regular course work, the candidate will gain experience through practical application through field based experiences. Credit 3 hours.
- 343 Home, School, and Community.** The purpose of this class is to promote the understanding that quality services for young children and their families are best ensured by establishing collaborative relationships between the home, school, program, and community. A portion of the course focuses on techniques for establishing collaborative relationships with parents and involving family members in the growth and development of the young child. Health, nutrition, and safety issues also will be explored. Credit 3 hours.
- 344 Content Area Literacy.** This course will address the content area literacy movement and the philosophy behind this approach to instruction in K-12. Schema activation for pre-reading, metacognitive monitoring for during reading and post-reading discussion building and critical thinking will be addressed. This class will also address vocabulary and concept development, study skills, effective writing prompts, assessments and considerations for special-needs and English language learners. Includes field-based experiences. Credit 3 hours.
- 345 Social Science in the Elementary School.** This course emphasizes the relationship of the various social science areas and the elementary school curriculum. Content includes unit and instructional material development and presentation, familiarization with current trends in social studies instruction. Emphases include multicultural instruction, interdisciplinary unit development, and the methodology of content delivery. Credit 3 hours.
- 352 Principles of Effective Secondary Instruction.** This introductory course is designed to provide an overview of essential elements of planning and implementing effective instruction at the secondary level. Emphasis will be given to integrating fundamental concepts and processes of curriculum development with select instructional strategies and models that can best be employed to enhance student learning. Includes clinical experiences. Prerequisite: Admission to Teacher Education program. Credit 3 hours.
- 359 Reading Practicum.** This course provides candidates with an opportunity to work directly with K through 6<sup>th</sup> grade students in schools, providing literacy help through assessment, data analysis, intervention, and remediation. Candidates will spend 20 hours in the field tutoring young students, and then reflect on their effectiveness as teachers of literacy. Prerequisites: EDUC 336 and admission to Teacher Education program. Credit 1 hour.
- 362 Professional Development School Seminar A.** This seminar focus includes acquaintance with PDS site, explorations of "specials" (art, music, library) and their relation to the educational process of the school program, observations, curricular review, and presentations in the content areas of math, social studies, children's literature, art, and music, and lesson design, planning, and methodology. This seminar is taken during the first PDS Module. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.
- 363 Professional Development School Seminar B.** This seminar focus includes exploration of effective teaching practices, observation, curricular review, and presentation in the content areas of science, language arts, and physical education, familiarization with the state and local testing programs, acquaintance with food service and transportation resources and the particulars associated with the planning and implementation of classroom field trips. This seminar is taken during the second PDS Module. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.
- 420 Oral Language Development.** This course introduces candidates to children's speech and language development, recognition and development of readiness skills, and appropriate methodologies for developing the communications skills of young children. Credit 3 hours.
- 425 Administration, Guidance, and Behavior.** This course will provide an overview of the responsibilities of administrators, directors, and teachers in school and program management. Legal and financial issues also will be covered, as well as ethical aspects of early childhood programs. Additionally, candidates will be introduced to successful classroom management strategies. Credit 3 hours.
- 429 Assessment in Early Childhood Intervention.** This course will focus upon the administration and interpretation of test instruments 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. Credit 3 hours.
- 432 Technology in Special Education.** The course provides an overview of technology, specifically, assistive technology and what it can do for learners with special needs. In addition, candidates will be able to implement a framework for identifying student needs and determining desired outcomes when choosing technological solutions. Credit 3 hours.
- 435 Methods of Teaching Science and Math.** This course will prepare candidates to teach science and mathematics in the early childhood (birth through eight) setting. Theories and methodologies will be explored. Special attention will be given to developmentally appropriate activities, with significant emphasis placed on integrating subject matter. Technology issues also will be covered. Credit 3 hours.
- 436 Early Childhood Methods and Management.** This course focuses on the development of professional teaching skills for the early childhood teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods. Includes clinical experiences. Prerequisites: Admission to Teacher Education program and senior standing. Credit 3 hours.
- 437 Elementary School Methods and Management.** This course focuses on the development of professional teaching skills for the elementary 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, candidates complete their professional portfolio and make application for the Capstone which includes the student-teaching placement. This course is taken immediately prior to the professional block. Includes clinical experiences. Prerequisites: Admission to Teacher Education program and senior standing. Credit 3 hours.
- 438 Teaching (subject) in the Secondary Schools.** This course provides secondary education candidates with instructional strategies, methods and familiarity with current trends in their content area. Students are involved in a mentoring triad with public school teachers, subject area faculty, and the secondary education director. In conjunction with his or her mentor partners, each student develops a plan for study, observation, and practice in the public schools and on campus. Includes field-based experiences. Students seeking History and Government licensure must pass the Comprehensive Content Exam covering social science disciplines. Prerequisites: concurrent enrollment in EDUC 439 and successful completion or concurrent enrollment in EDUC 344, or consent of instructor. Credit 3 hours.
- 438C Teaching and Directing Forensics and Debate in the Secondary Schools.**
- 438E Teaching English in the Secondary Schools.**
- 438H Teaching History and Government in the Secondary Schools.**
- 438M Teaching Math in the Secondary Schools.**
- 438N Teaching Science in the Secondary Schools.**
- 438P Teaching Health and Physical Education in the Secondary Schools.**
- 438S Teaching and Directing Music in the Secondary Schools.**
- 438T Teaching and Directing Theatre in the Secondary Schools.**
- 439 Secondary School Methods and Management.** This 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, candidates complete their professional portfolio and make application for the Capstone which includes the student-teaching placement. This course is taken immediately prior to the professional block. Includes clinical experiences. Prerequisites: Admission to Teacher Education program and senior standing. Credit 3 hours.
- 440 Student Teaching Seminar.** A seminar course designed to be taken in conjunction with the student teaching block. This course focuses on the development and completion of the Kansas Performance Teaching Portfolio as well as the practical steps needed for obtaining a teaching position. Candidates practice reflection and problem solving of professional issues and tasks which may be encountered by the beginning teacher. Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with either EDUC 446, 447, 448, 449. Course graded S/U. Credit 1 hour.
- 446 Observation and Supervised Teaching in Early Childhood Programs.** Clinical experiences in Pre-K through third grade accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.
- 447 Observation and Supervised Teaching in the Elementary School.** Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.
- 448 Observation and Supervised Teaching in the Middle School.** Clinical experiences in accredited schools for teacher licensure candidates. Concurrent with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.

- 449 Observation and Supervised Teaching in the Secondary School.** Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.
- 450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition.** This is an introductory course in language and linguistics, which explore the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Candidates 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. Theories and research of secondary language acquisition will also be explored, along with the relationship of communication, culture, and identity as it relates to language learning. This course is designed as one of two courses to prepare candidates for the ESOL Praxis II exam. Credit 3 hours.
- 459 Restricted Licensure Program Practicum.** This course provides restricted licensure candidates with supervised practica throughout the teacher education program until they obtain their initial license. Restricted licensure candidates are required to enroll in the practicum fall and spring semesters until the initial license is granted. Credit 1 hour. May be repeated for credit six times.
- 462 Professional Development School Seminar C.** This seminar focus includes assessment procedures at the classroom and building levels including grades; record keeping and reporting processes; working with parents, including parent/teacher conferences; roles and responsibilities of the home-school specialist, DARE officer, and custodial staff; extended lesson/unit planning and presentation; classroom celebrations; school demographics with implications for program planning, and reading curriculum. This seminar is taken during the third PDS module which immediately proceeds the student teaching semester. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.
- 463 Professional Development School Seminar D.** This seminar focus is Action Research. Candidates, in consultation with PDS liaison, mentors, and site managers, design, explore, and implement an action research project within their classroom/building reflective of previous on-site experiences and course work. This seminar is taken during the fourth PDS module which is the student teaching semester. Open only to and required for candidate accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.
- 490 Teaching English as a Second Language and Assessing Language Competency.** 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. Credit 3 hours.

# Graduate Programs in Education

The Southwestern College teacher education program is a student-centered learning community dedicated to optimal intellectual growth, preparation for leadership in the field of education, personal development, ethical values, and lifelong service in a world beyond cultural boundaries.

All graduate programs are consistent with the Southwestern College Educator Preparation Program Conceptual Framework that consists of five constructs with three recurring components. Indicators for each construct and component detail the expectations of educators prepared in Southwestern College's undergraduate and graduate education programs.

- **Content and pedagogy:** The educator has knowledge, skills, and dispositions in content and pedagogy that continuously grow and evolve over time.
- **Instruction and Assessment:** The educator has knowledge, skills and dispositions to facilitate learning for students.
- **Collaboration:** The educator has knowledge, skills and dispositions to interact collaboratively with students, families, colleagues, other professionals, and community members.
- **Leadership:** The educator has the knowledge, skills, and dispositions to act as an instructional leader, data analyst, community relations officer and change agent.
- **Reflection and Growth:** The educator has knowledge, skills, and dispositions to use evidence, reflection, and feedback to continually evaluate his/her practice, the effects of his/her choices and actions on others and adapt practice to meet the needs of each student.

To accommodate the needs of candidates, graduate classes are scheduled in six-, twelve- and sixteen-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 out-of-state licensure.

## Graduate Program Admission

Entrance requirements vary by program. All programs require a 3.0 to maintain enrollment. Graduate students with an undergraduate GPA below 3.0 but higher than 2.5 may be admitted conditionally. After 6 credit hours, if graduate students maintain a 3.0, they are fully eligible for any of the three education master's programs (C & I, SPED or MAT) for which they have been conditionally accepted.

### For More Information

For admission forms or more information write, call, fax, or email:  
 Office of Admission  
 Southwestern College  
 100 College Street  
 Winfield, KS 67156-2499  
 Phone: (620) 229-6364 or (800) 846-1543 ext. 6364  
 Fax: (620) 229-6344  
 E-mail: [scadmit@sckans.edu](mailto:scadmit@sckans.edu)

## Transfer Students

Students 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.A.T. program (see section below for details regarding transfer for the M.Ed. programs). See Graduate Academic Policies for more information about transfer credits.

### Transfer Courses for M.Ed.

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. Transfer courses submitted for required courses must correspond to the catalog description of the Southwestern College course for which they are substituted.
2. 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.
3. 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, a course substitution request must be submitted to the dean of teacher education.
  - d. For courses not yet taken, the student needs to obtain prior approval by submitting any available descriptive information on the class to the dean of teacher education. Prior approval is required to ensure acceptance of transfer courses to fulfill program requirements.
  - e. Graduate credit for education workshops may be available if prior arrangements are made to include the workshop in an independent study under EDUC 571x (A, B, C, etc.). Additional readings, activities, or assignments may be required to assure that the independent study meets standards for a graduate level course.

### Kansas Licensure

Unless indicated within the program description, Southwestern College Education programs provide Kansas licensed teachers opportunities to add additional endorsements to their initial Kansas License. All graduate degrees require the completion of a portfolio. Prior to requesting an additional licensure endorsement, the candidate must demonstrate he or she has met the standards appropriate for the license. Candidates should consult the specific program chair and the licensing officer to determine what documentation is necessary for each added endorsement.

## Master of Arts in Teaching (M.A.T.)

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The 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, chemistry, English, social sciences, mathematics, and speech/theatre. The program also enables licensure for grades P-12 for graduates who have received baccalaureate or higher degrees in music and 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 may be 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.

### Program Requirements

The master of arts in teaching includes 36 semester hours of graduate courses for candidates seeking to obtain grades 6-12 or P-12 licensure. This master's program cannot be completed by a person who already holds a valid teaching license.

Two pathways to licensure exist within the M.A.T. program: *restricted* and *traditional*. Candidates pursuing the M.A.T. under restricted licensure have been hired to teach in their content area while they



are pursuing initial teaching license. Enrollment in EDUC 608: Restricted Licensure Practicum is required each semester the candidate is teaching under a restricted license. Restricted licensure candidates complete EDUC 609: Teacher Portfolio during their last semester of enrollment.

Candidates not in the restricted licensure program complete EDUC 607, a 14-week traditional student teaching practicum, and be concurrently enrolled in EDUC 609: Teacher Portfolio.

In order to be fully licensed, all candidates must pass both the the Praxis II exam in their teaching content area (as part of the application process) and the Principles of Learning and Teaching exam at the criterion score set by KSDE. It is the responsibility of the candidate to pass these exams as a condition of licensure. A recommendation for a teaching license occurs after all licensure requirements are successfully completed.

Enrollment in the program requires a minimum 2.75/4.00 grade point average, a degree-bearing official transcript from a regionally accredited or equivalently accredited college or university, and an application and successful completion of the Praxis II content exam associated with the area of licensure. (See [www.ets.org](http://www.ets.org)). No content area courses with grades below a “C” are accepted. Once admitted dispositions will be assessed and such information is aggregated across all candidates to establish baseline information for the program.

Candidates pursuing an M.A.T. must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

**Program Admission**

Type of Program:	Initial licensure
Who is Eligible:	A bachelor’s degree in a secondary licensure area.
Program Admission Requirements:	Some undergraduate content may be required if the degree is not endorsed in a licensure area.
• Application	Yes
• GPA	2.75 on courses required for content endorsement
• Letters of Recommendation	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	Yes, during EDUC 601
• Agreement with School District	Yes (if restricted)
• Content Exam	Yes, passing score on Praxis II for content
• Current Teaching License	No

**Required Courses (36 credit hours)**

In Education:

- 512 Action Research
- \* 524 Introduction to Special Education
- \* 549 Race, Class, and Power in Schools
- \* 601 Seminar
- \* 602 Education Foundations
- \* 603 Educational Psychological/Learning Theories
- \* 604 Content Area Literacy
- \* 605 Teaching in the Content Areas

- \* 606 Teaching Methods
- \* 607 Student Teaching Practicum **OR**
- \* 608 Restricted Licensure Practicum (repeated for credit – see course description)
- \* 609 Teacher Portfolio
- \* 526 Classroom Management
- \* 610 Developmental Psychology **OR**
- 518 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 can be included in the program to complete the degree.

## Master of Education (M.Ed.)

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The master of education degree at Southwestern College meets the needs of teachers and provides assistance for those seeking national certification through the National Board for Professional Teaching Standards (NBPTS). Majors in curriculum and instruction, special education, and early childhood education are offered. Additionally, majors in educational leadership and teacher leadership are offered within the Ed.D. program. Most Southwestern graduate students are professionals employed in education or other fields. To accommodate the needs of these graduate students, graduate classes are scheduled evenings and weekends in six-week, twelve-week, or sixteen-week sessions.

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

The master of education with a major in curriculum and instruction (M.Ed. in C&I) includes 36 semester hours of courses for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment.

The M.Ed. in curriculum and instruction is organized through a four-dimensional approach to preparing educators for the 21<sup>st</sup> 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 students and their learning,
- know the subjects they teach and how to teach those subjects to students,
- are responsible for managing and monitoring student learning,
- think systematically about their practice and learn from experience, and
- are members of learning communities.

This program is based on four dimensions. The first dimension, the Professional Core, is a series of courses in the theoretical, philosophical, cultural, and historical process of curriculum and teacher leadership. These courses assist candidates in using their knowledge of what students 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 EDUC 501 Current Educational Trends, EDUC 530 Curriculum Development, EDUC 542 Instructional Design, EDUC 549 Race, Class and Power in Schools, and EDUC 518 Educational Practice Innovation.

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate students choose from five Areas of Emphasis: Generalist,

English for Speakers of Other Languages (ESOL), Early Childhoods, Special Education, and School Improvement Planning & Technology Integration. Graduate students should work with their 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 actional research and assessments, tests, and measurements, graduate students learn to gauge student 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: EDUC 512 Action Research and EDUC 543 Assessments, Tests and Measurements.

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 Board of Professional Teaching Standards (NBPTS). The program promotes that assessment of a course of action that will provide demonstrated evidence of the graduate student’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 student learning.

**EDUC 562 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 students
- Effectively managing and monitoring student learning
- Thinking systematically about practice and learning from that experience
- Demonstrating competencies in critical and reflective thinking, and scholarly writing
- Demonstrating growth and transformations 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 understanding of theory, research, knowledge, skills and dispositions learned. The electronic presentation of the portfolio to the teacher education faculty incorporates work completed during the program. The presentation requires the candidate to engage in a self-evaluation process that demonstrates the thoughtful consideration of knowledge gained through the completion of the program.

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 students.

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

**Program Admission**

Type of Program:	Re-licensure
Who’s Eligible:	A bachelor’s degree.
Program Admission Requirements:	Some undergraduate content may be required if the degree is not endorsed in a licensure area.
• Application	Yes
• GPA	2.50
• Letters of Recommendation	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	No
• Agreement with School District	No
• Content Exam	No
• Current Teaching License	No

Enrollment in the program requires a minimum 2.50/4.00 grade point average, a degree-bearing official transcript from a regionally accredited or equivalently accredited college or university, and an application. Once admitted dispositions will be assessed and such information is aggregated across all candidates to establish baseline information for the program.

**Major Requirements: (36 credit hours)**

In the Professional Core (Select 5 courses):

- 501 Current Educational Trends
- 518 Educational Practice and Innovation
- 530 Curriculum Development

542 Instructional Design  
 549 Race, Class, and Power in Schools

Generalist:

520 Instruction and English Language Learners  
 540 Creating Community in the Classroom  
 560 Investigating Student Work  
 615 Reading Assessment and Intervention

Area of Emphasis or Courses in ESOL:

520 Instruction and English Language Learners  
 560 Investigating Student Work  
 550 Introduction to Language and Linguistics  
 590 Teaching English as a Second Language and Assessing Language Competency

Area of Emphasis in Early Childhood Education:

525 Collaboration with Families and Communities  
 614 Advanced Theory and Practice for Early Childhood Education  
 618 Classroom Management and Organization-Early Childhood Settings  
 622 Teaching Methods and Practice in Early Childhood Education

Area of Emphasis in Special Education (Toward Additional Licensure\*):

514 Introduction to Special Education: Individual Educational Plan Development\*  
 523 Instructional Strategies: Learning Difficulties\*  
 524 Introduction to Special Education\*  
 558 (K-6) or 559 (6-12) Initial Practicum in Adaptive Special Education\*

Candidates not seeking additional licensure may substitute one or more of the following for above courses:

615 Reading Assessment and Intervention  
 522 Instructional Strategies: Behavior Difficulties  
 528 Collaboration with Parents and Professionals

Area of Emphasis in School Improvement Planning and Technology Integration:

502 School Improvement Planning  
 505 Creating Networks of Collaborative Practice  
 510 Integrating Technology across Disciplines  
 532 Technology in Special Education

In Research and Assessment:

512 Action Research  
 543 Assessments, Tests and Measurements

Portfolio:

562 Portfolio

### **M.Ed., Major in Early Childhood Education**

The master of education with a major in early childhood includes 33 semester hours of courses for birth through third grade teachers and other early childhood professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment.

The advanced professional preparation is aligned to the core standards of the National Association for the Education of Young Children (NAEYC). These are identical to NAEYC's Initial Licensure core standards for early childhood programs. At the graduate level, graduate students demonstrate competence at a higher level and with greater depth and specialization in the following standards:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing, Documenting and Assessing to Support Young Children and Families
- Teaching and Learning
- Connecting With Children and Families
- Using Developmentally Effective Approaches
- Understanding Content Knowledge in Early Education
- Building Meaningful Curriculum
- Growing as a Professional

The standards noted are assessed through assignments in the capstone experiences courses: EDUC 626 Professionalism in Early Childhood Education I and EDUC 630 Professionalism in Early Childhood Education II.

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

**Major Requirements: (33 credit hours)**

In the Professional Core:

- 525 Collaboration with Families and Communities
- 612 Advanced Child Development

Emphasis on Early Childhood:

- 532 Technology in Special Education
- 614 Advanced Theory and Practice for Early Childhood Education
- 618 Classroom Management and Organization-Early Childhood Settings
- 622 Teaching Methods and Practice in Early Childhood Education
- 624 Early Childhood Education through Different Cultural Perspectives

In Research and Assessment:

- 512 Action Research
- 543 Assessments, Tests and Measurements

Capstone Experience:

- 626 Professionalism in Early Childhood Education 1
- 630 Professionalism in Early Childhood Education 2

**Program Admission**

Type of Program:	Re-licensure
Who’s Eligible:	A bachelor’s degree in education.
Program Admission Requirements:	Significant experience in an early childhood setting. Candidates with limited experience in education should consider the Early Childhood Emphasis within Curriculum & Instruction
• Application	Yes
• GPA	3.0
• Letters of Recommendation	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	No
• Agreement with School District	Yes, for field experience hours
• Content Exam	No
• Current Teaching License	No

Enrollment in the program requires a minimum 3.0 grade point average, a degree-bearing official transcript from a regionally accredited or equivalently accredited college or university, and an application. The master’s in early childhood education presumes experience and background in education. Those without a license or significant experience in early childhood education may wish to enter the curriculum & instruction master’s and take early childhood education as an area of emphasis. Once admitted dispositions will be assessed and such information is aggregated across all students to establish baseline information for the program.

**M.Ed., Major in Special Education - High-Incidence Disabilities**

The master of education with a major in special education high-incidence disabilities is designed for those who wish to earn an endorsement in special education as part of their graduate degree. A minimum of 36 hours is required for the graduate degree. Licensure in high incidence 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. EDUC 512 Action Research must be completed within the first 15 hours of the program of study.

Successful completion of two practica courses is required. Endorsement at the elementary level (K-6<sup>th</sup>) requires EDUC 558 and 658; endorsement at the secondary level (6<sup>th</sup>-12<sup>th</sup>) requires EDUC 559 and 659. Each practicum requires 100 hours of instructional contact with students with high-incidence disabilities. Within each practicum, case studies are developed to demonstrate mastery of the state teaching standards required for the endorsement.

Successful completion of a portfolio will be required for this major. The portfolio will demonstrate that the candidate has met the state standards for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. It is currently listed as 5543 and is a computer based test.

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

**Program Admission**

Type of Program:	Advanced license or provisional license
Who’s Eligible:	A bachelor’s degree in education
Program Admission Requirements:	A waiver may be granted which will allow candidates to work in a special education position while the candidate takes classes. After designated classes have been completed, a provisional license may be granted. This is a special arrangement with the State of Kansas, a hiring school district, Southwestern College, and the candidate. Candidate’s progress is shared among all parties.
Application	Yes
GPA	3.0
Letters of Recommendation	Yes, 2
Essay	Yes
Additional Writing Sample	No
Interview	Yes, during EDUC 514
Agreement with School District	Yes (if on a waiver or provisional); Yes for practicum
Content Exam	No
Current Teaching License	Yes

Enrollment in the program requires a minimum 3.0 grade point average, a degree-bearing official transcript from a regionally accredited or equivalently accredited college or university, a current teaching license, and an application.

**Core Major Requirements: (30 credit hours)**

In Education:

- \*514 Introduction to Special Education: Individual Educational Plan Development
- 522 Instructional Strategies: Academic Difficulties
- \*523 Instructional Strategies: Learning Difficulties
- \*524 Introduction to Special Education
- 528 Collaboration with Parents and Professionals
- 526 Classroom Management
- 529 Legal Issues in Special Education
- 535 Assessment Strategies
- 615 Reading Assessment and Intervention

For Endorsement in Elementary Special Education (Elementary; K-6)

- \*558 Initial Practicum in High-Incidence Special Education, K-6

658 Advanced Practicum in High-Incidence Special Education, K-6

And select from one of the following electives:

- 532 Technology in Special Education
- 533 Language Development and Disorders
- 534 Transitions in Education
- 555 Topics in Education (*up to three hours*)
- 725 Foundations of Autism Spectrum Disorder
- 819 Classroom Inquiry through Action Research

For Endorsement in Secondary Special Education (Secondary; 6-12)

- \*558 Initial Practicum in High-Incidence Special Education, 6-12
- 658 Advanced Practicum in High-Incidence Special Education, 6-12
- 534 Transitions in Education

Research requirements: (three credit hours)

- 512 Action Research
- \*required for provisional certification

### M.Ed., Major in Special Education - Low-Incidence Disabilities

The master of education with a major in special education low-incidence disabilities is designed for those who wish to earn an endorsement in special education as part of their graduate degree. A minimum of 36 hours is required for the graduate degree. Licensure in low incidence disabilities (Severe and Profound, Intellectual Disability, Medically Fragile, Deaf/Blind) may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional license. EDUC 512 Action Research must be completed within the first 15 credit hours of the program of study.

Successful completion of two practica courses is required: EDUC 758 Initial Practicum in Low-Incidence Special Education and EDUC 759 Advanced Practicum in Low-Incidence Special Education. Each practicum requires 100 hours of instructional services with students with low-incidence disabilities. Within each practicum, case studies are developed to demonstrate mastery of the state teaching standards required for the endorsement.

Successful completion of a portfolio will be required for this major. The portfolio will demonstrate that the student has met the state standards for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. It is currently listed as 5545 and is a computer based test.

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course and maintain a minimum GPA of 3.0.

#### Program Admission

Type of Program:	Advanced license or provisional license
Who's Eligible:	A bachelor's degree in education
Program Admission Requirements:	A waiver may be granted which will allow candidates to work in a special education position while the candidate takes classes. After designated classes have been completed, a provisional license may be granted. This is a special arrangement with the State of Kansas, a hiring school district, Southwestern College, and the candidate. Candidate's progress is shared among all parties.
• Application	Yes
• GPA	3.0
• Letters of Recommendation	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	Yes, during EDUC 514

• Agreement with School District	Yes (if on a waiver or provisional); Yes for practicum
• Content Exam	No
• Current Teaching License	Yes

Enrollment in the program requires a minimum 3.0 grade point average, a degree-bearing official transcript from a regionally accredited or equivalently accredited college or university, a current teaching license, and an application.

**Core Major Requirements: (33 credit hours)**

In Education:

- \*514 Introduction to Special Education: Individual Educational Plan Development
- \*524 Introduction to Special Education
- 528 Collaboration with Parents and Professionals
- 534 Transitions in Education
- 714 Characteristics of Children & Youth with Low-Incidence Disabilities
- \*718 Methods: Life Skills and Community-Based Instruction
- 722 Functional Behavioral Assessment, Positive Behavior Support, and Classroom Management
- 724 Advanced Methods: Strategies for Students with Significant Sensory, Motor, and Health Needs
- 735 Assessment, Diagnosis, and Evaluation
- 757 Communication and Literacy
- \*758 Initial Practicum in Low-Incidence Special Education
- 759 Advanced Practicum in Low-Incidence Special Education

Research requirements: (three credit hours)

In Education

- 512 Action Research

\*required for provisional certification

Related courses of interest (do not count toward the degree plan or license):

- 725 Foundations of Autism Spectrum Disorder

**Doctor of Education in Educational Leadership (Ed.D.)**

The doctor of education (Ed.D.) in educational leadership is a professional degree for pre-kindergarten through higher education (P-20) practitioners in education and is presented through admission processes that develop cadres of intelligent, visionary doctoral-level educators who will integrate education with 21st century society and technology. The program continues the Southwestern College tradition of educators as servant leaders. A graduate and educational leader will be devoted to improving education by serving the needs of students and organizational members; focusing on meeting their needs; developing employees to bring out the best in them; coaching others and encouraging their self-expression; facilitating personal growth in all who work with them; and listening as they build a sense of community.

The doctor of education in educational leadership program is for early- and mid-career educators who view building, district, and teacher leadership as collaborative, visionary, and transformative to affect change in responsive educational settings. The Ed.D. degree is awarded upon successful completion of the professional portfolio and oral presentation in areas for licensure, and the dissertation and its defense. The curriculum includes both the theory and the practice of education through learning modules that typically establish the theory and then include a practicum within the module.

Within the Ed.D. program, Southwestern College offers two overlapping foci, one for PK-12 leadership and one for higher education (HE) leadership. While each track serves a different level, several courses allow for a rich dialogue to consider perspectives across all levels of education. Collaborative delivery, course design, and course assignments provide candidates opportunities to assist schools and universities as they build leadership capacity within their organizations and across P-20 partnerships.

Within the K-12 educational leadership track, Southwestern College offers Kansas licensure programs in building administration, district administration, and teacher leader. Two master's degrees can be conferred within the program. Students beginning the program without previously having obtained a master's degree are required to obtain two areas of licensure through the Ed.D.



program. Students who have master’s degrees and one of the three areas of licensure already obtained can add one additional area of licensure while earning the Ed.D.

**PK-12 Program Admission**

Type of Program:	Advanced license
Who’s Eligible:	A bachelor’s degree in education with an initial or advanced license
Program Admission Requirements:	Practicing educator with an initial teaching license who can become eligible for a principal license
• Application	Yes
• GPA	3.25 on most recent 60 hours of coursework
• Letters of Recommendation	Yes, 3
• Essay	Yes, Statement of Purpose
• Additional Writing Sample	Yes
• Interview	Yes
• Agreement with School District	Yes (if on a waiver or provisional); Yes for practicum
• Entrance Exam	GRE
• Current Teaching License	Yes

A K-12 licensed educator with a bachelor’s degree and a minimum of five years of teaching by the end of the program is eligible for this program. Southwestern College’s program is designed to be completed in five years of continuous enrollment. Those who enter the program with a master’s degree and a minimum of five years of teaching by the end of the program can expect to complete the program in three years. The program is developed so a candidate can acquire a master’s degree once coursework for licensure is completed.

In addition, the application process requires:

- the master’s degree-bearing applicant must have earned a minimum GPA of 3.5 in all graduate work. No GRE scores are required.
- the bachelor’s degree-bearing applicant must have earned a minimum GPA of 3.25 overall or from the last 60 hours of academic work. GRE scores of 150 or higher required on the verbal and quantitative sections – required for bachelor’s applicants from US colleges/universities.
- Non-native English speakers follow institutional policies.
- Statement of Purpose. This should demonstrate excellence in writing and clarity of thinking. The statement is an opportunity for you to describe your purpose in pursuing graduate study. Why Southwestern College, and this specific program? What are your reasons for graduate study? What is your plan in pursuing this degree?
- A written commitment from the district/workplace where employed. First, indicating that the employer can permit the doctoral aspirant opportunities to utilize a portion of the school day such as time from a planning period, before school, and/or after school for enabling program practica at the school/IHE where s/he is employed. A second commitment is an administrator within that school/workplace will serve as a mentor during practica. The mentor will serve the program participant and must meet Southwestern’s criteria as a clinical faculty member. In the school district where employed, the employee will complete practica within one or more schools and/or the central office and have a mentor while doing so.
- Employed and/or licensed in educational services or a related field.
- Original, official transcripts for all college-level work must have been awarded at a regionally accredited institution.

Higher Education Program Admission

Type of Program:	Non-licensure
Who's Eligible:	A master's degree and employed position in higher education
Program Admission Requirements:	Practicing educator working in a higher education setting
• Application	Yes
• GPA	3.25 on most recent 60 hours of coursework
• Letters of Recommendation	Yes, 3
• Essay	Yes, Statement of Purpose
• Additional Writing Sample	Yes
• Interview	Yes
• Agreement with employer	Yes
• Entrance Exam	GRE
• Current Teaching License	No

Southwestern College's program is designed to be completed in three years of continuous enrollment.

In addition, the application process requires:

- The master's degree-bearing applicant must have earned a minimum GPA of 3.5 in all graduate work. No GRE scores are required.
- GRE scores of 150 or higher requires on the verbal and quantitative sections requires for bachelor's degree-bearing applicants from US colleges/universities
- Non-native English speakers follow institutional policies.
- Statement of Purpose. This should demonstrate excellence in writing and clarity of thinking. The statement is an opportunity for you to describe your purpose in pursuing graduate study. Why Southwestern College, and this specific program? What are your reasons for graduate study? What is your plan in pursuing this degree?
- A written commitment from the IHE where employed. First, indicating that the employer can permit the doctoral aspirant opportunities to utilize a portion of the school day such as time from a planning period, before school, and/or after school for enabling program practica at the school/IHE where s/he is employed. A second commitment is an administrator within that school/workplace will serve as a mentor during practica. The mentor will serve the program participant and must meet Southwestern's criteria as a clinical faculty member. In the school district where employed, the employee will complete practica within one or more schools and/or the central office and have a mentor while doing so.
- Employed and/or licensed in educational services or a related field.
- Original, official transcripts for all college-level work must have been awarded at a regionally accredited institution.

P-20 Program Requirements

**Recency.** To ensure continuity of progress and currency of knowledge, doctoral degree students normally complete all requirements for the degree within 10 years after first enrollment in a doctoral program. The Teacher Education Committee has the authority to grant a one-year extension of the normal seven-year dissertation completion time limit for persuasive reasons, on the written advice of the dissertation committee. There is a 10-year limit on the doctoral degree program. All courses conferring a master's degree must be completed within five years of beginning the program.

*Note:* A candidate may petition the Teacher Education Committee for a leave of absence during the program of study to pursue professional activities related to long-range professional goals. Leaves of absence also may be granted because of illness or other emergency. Generally a

leave of absence is granted for one year, with the possibility of an extension upon request. After an absence of five years, however, a doctoral student or candidate loses status and must apply for admission to the program. After re-admission to the program is granted, the student may petition the Teacher Education Committee to review the student's currency of knowledge relative to courses and program requirements completed during the initial attempt. The decision by the Teacher Education Committee to allow courses/requirements completed during the initial doctoral program plan of study be included in the second plan of study is final.

**Period of Continuous Study.** During the time the candidate is engaged in the Ed.D. program, the following expectation must be satisfied: four consecutive semesters, (two of which are summer sessions) of full-time (part-time summer) enrollment in scheduled courses. Full time equals nine credit hours in fall or spring and part time during the summer with six credit hours. Candidates who enter the program must continuously enroll. If a candidate does not enroll each semester, he or she will reenter under the catalog in which the student resumes the program. If a student does not enroll for two consecutive semesters, he or she must apply to be readmitted.

**Common Requirements.** Doctoral candidates must have on their graduate records the following common course work:

- a) A master's degree (as listed below or equivalent)
- b) A specialization or area of emphasis
- c) Dissertation core courses

**Research Skills.** Before being scheduled for the professional portfolio review and oral presentation, students must present satisfactory evidence that they possess the professional research skills of advanced practitioners in their concentrations by completing all the courses and course expectations with a grade point average of 3.5 on a 4.0 scale in courses within the dissertation core.

**Transfers and Substitutions.** Previously earned graduate credit will only be applied through the receipt of official transcripts. A master's degree from another institution will transfer in as a completed master's degree within the Ed.D. program. For all degrees not previously conferred, a maximum of six hours may be substituted/transferred in from another institution per degree (M.Ed. and Educational Leadership Core/Dissertation Core). Approved courses can only apply to one degree: M.Ed. and Educational Leadership Core/Dissertation Core. Only graduate credits earned after the conferral of a master's degree may be applied to the emphases and the Educational Leadership Core/Dissertation Core. All transfer credits must be applied within the first semester of the student's beginning the program, unless formal exception is granted by the dean of education.

**Professional Portfolio and Oral Presentation for Licensure.** The professional portfolio is a requirement for graduation. Specific guidelines for the portfolio occur during practica, EDUC 859a, 859b, 859c, and 859d. The portfolio review occurs when a licensure endorsement is requested and in the exit process, after the dissertation defense. Students may be concurrently enrolled in EDUC 905 and Professional Portfolio in their final semester.

**Dissertation Committee and Proposal.** Doctoral students begin work on the dissertation during the summer residency in EDUC 804 Research 1. After a candidate begins EDUC 904 Dissertation Writing 3, he or she must remain enrolled in dissertation writing classes until the dissertation has been completed. Students must master objectives for each Dissertation Writing course before beginning the next course in sequence. Consequently, EDUC 901 Dissertation Writing 1, EDUC 902, Dissertation Writing 2, EDUC 904 Dissertation Writing 3, and/or EDUC 905 Dissertation Defense can be repeated. EDUC 904 Dissertation Writing 3 and/or EDUC 905 Dissertation Defense can be repeated to fulfill the continuous enrollment expectation. EDUC 905 Dissertation Defense is the final course in the program.

**Continuance Expectations.** Students pursuing an Ed.D. must earn a grade of "C" or better in each course required for their chosen area of emphasis outlined below: Educational Leadership, District Leadership, Building Leadership, Teacher Leadership, and/or Higher Education Leadership.

**Conferral of Degrees:** Conferral of degrees occurs as degree requirements have been completed. Master's degrees must be conferred before Educational emphases. All degrees can be conferred by the college in May, August or December. Commencement occurs only in May. Therefore the

commencement event includes the hooding ceremony. A doctoral student can be hooded only after the dissertation is completed, signed by all parties, and submitted for publication.

### PK-12 Degree Requirements

The total Ed.D. program requires 90 credit hours for completion and a 3.0 cumulative GPA. The program for building license requires the completion of a master's degree. To complete content toward the Ed.D., the graduate student must show evidence of a completed master's degree, one emphasis, and 15 hours of electives (or second emphasis). Credits earned toward one degree cannot be applied toward a second degree.

#### Master's Degrees

Master's degrees within the program occur when all courses for the degree have been successfully completed. Credits earned while completing a master's degree can be applied toward the master's degree or emphasis, not both. Master's degrees are conferred so that a student can meet licensure requirements. Students must declare a degree pathway within the first semester they take courses.

#### M.Ed. in School Leadership (36 Credit Hours)

- 518 Educational Practice and Innovation<sup>BL</sup>
- 808 The Principalship<sup>BL</sup>
- 811 Building, District and Personal Liability<sup>BL</sup>
- 813 Human Resources<sup>BL</sup>
- 815 Information Strategies and Professional Practice<sup>BL</sup>
- 816 Values, Ethics, and Professionalism<sup>BL</sup>
- 817 Power and Politics of Education<sup>BL</sup>
- 818 Multicultural Education<sup>BL</sup>
- 819 Classroom Inquiry through Action Research<sup>BL</sup>
- 820 Multi-Tier System of Supports (MTSS)<sup>BL</sup>
- 824 Mission and Vision for Student Learning<sup>BL</sup>
- 859A Building Leader Practicum<sup>BL</sup>

#### M.Ed. in Teacher Leadership (36 Credit Hours)

- 518 Educational Practice and Innovation
- 808 The Principalship<sup>TL</sup>
- 818 Multicultural Education
- 819 Classroom Inquiry through Action Research<sup>TL</sup>
- 820 Multi-Tier System of Supports (MTSS)<sup>TL</sup>
- 821 Introduction to Special Education Law
- 822 Cultivating a Collaborative Culture of Learning<sup>TL</sup>
- 823 Differentiated Program Planning & Professional Development<sup>TL</sup>
- 825 Conflict in Education
- 845 Teaching Methods for Adult Learners<sup>TL</sup>
- 847 Assessment and Evaluation in Adult Education<sup>TL</sup>
- 859B Teacher Leader Practicum<sup>TL</sup>

#### Educational Emphases (Minimum of 15 hours)

Educational emphases require a minimum of 15 hours per emphasis. Emphases are intended for graduate students to be able to apply for a second leadership endorsement.

#### Educational Emphasis (District Leadership)

All courses in this emphasis are required for District License:

- 802 Educational Law<sup>DL</sup>
- 809 District Level Leadership<sup>DL</sup>
- 812 School Finance<sup>DL</sup>
- 814 Environmental Scanning<sup>DL</sup>
- 821 Introduction to Special Education Law<sup>DL</sup>
- 859C District Leader Practicum<sup>DL</sup>

The following courses may be required for district licensure, if not previously completed:

- 811 Building, District and Personal Liability<sup>BL</sup>
- 813 Human Resources<sup>BL</sup>
- 815 Information Strategies and Professional Practice<sup>BL</sup>
- 816 Values, Ethics, and Professionalism<sup>BL</sup>
- 817 Power and Politics of Education<sup>BL</sup>
- 819 Classroom Inquiry through Action Research<sup>BL</sup>
- 824 Mission and Vision for Student Learning<sup>BL</sup>

**Educational Emphasis (School Leadership)**

- 811 Building, District and Personal Liability<sup>BL</sup>
- 813 Human Resources<sup>BL</sup>
- 815 Information Strategies and Professional Practice<sup>BL</sup>
- 816 Values, Ethics, and Professionalism<sup>BL</sup>
- 817 Power and Politics of Education<sup>BL</sup>
- 859A Building Leader Practicum<sup>BL</sup>

The following courses may be required for building licensure, if not previously completed:

- 518 Educational Practice and Innovation
- 808 The Principalship<sup>BL</sup>
- 818 Multicultural Education<sup>BL</sup>
- 819 Classroom Inquiry through Action Research<sup>BL</sup>
- 820 Multi-Tier System of Supports (MTSS)<sup>BL</sup>
- 824 Mission and Vision for Student Learning<sup>BL</sup>

**Educational Emphasis (Teacher Leadership)**

- 819 Classroom Inquiry through Action Research<sup>TL</sup>
- 820 Multi-Tier System of Supports (MTSS)<sup>TL</sup>
- 822 Cultivating a Collaborative Culture of Learning<sup>TL</sup>
- 823 Differentiated Program Planning & Professional Development<sup>TL</sup>
- 845 Teaching Methods for Adult Learners<sup>TL</sup>
- 847 Assessment and Evaluation in Adult Education<sup>TL</sup>
- 859B Teacher Leader Practicum<sup>TL</sup>

**Educational Leadership Emphasis (Minimum 15 hours)**

The program in educational leadership will include the dissertation core course requirements and the completion of an emphasis in educational leadership. The program of study is determined through an analysis of the courses completed for the master's degree, the completion of an emphasis, and remaining balance of focused study in educational leadership electives.

**Educational Leadership Required Courses**

- 801 History of Education
- 819 Classroom Inquiry Through Action Research
- 824 Mission and Vision for Student Learning
- 825 Conflict in Education
- One or more electives to account for a minimum of 15 hours.

**Dissertation Core Requirements (Minimum of 24 credit hours)**

- 804 Research Methods 1
- 805 Statistical Methods 1
- 806 Advanced Qualitative Methods 2
- 807 Advanced Quantitative and Statistical Methods 2
- 901 Dissertation Writing 1
- 902 Dissertation Writing 2
- 903 Publication Writing
- 904 Dissertation Writing 3
- 905 Dissertation Defense
- 865 Portfolio (1-9 hours)

\* Ed.D. courses not assigned to a degree plan can be selected as electives or substituted for the above courses.

New courses will likely begin as topics courses to respond to field needs.

<sup>BL</sup> Courses are required for licensure in "Building" Leadership.

<sup>DL</sup> Courses are required for licensure or "District" Leadership.

<sup>TL</sup> Courses are required for licensure or "Teacher" Leadership.

**Higher Education (HE) Degree Requirements**

The total Ed.D. program requires 54 credit hours minimum for completion (assuming a 36 hour master's degree has been previously conferred) and a 3.0 cumulative GPA. Entrance into the higher education educational doctorate emphasis requires that a master's degree has been completed, prior to admission. Credits earned while completing a master's degree cannot be applied toward a doctoral degree. Thirty (30) hours in selected HE content categories (HE Change Management and Accreditation, HE Leadership, Professional Learning in HE, and HE Operations in Context) are required in addition to 24 minimum credit hours in dissertation writing courses.

**HE Change Management & Accreditation (6 hours selected from)**

- 815 Information Strategies and Professional Practice
- 825 Conflict in Education
- 847 Assessment and Evaluation in Adult Education

**HE Leadership (12 hours selected from)**

- 816 Values, Ethics, and Professionalism
- 817 Power and Politics of Education
- 824 Mission and Vision for Student Learning
- 822 Cultivating a Collaborative Culture of Learning

**Professional Learning in HE (3 hours selected from)**

- 823 Differentiated Program Planning & Professional Development
- 845 Teaching Methods for Adult Learners

**HE Operations in Context (9 hours, plus practicum)**

- 830 Student Affairs and Enrollment Management in Higher Education
- 833 Administration, Governance and Accreditation in Higher Education
- 835 Finance, Policy, Legal and Ethical Issues in Higher Education
- 859D Higher Education Practicum

**Dissertation Core Requirements (Minimum of 24 credit hours)**

- 804 Research Methods 1
- 805 Statistical Methods 1
- 806 Advanced Qualitative Methods 2
- 807 Advanced Quantitative and Statistical Methods 2
- 901 Dissertation Writing 1
- 902 Dissertation Writing 2
- 903 Publication Writing
- 904 Dissertation Writing 3
- 905 Dissertation Defense
- 865 Portfolio (1-9 hours)

## Graduate Education Course Descriptions

Department Code: EDUC

- 501 Current Educational Trends.** Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development. Credit 3 hours.
- 502 Vision and Planning for School Improvement.** This course focuses on the nature, context, and practice of teacher leadership in building a continuous school improvement framework. Its purpose is to provide students with an introductory understanding of the subject of research-based school improvement models. Beyond such introductory understanding, this course is designed to provide a foundation for students to use comprehensive data analysis and leadership structures to guide the process of effective school improvement. Credit 3 hours.
- 505 Creating Networks of Professional Practice.** This course will guide educators in acquiring new tools and strategies based on Robert J. Marzano's meta-analysis of the research regarding effective teaching practices. Learners will explore the elements of effective teaching, questions to guide instructional planning, and application of new instructional strategies in through modeling lessons in class. Learners will also observe/participate in collaboration and instruction in the school setting, then reflect on application of new knowledge to working with students. Credit 3 hours.
- 510 Integrating Technology across Disciplines.** Graduate students will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Students will interpret and implement the Nation Education Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Graduate students learn about technology integration across the curriculum to develop and design lessons to use the technology to support learning in an education environment. Credit 3 hours.
- 512 Action Research.** This course will introduce graduate 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 graduate students to conduct action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) the graduate student's recognition of their own expertise. Credit 3 hours.
- 514 Introduction to Special Education: Individual Educational Plan Development.** 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 EDUC 524 Introduction to Special Education. Credit 1 hour.

- 518 **Educational Practice and Innovation.** 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. Credit 3 hours.
- 520 **Instruction and English Language Learners.** Graduate students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students. Credit 3 hours.
- 522 **Instructional Strategies: Behavior Difficulties.** 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 behavior disorders. Credit 3 hours.
- 523 **Instructional Strategies: Learning Difficulties.** 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. Credit 3 hours.
- 524 **Introduction to Special Education.** This course is designed to provide a solid grounding in understanding the developmental and learning characteristics of students with all types of exceptionalities. The contemporary concepts and evidence-based practices necessary to prepare special educators for teaching students with disabilities will be presented. Course content includes the philosophical, historical, and legal foundations of special education and ensures an understanding of the mandate to provide students with appropriate access to the general education curriculum. Important ideas around least restrictive environment, accountability, inclusive practices, professional collaboration and response-to-intervention are integrated. Credit 2 hours.
- 525 **Collaboration with Families and Communities.** This course develops an understanding and valuing process relative to the importance and complexity of characteristics of young children's family and their communities. Based on student knowledge and learning, they will support and empower families and communities thorough respectful, reciprocal relationships, and involve families and communities in their children's development and learning. Credit 3 hours.
- 526 **Classroom Management.** A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.
- 528 **Collaboration with Parents and Professionals.** This course focuses on the techniques of collaboration with general education teachers, parents, other professionals, and paraeducators in providing appropriate educational services to exceptional children of all ages. The course will explore instructional approaches that allow all students to be educated in an inclusive setting. Credit 3 hours.
- 529 **Legal Issues in Special Education.** 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. Credit 3 hours.
- 530 **Curriculum Development.** Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.
- 532 **Technology in Special Education.** 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. Credit 3 hours.
- 533 **Language Development and Disorders.** 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. Credit 3 hours.
- 534 **Transitions in Education.** 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. Credit 3 hours.
- 535 **Assessment Strategies.** 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 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. Credit 3 hours.
- 540 **Creating Community in the Classroom.** Graduate 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. Credit 3 hours.
- 542 **Instructional Design.** Graduate students will cover typical instructional design models and learning theories. Graduate students will complete an entire instructional design unit including curriculum, instruction, and assessment of student learning. Credit 3 hours.

- 543 **Assessments, Tests, and Measurement.** 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. Credit 3 hours.
- 544 **Characteristics of the Adult Learner.** The study of the context of adult learning in the 21st century and major theories on adult development and learning, including andragogy, self-directed learning, and transformational learning. Emphasis will be on the practical application of these theories to the practice of teaching and training adults in post-secondary and organizational settings. Credit 3 hours.
- 546 **Online Teaching and Training.** Explores the communication technologies used in the foundation and delivery of online courses, programs and seminars. Includes topics on synchronous and asynchronous modes of communication, web-based resources, models of teaching and learning theory, and formative evaluation. Credit 3 hours.
- 548 **Program Planning.** Investigates the theory and research of program planning and development for adults, including processes used to develop educational programs in various settings. Topics include needs assessment, program design and development, implementation, and evaluation. Credit 3 hours.
- 549 **Race, Class and Power in Schools.** Graduate 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. Credit 3 hours.
- 550 **Introduction to Language and Linguistics.** 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. Graduate students 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 II exam. Credit 3 hours.
- 555 **Topics in Education.** 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. Credit 1-3 hours. May be repeated for credit.
- 558 **Initial Practicum in High-Incidence Special Education K-6.** This is a field-based course relating theory to application. Students will teach in settings where they will obtain experiences working with students with mild disabilities in grades K-6. Credit 3 hours.
- 559 **Initial Practicum in High-Incidence Special Education 6-12.** This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.
- 560 **Investigating Student Work.** Graduate students will investigate ways in which the things students make in and for school can be studied as evidence of teaching and learning. Credit 3 hours.
- 562 **Portfolio.** 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. Credit 3 hours.
- 590 **Teaching English as a Second Language and Assessing Language Competency.** 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. Credit 3 hours.
- 601 **Seminar.** An introductory and exploratory course for those considering education as a career. The course is designed to assist each candidate to gain 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. Credit 1 hour.
- 602 **Education Foundations.** 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. Credit 3 hours.
- 603 **Educational Psychology/Learning Theories.** 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 candidates to explore how to properly implement the theory and use it as an instructional process. Through the in depth analysis, candidates will have a better understanding on how to improve classroom practice and student learning. Credit 3 hours.
- 604 **Content Area Literacy.** 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. Credit 3 hours.

- 605 Teaching in the Content Areas.** Course will assist candidates in developing the skills necessary for utilizing teaching strategies in the middle and secondary school environment. Candidates 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. Credit 3 hours.
- 606 Teaching Methods.** 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. Credit 3 hours.
- 607 Student Teaching.** 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 Teacher Portfolio. Credit 3 hours.
- 608 Restricted Licensure Practicum.** This course provides restricted licensure candidates with supervised practica throughout the teacher education program until they obtain their initial license. Credit 1 hour. May be repeated for credit six times.
- 609 Teacher Portfolio.** 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 Teaching Portfolio during student teaching. Restricted licensure candidates complete this course during their last semester of courses. Credit 3 hours.
- 610 Lifespan Developmental Psychology.** Course focuses on human development throughout the lifespan, from birth to death. Candidates 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. Credit 3 hours.
- 612 Advanced Child Development (up through age 8).** This course develops an understanding of young children's development and learning needs to create a healthy, respectful, supportive, and challenging environment for all children. Candidates will have an in-depth knowledge on the multiple influences on development and learning. Credit 3 hours.
- 614 Advanced Theory and Practice for Early Childhood Education.** This course will provide knowledge and understanding and use effective approaches, strategies, and tools for early education. They integrate their understanding of and relationships with children and families to effectively design a positive learning experience for all young children. Credit 3 hours.
- 615 Reading Assessment and Intervention.** 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, candidates will use progress-monitoring data processes to analyze specific instructional strategies and interventions. Credit 3 hours.
- 618 Classroom Management and Organization-Early Childhood Settings.** This course will provide knowledge and understanding regarding the importance, central concepts, inquiry tools, and structures of content area or academic disciplines; candidates will use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes. Credit 3 hours.
- 622 Teaching Methods and Practice in Early Childhood Education (Field Experience).** This course develops professional teaching skills for the early childhood instruction and assessment. Credit 3 hours.
- 624 Early Childhood Education through Different Cultural Perspectives.** This course develops a high level of competence in understanding and responding to diversity of culture, language and ethnicity. Understanding how different cultures impact children and their development and learning. Credit 3 hours.
- 626 Professionalism in Early Childhood Education 1.** This is a capstone experience, which develops multiple topics through guided study and early childhood projects, including but not limited to: cultural competence, knowledge and application of ethical principles, communication skills, mastery of relevant theory and research. Credit 3 hours.
- 630 Professionalism in Early Childhood Education 2.** This is a capstone experience, which develops several topics through guided study and early childhood projects including but not limited to: inquiring skills and knowledge of research methods, skills in collaborating, teaching and mentoring, advocacy skills, leadership skills and skills in personnel and fiscal management. Credit 3 hours.
- 658 Capstone Practicum in High-Incidence Special Education K-6.** This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades K-6. Credit 3 hours.

- 659 **Capstone Practicum in High-Incidence Special Education 6-12.** This is a field-based courses relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.
- 714 **Characteristics of Children & Youth with Low-Incidence Disabilities.** This introductory course provides an overview of the characteristics of students with significant needs for support. Candidates 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 low-incidence 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 transitions. Credit 3 hours.
- 718 **Methods: Life Skills and Community-based Instruction.** This course will provide an overview of instructional practices contributing to community-referenced planning, community-based and life skills instruction. Candidates 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. Credit 3 hours.
- 722 **Functional Behavioral Assessment Positive Behavior Support and Classroom Management.** This course provides a problem-solving approach and the framework for teaching and to develop pro-social behavior in students with low-incidence disabilities in classrooms and school contexts. Candidates ascertain behaviors, discover the functions of behavior, and learn pro-social behaviors for home, school, and community settings. Credit 3 hours.
- 724 **Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs.** In this course, candidates learn instructional strategies for teaching children and youth with sensory and/or motor impairments and complex medical needs. Candidates learn use of residual and alternative senses: proper positioning and transfer for students with motor impairments, nutrition, hydration, medical monitoring, and seizure activity. Candidates 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. Credit 3 hours.
- 725 **Foundations of Autism Spectrum Disorder.** This course will provide an introduction to the unique characteristics, etiology and prevalence of autism spectrum disorders. Effective practices for instructing students with autism spectrum disorders will be presented; with special focus on environmental structuring and management, communication, social skill development and sensory processing differences. Credit 3 hours.
- 735 **Assessment, Diagnosis, and Evaluation.** 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. Credit 3 hours.
- 757 **Communication and Literacy.** This course will provide overall instructional practices in the area of effective communication and literacy for students with significant disabilities. Candidates 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. Candidates 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. Credit 3 hours.
- 758 **Initial Practicum in Low-Incidence Special Education.** This is a field-based course relating theory to application. Candidates will be placed in settings where they will obtain experiences working with students with functional disabilities. Credit 3 hours.
- 759 **Advanced Practicum in Low-Incidence Special Education.** This is a field-based course relating theory to application. Candidates will be placed in settings where they will obtain experiences working with students with severe and profound cognitive disability, medically fragile, deaf/blind disabilities. Credit 3 hours.
- 801 **History of Education.** A comprehensive study of influential persons and movements in the development of educational thought, Eastern and Western, from ancient times to the present. Emphasis on those ideas and historical roots which are relevant to contemporary issues in teaching and school administration. Credit 3 hours.
- 802 **Educational Law.** This course is a study of legal principles and issues affecting educational policy making and practice with emphasis on student and teacher rights, equity, and the administration of schools. Credit 3 hours.
- 804 **Research Methods I.** This course is a professional development and practical applications course, which includes in-class, computer-based assignments, reading assignments, textbook exercises, group discussions, presentations, handouts, written assignments, web research, materials testing, and individual professional skills review. The course is designed to introduce genres of written works for graduate education students. A broad

review of research methodologies will be conducted. Examples could include historical, philosophical, qualitative, quantitative, mixed-methods, and action research. There is development of the philosophical and theoretical foundations of qualitative research and debates that surround this broad research tradition. Credit 3 hours.

- 805 Statistical Methods 1.** This course is a study of basic statistical concepts, both descriptive and inferential. Emphasis is placed on the use of these concepts in solving educational problems. Credit 3 hours.
- 806 Advanced Qualitative Methods.** This course is for anyone who is trying to become a better researcher, whether their own work is quantitative or qualitative. The goal for the course is to help everyone gain an understanding of and appreciation for qualitative methods, whether they plan to use them in their own work or not. In addition to gaining experience with various qualitative methods, time is given for exploring the research paradigms, traditions of inquiry, and ethics and validity issues—all of this material help graduate students to become a more skilled and rigorous researcher, regardless of the methods he or she uses to answer research questions. *Suggested concurrent enrollment with Dissertation II or Dissertation III.* Credit 3 hours.
- 807 Advanced Quantitative Statistical Methods 2.** This course develops methods of educational accountability. It focuses on the meaning of student/school accountability. The course includes measurement of educational inputs, processes, and results. The focus is on data analysis and data use for school improvement. *Suggested concurrent enrollment with Dissertation II or Dissertation III.* Credit 3 hours.
- 808 The Principalship.** This course is an introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school building administrators. Candidates are presented typical problems faced by school administrators through simulations, case studies, and role playing and are expected, through reflection and discussion, to develop viable solutions. Credit 3 hours.
- 809 District Level Leadership.** Understanding of the district strategic planning process will be fostered by an examination of philosophy and its impact upon school improvement. Collaboration with colleagues will include opportunity to create a relevant connection between theory and practice. Topics to be covered within two week modules include: Strategic development, vision/mission, communication skills, consensus/negotiation, school improvement, information and data analysis. Credit 3 hours.
- 810 Theories and Practices in Educational Administration.** Module 3 is a nine-credit block that integrates the concepts and principles of school finance, human resource management, and the legal aspects governing the public school system. Module 3 is designed for practicing educational leaders in both public and independent PreK-12 schools who are interested in developing organizational competence from a district-level perspective. These modules will provide the candidate with an in depth review of the applications and practices associated with managing the organization to ensure the success of all students through Human Resource Management, School Law, School Finance, and School Safety Issues. Credit 9 hours.
- Candidates who have completed coursework in school finance, human resource management or school law may select from the following courses to meet the full requirement of EDUC 810:
- 811 Building, District and Personal Liability** *emphasized in Weeks 1-5.* Part 1 analyzes theory from the district level for organizational development, the legal rights and duties of an administrator with respect to the condition of the building, the students, faculty, and staff. It includes an analysis of student rights to free speech and personal privacy in the context of administrative-student policy plans. Credit 3 hours.
- 812 School Finance** *emphasized in Weeks 6-10* Part 2 investigates the concepts of funding public education and an analysis of national, state, and local strategies for the financial support of education, utilizing social, economic, legal, and political frameworks. Methods of revenue sources, taxation, legislative issues, adequate funding, equality of funding, financing school facilities, and other school finance considerations (curriculum, instruction, technology, etc.) will be examined with analysis of how these principles apply to Kansas. Credit 3 hours.
- 813 Human Resources** *emphasized in Weeks 11-16* Part 3 focuses on the processes of recruitment, selection, training and development, evaluation, compensation, equal employment opportunity, and labor relations of personnel in the school setting. Credit 3 hours.
- 814 Environmental Scanning.** This course is a study of the information gathering practices for administrators. Scanning is defined as the systematic collection of information external to the organization in order to streamline the flow of information into the organization and provide information about the community and the interconnections of its various sectors. The information collection and review of information is translated into the organization's planning and decision making processes. Credit 3 hours.
- 815 Information Strategies and Professional Practice.** This course is designed to examine, compare and evaluate theoretical approaches and conceptual models for the study of complex organizations. The study includes communication strategies that increase the effectiveness of listening, asking questions, giving constructive feedback, paraphrasing, checking perceptions, and describing behavior. It includes improving nonverbal communication for enhancing interpersonal relationships with colleagues and constituents. Media communication is emphasized. Credit 3 hours.
- 816 Values, Ethics and Professionalism.** This course focuses on the many ways in which political and moral values are an important part of the foundation of successful policymaking. The course seeks to develop candidates'

abilities to think reflectively and argue persuasively about the moral and ethical dimensions of educational policies. Candidates learn how to ask questions with greater clarity and insight and craft answers to establish the foundations of policymaking. Credit 3 hours.

- 817 Power and Politics of Education.** This course meets the following standard: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.” It is a 6-credit block designed to provide frameworks and approaches to the politics of education as well as to provide an introduction to the field of educational politics including the theoretical and conceptual analysis for the political behavior of education’s stakeholders and the policy performance of educational systems. Credit 6 hours.
- 818 Multicultural Education.** This course provides candidates with an understanding of multicultural education as part of the educational reform movement. The content develops systemic processes meant to ensure educational equity, fairness, transparency, and accountability. Candidates will examine different approaches that ensure the values of diversity and democracy in the schools. Credit 3 hours.
- 819 Classroom Inquiry Through Action Research.** In this course the educational leader will be able to initiate and facilitate colleagues’ design and implementation of action research and analysis of data for individual and group decision-making. The educational leader is able to improve the quality of colleagues’ collaboration within the educational processes. The educational leader promotes the success of all students (and staff in the district) by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community. The educational leader promotes the success of all students by advocating, nurturing, and sustaining a climate and instructional programs conducive to student learning and staff professional growth. Credit 3 hours.
- 820 Multi-Tier System of Supports (MTSS).** This course develops how schools provide support for each child in their building to be successful and the processes and tools teachers use to make decisions. The course also studies the Individuals with Disabilities Act, which defines special education, and how the Act influences the way districts identify and serve students with exceptionalities through the concept Response to Intervention. Credit 3 hours.
- 821 Introduction to Special Education Law.** This course provides an introduction to concepts and authorities essential to a basic, useful understanding of special education law and policy. Credit 3 hours.
- 822 Cultivating a Collaborative Culture of Learning.** The purpose of this class is to provide a solid foundation from which educational leaders can develop and support collaborative teaming that in turn will promote collegial interactions in order to improve the effectiveness of practice. Credit 3 hours.
- 823 Differentiated Program Planning and Professional Development.** The course investigates the theory and research of program planning and development for educational programs. Strategies for coherent, integrated, and differentiated professional development are aligned with student and teacher needs. Credit 3 hours.
- 824 Mission and Vision for Student Learning.** This course will further develop understanding the process of designing the shared vision/mission for student learning and will drive professional development fostered by collaboration and interaction. Seeking to nurture a responsive culture, opportunity to examine planned educational processes impacting of shared vision/mission for student learning to increase productivity, effectiveness and accountability will be given. Topics to be covered within two week modules include: Shared vision/mission for student learning, professional development, collaboration and interaction, responsive culture, planned educational processes, productivity, effectiveness, and accountability. Credit 3 hours.
- 825 Conflict in Education.** Development of conflict management and resolution skills are mandatory for today’s school administrators. Conflict, role, and negotiation theories are examined as well as creating collaborative work cultures and integrated systems. Constructive conflict, diplomacy, communication, and current court cases are reviewed. Conflict in Education culminates with a vision of creating meaning of community, teaching and learning for transformation, nonviolent social change, and social justice. Credit 3 hours.
- 830 Student Affairs and Enrollment Management in Higher Education.** The components examined in coursework and hands-on opportunities include recruitment and admissions, financial aid and scholarships, market and institutional research, student employment and career planning, records and registration, admissions and enrollment management, academic advising and support services, student accounts, housing, and alumni affairs. Credit 3 hours.
- 833 Administration, Governance and Accreditation in Higher Education.** This course will outline the governance and accreditation structure in place at most higher education institutions. Topics include administrative structures, policies, procedures and practices to engage its internal constituencies, leadership, accountability, organizational change and crisis management. This course will also examine the internal and external factors that influence both the official and day-to-day organization and leadership within postsecondary schools. Credit 3 hours.
- 835 Finance, Policy, Legal and Ethical Issues in Higher Education.** The course is designed to provide learners with an overview of the current literature on finance in higher education. The primary content of this course will include the financial benefits, access and affordability issues, state and federal funding, tuition, sources of revenue and expenditure, and budgeting. Learners will select, read, and critique current literature in the field of

college finance issues. In addition, learners will be introduced to ethics and the law as it affects the administrators and teachers in high education. Additionally, each student will select an individual problem area (case) for more detailed study. Credit 3 hours.

- 845 Teaching Methods for Adult Learners.** Study and practice in effective teaching techniques for post-secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.
- 847 Assessment and Evaluation in Adult Education.** Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours.
- 859A Building Leader Practicum.** This course provides an opportunity for the field based mentor and university supervisor to guide a building principal candidate through structured practicum activities to demonstrate proficiency of skills expected of a practicing principal. Credit 1 hour. May be repeated.
- 859B Teacher Leader Practicum.** This course provides an opportunity for the field based mentor and university supervisor to guide a teacher leader candidate through structured practicum activities to demonstrate proficiency of skills expected of a teacher leader. Credit 1 hour. May be repeated.
- 859C District Leader Practicum.** This course provides an opportunity for the field based mentor and university supervisor to guide a district leader candidate through structured practicum activities to demonstrate proficiency of skills expected of a practicing superintendent. Credit 1 hour. May be repeated.
- 859D Higher Education Practicum.** This course provides an opportunity for the field based mentor and university supervisor to guide a higher education candidate through structured practicum activities to demonstrate proficiency of skills expected of a higher education learner. Credit 1 hour. May be repeated.
- 865 Educational Leadership Portfolio.** This course houses documentation leading up to the successful defense of the candidate's dissertation. The portfolio contains artifacts necessary to showcase accomplishments throughout the program. Candidates may enroll in Educational Leadership Portfolio during Dissertation Defense. Credit 1 to 9 hours.
- 901 Dissertation Writing I.** This course is an introduction to the dissertation process. Candidates will develop an understanding of the philosophical foundations of research as they relate to the selection of a dissertation topic. Candidates will generate a dissertation topic and conduct an extensive review of the literature surrounding that topic. Candidates will develop an understanding of the role of theory as an integral part of the dissertation process. A draft of a comprehensive literature review as well as proposed research questions will be presented for faculty review. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Credit 3 hours.
- 902 Dissertation Writing II.** This course expands the dissertation writing process begun in EDUC 901: Dissertation Writing I. Using their comprehensive literature review and potential research questions, candidates will establish a context that frames the research problem by drafting the introductory chapter of the proposal. Candidates will also develop a source-supported research design (philosophy, methodology, strategy of inquiry, and methods) in a draft of the methodology chapter of the proposal. A cumulative draft of the introductory, literature review, and methodology chapters will be presented for faculty review. Candidates select their chair at the successful completion of this course prior to enrolling in EDUC 904. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Prerequisite: EDUC 901 with a grade of B or higher. : Must have obtained a master's degree and emphasis prior to beginning. Credit 3 hours.
- 903 Publication Writing.** This course provides structured training to successful writing and use of the APA style guide. Credit 3 hours.
- 904 Dissertation Writing III.** In this course candidates work with their chair to revise and finalize the sections of the dissertation developed in EDUC 901 and 902: the introduction and significance section, the literature review, and research design. At the completion of the first three chapters and with the recommendation of the chair, students select their committee members. Candidates collaborate with the chair preparing their proposal for defense and submit their proposal to the committee members for review. Once a successful defense is completed, students present their study to the IRB Board for approval and the study is conducted. A draft is written for the data collection, analysis, and conclusion sections. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Prerequisite: EDUC 902 with a grade of B or higher. Credit 3 hours.
- 905 Dissertation Defense.** This course finalizes the dissertation. Candidates complete the conclusions and implications sections for faculty review and approval. The dissertation is defended through oral presentation after the dissertation committee approves the written copy. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Prerequisite: EDUC 904 with a grade of B or higher. All other coursework must be completed prior to or during the semester of dissertation defense. Credit 3 hours.

# Professional Studies

Southwestern College Professional Studies offers online graduate and undergraduate degrees as well as certificates to adults, members of the armed services and persons in transition who require flexibility while they work to reach their academic goals. Centers in Wichita, McConnell Air Force Base (Wichita), and Fort Riley (Junction City) may offer evening courses.

## General Education

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General education is an integral component of any college degree and supports academic and professional success by providing students with the broad knowledge and multiple perspectives that today's employers are looking for.

Through the general education curriculum, students study, integrate, and apply knowledge in various contexts and situations; students are introduced to a variety of disciplinary perspectives, which is important because different disciplines approach problems and construct meaning in different ways. Individuals who can approach issues and problems from multiple perspectives are more likely to innovate and solve problems in ways that employers value.

General education courses are also significant insofar as they introduce students to the degree competencies we believe our students should possess. Degree competencies are those college-level practical and intellectual skills, values, and dispositions that prepare students to be successful citizens and professionals. In short, degree competencies describe what we believe any individual who holds a bachelor's degree should be able to know and do. These competencies — analytic inquiry, information literacy, quantitative reasoning, communication, and applied learning — have civic, professional, and personal value. Students are introduced to and develop this set of competencies in the general education curriculum. These competencies are reinforced and mastered in students' individual programs of study.

The general education curriculum has two components:

- (1) Foundation Course Requirements and
- (2) Disciplinary Perspectives Course Requirements.

## Foundation Course Requirements

Foundation course requirements (24 credits) help students develop basic college-level skills that serve as the foundation for academic success. Foundation requirements must be taken in a specific sequence. Sequencing of these courses is important because each course introduces skills that subsequent course(s) in the sequence build upon and develop. These skills are foundational and will help students persist to graduation. These skills are also highly valuable in professional and civic contexts. Students must complete all foundation courses with a C or higher.

- CORE101: Developing Academic and Professional Strengths – *Must take in the first session of enrollment.*
- CORE110: Information Literacy – *Must take in the second session of enrollment if not transferred in.*
- ENGL101: Composition 1 – *Must take in the third session of enrollment if not transferred in.*
- ENGL102: Composition 2 – *Must take in the fourth session after ENGL101 if not transferred in.*
- COM 125: Speech – *Must be completed in the first 30 hours if not transferred in.*
- MASC110: Statistics and Probability; MASC115: College Algebra; or more advanced college credit bearing mathematics course requiring college algebra or higher as a prerequisite – *Must be completed in the first 30 hours if not transferred in.*
- HUM 201: Ethics – *Must be completed in the first 30 hours if not transferred in.*
- COM 301: Professional Communication

### Disciplinary Perspectives Course Requirements

Disciplinary perspectives course requirements (16 credits) come from the fields of arts and sciences and help provide a broad foundation or breadth of knowledge. In addition, disciplinary perspectives courses provide students with cross-disciplinary knowledge and perspectives that they can integrate and apply into their own area of emphasis. Finally, the skills taught in disciplinary perspectives courses are applicable to complex issues and problems in the student's major courses, in out-of-school settings, and in civil society.

#### Social Science, six credits

Disciplines that study social institutions, the functioning of human society, and the interrelationships of individuals as members of society, including: Political Sciences, Military Sciences, Social Sciences, Behavioral Sciences, and Economics.

- HRD 325 Developing Workforce Talent
- PSY 110 General Psychology
- PSY 252 Developmental Psychology
- SMGT315 Physical Security
- SOC 131 Sociology
- SSC 110 Principles of Microeconomics
- SSC 111 Principles of Macroeconomics
- SSC 133 Geography
- STL 185 Introduction to Leadership

#### Natural Sciences/Mathematics, 4 credits

Disciplines that study the physical world and its processes, information processes, computation and/or numbers, including: Natural/Physical Sciences, Health and Physical Education, Computer Sciences and Mathematics.

- BSAD218 Business Math
- COT 210 Microsoft PowerPoint
- COT 325 Outlook Organizational Techniques
- COT 420 Enterprise Forensics
- CPT 285 Introduction to Computer Programming
- MASC105 Intermediate Algebra
- MASC110 Statistics and Probability
- MASC150 Science of our World
- PESS205 Critical Issues in Health

#### Humanities, 6 credits

Disciplines that study human concerns and constructs rather than natural processes, including: Literature, Fine Arts, Foreign Languages, Philosophy, History, and Religion.

- ARTS110 Theater Appreciation
- HIS 120 World History
- HIST332 Kansas History
- HUM 499 Responsibility for the Future
- LAN 124 Elementary Spanish

MIN 325 Public Speaking in Ministry  
MIN 354 United Methodist History  
MIN 420 The Church and Mission

### **General Education Requirements for Transfer Students**

Any student with a completed associate of arts (AA), associate of science (AS), or associate of applied science (AAS) from an institution recognized by the Council for Higher Education Accreditation is waived from all general education requirements with the exception of College Composition 2 (ENGL102) or its equivalent. Students may also provide alternative demonstration of this level of writing competence. Teacher Education and Nursing majors should refer to their program handbooks for additional requirements. Any student with a bachelor's degree is waived from all general education requirements.

### **General Education Requirements for Nursing**

Any student enrolled in the RN to BSN program should refer to the program description in this catalog for general education requirements.

### **General Education Requirements for Teacher Education**

Teacher education students must complete the following general education courses:

#### **Basic Skills:**

ENGL101 Composition 1  
ENGL102 Composition 2  
COM 125 Speech  
MASC110 Statistics and Probability; or MASC115 College Algebra; or more advanced college credit bearing mathematics course requiring college algebra or higher as a prerequisite

#### **Ethical Reasoning:**

HUM 201 Ethics

#### **Disciplinary Perspectives:**

Natural Science, three or more hours:  
MASC150 Science of Our World  
PESS205 Critical Issues in Health  
Social Science, three or more hours:  
PSY 110 General Psychology  
PSY 252 Developmental Psychology  
SOC 131 Sociology  
STL 185 Introduction to Leadership  
The Humanities, three or more hours:  
HIS 120 World History  
HIS 332 Kansas History  
The Arts, three or more hours:  
ARTS 110 Theater Appreciation  
Other Cultures, three or more hours:  
LAN 124 Elementary Spanish

#### **Capstone Requirement:**

HUM 499 Responsibility for the Future



# Professional Studies Undergraduate Majors and Course Offerings

At each course level, the following numbers are reserved for the type of courses indicated.

- 51 - independent study
- 55 - topics
- 59 - practicum
- 60 - internship

## Accounting

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The Accounting program is committed to preparing future accounting professionals for current and emerging roles that are now and projected to be in demand. Accounting graduates gain fundamental knowledge and skills in financial and managerial accounting, auditing, income taxation, forensic accounting, and accounting systems. In addition, the program provides a thorough understanding of ethical reasoning and its application to the field of accounting. Accounting graduates also gain the solid theoretical foundation necessary to prepare for the CPA exam or for future graduate coursework. Students should discuss additional elective courses that may be required to sit for the CPA exam as this may vary by state.

### B.S., Major in Accounting

#### Major requirements:

In Accounting:

- 285 Financial Accounting
- 305 Corporate Finance
- 320 Ethics for Accounting Professionals
- 325 Managerial Accounting
- 380 Intermediate Accounting I
- 381 Intermediate Accounting II
- 382 Federal Income Taxation - Personal
- 482 Federal Income Taxation - Corporate
- 483 Cost Accounting
- 484 Accounting Information Systems
- 490 Auditing Theory and Practice
- 493 Forensic Accounting
- 497 Accounting Capstone

#### Required Prerequisites

In Communication:

- 125 Speech

In Mathematics:

- 110 Statistics and Probability
- 115 College Algebra

In Social Science

- 110 Principles of Microeconomics
- 111 Principles of Macroeconomics

### Accounting Courses

Department Code: ACCT

**285 Financial Accounting.** What are the essential accounting and financial reporting requirements for a business or corporation? Learners explore the answer to this question as they study the accounting

cycle from the point of recording business transactions to creating financial statements, and the implications of generally accepted accounting principles (GAAP). Learners translate business transactions into journal entries, post to ledger accounts, examine and develop the components of basic financial statements, and complete the accounting cycle. Learners use financial ratio analyses to evaluate the financial performance of a company. Prerequisite: MASC115. HCA 306 may be substituted for this course. Credit 3 hours.

- 305 Corporate Finance.** A successful accountant is one who is both knowledgeable of the role of accounting and finance from a corporate perspective as well as being an expert in corporate accounting practices and processes. Learners gain the corporate perspective in this course, setting the context for the knowledge and skills emphasized throughout the program. Learners study corporate finance practices such as long-term and short-term investing, capital cash management, and finance decisions required in the financial management of a business. Prerequisites: MASC115, SSC 110, and SSC 111. Credit 3 hours.
- 320 Ethics for Accounting Professionals.** Ethical conduct is a core value for the accounting profession and requirement for accounting professionals. Increasingly, an accounting specific course in ethics is required by states in order to sit for the CPA exam. Learners examine the American Institute of Certified Public Accountant's Code of Professional Conduct, the Kansas Board of Accountancy expectations, and the Sarbanes-Oxley Act requirements. Learners evaluate case studies of some of the most famous accounting scandals and develop an understanding of the ethical issues surrounding those scandals as well as other ethical situations that Accounting Professionals may encounter. Credit 3 hours.
- 325 Managerial Accounting.** Accounting information provides essential knowledge for effective strategic, operational, and financial decisions. Learners explore the use of accounting information for various management decision-making and budgeting scenarios. Learners differentiate between classification of costs and assign costs to products and services; record the flow of costs through accounts using process, job-order, service, and activity-based costing methods; use variance analysis to compare actual to budgeted costs; and use various managerial accounting methods such as cost-volume-profit and capital investment analysis to evaluate and recommend possible solutions to business issues. Prior study of accounting principles and professional oral or written communication is recommended. Credit 3 hours.
- 380 Intermediate Accounting 1.** Business transactions must be accurately reflected in journals, financial statements, and other financial reports. Learners study GAAP and financial accounting requirements for different types of business transactions. Learners examine the accounting cycle and the conceptual framework underlying financial accounting; and learn how to recognize, measure, and report receivables, inventories, property, plant, and equipment. Prerequisite: ACCT285. Credit 3 hours.
- 381 Intermediate Accounting 2.** Accurately assessing and reporting of financial status and performance according to GAAP, International Financial Reporting Standards (IFRS), and Security and Exchange Commission (SEC) requirements, is a critical set of competencies for accounting professionals. With emphasis on complex transactions and activities such as foreign currency transactions, deferred taxes, investments, consolidations, partnerships, liabilities, and corporate equity measurement, learners examine and apply methods and practices for measuring, evaluating, and reporting financial performance for businesses and other corporate entities. Prerequisite: ACCT380. Credit 3 hours.
- 382 Federal Income Taxation-Personal.** Knowledge of income taxation laws and regulations is essential for accounting professionals, whether actually preparing taxes or assessing their impact on individuals or businesses. Learners study federal income tax law and regulations as it applies to individuals. Learners examine the requirements and implications of filing status, dependents, gross income, itemized deductions, tax credits, cost recovery, and property transactions. Credit 3 hours.
- 482 Federal Income Taxation-Corporate.** Knowledge of income taxation laws and regulations is essential for accounting professionals, whether actually preparing taxes or assessing their impact on individuals or businesses. Learners study the basic principles of business taxation. Learners examine federal tax laws and regulations as they relate to corporations and pass-through entities including partnerships and S-corporations. Prerequisite: ACCT381. Credit 3 hours.
- 483 Cost Accounting.** Cost accounting provides critical knowledge for effective strategic, operations, and financial decision making; and cost control. Learners explore cost accounting methods and practices with emphasis on costing for forecasting, planning, control, and behavior factors. Learners examine the elements of service and product costs, including the application of service, job, process, standard, and variable costing systems and procedures. Prerequisites: ACCT381 and MASC110. Credit 3 hours.

- 484 Accounting Information Systems.** The use of Accounting Information Systems (AIS) and associated information technologies is the norm for accounting operations. Knowledge and skill in AIS use and operations is a core competency for the accounting professional. Learners explore the conceptual foundation of AIS, technologies for information systems, and design models and methods. Successful learners gain the requisite knowledge and skills to access the effectiveness of the processing of accounting data with emphasis on information systems and technology, and to determine the accounting and information system controls that are necessary to ensure accuracy and reliability of the data processed by the accounting system. Learners apply the knowledge and skills gained in this course to the auditing field. Prerequisite: ACCT285. Credit 3 hours.
- 490 Auditing Theory and Practice.** Ensuring the quality of financial information and systems, and their compliance with internal, GAAP, and governmental standards and regulations is critical to establishing confidence among leadership, shareholders, regulators, and other stakeholders in corporate financial reporting. Learners study the theory, concepts and principles of auditing. Learners examine concepts and practices such as audit evidence, audit risk, fraud detection, ethical conduct and legal restrictions, and professional standards of audit planning and reporting, Sarbanes-Oxley compliance, and audit reporting. Prerequisites: ACCT381 and ACCT484. Prior study of professional communications is highly recommended. Credit 3 hours.
- 493 Forensic Accounting.** Forensic accounting is an evolving practice and in growing demand within the field of accounting. Successful learners gain knowledge about the root causes of fraud, the characteristics of fraudulent transactions and behaviors, the techniques for executing fraudulent activities, and the vulnerabilities that enable such activities. In addition, learners further their knowledge of internal control procedures and skill in evaluating whether internal controls aid in fraudulent activities. Learners examine the methods, techniques, and technologies for fraud detection and investigation; and for valuing the financial and economic impact of fraud on organizations. Learners also explore the requirements for preparing and presenting expert witness testimony. Prerequisites: ACCT490 and COM 125. Credit 3 hours.
- 497 Accounting Capstone.** Learners engage in two projects that assess their achievements and preparation for pursuit of a professional role in the field of accounting. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as individual responsible citizens, and in encouraging corporate responsible citizenship, and their preparation for accounting leadership. Prerequisites: all major courses. Prior study of professional communication recommended. Credit 3 hours.

## Arts

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### Arts Course

Department Code: ARTS

- 110 Theatre Appreciation.** The purpose of Theatre Appreciation is to increase learners' understanding, appreciation, and critical perceptions of the theatre. Readings and discussions will focus on the elements of theatrical practice; artists and innovators of theatre throughout history; and on the theatre's development as an art form and a social phenomenon; participation in class forum discussions and sharing of critiques and short reports will offer avenues to explore learners' individual theatrical interests; and optional attendance at theatrical events will offer firsthand experience in theatre arts. Credit 3 hours.

## Business Administration

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Success in increasingly complex domestic and global business environments requires effective leadership and support from those with business administration and discipline-specific knowledge and skills. This program provides knowledge and skills in business administration; strategic, marketing, human resource, and financial management; and sustainable business practices. Emphasis is placed on responsible citizenship at the individual and corporate levels, including ethical, legal, and socially responsible behaviors and business practices. Business administration graduates have practical, marketable business administration, management, and

leadership skills grounded in industry-accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

## B.S., Major in Business Administration

### Major requirements:

In Business Administration:

- 310 Financial Accounting Systems
- 320 Managerial Economics
- 340 Legal Environment of Business
- 394 Marketing
- 410 Global Business
- 415 Negotiation and Conflict Resolution
- 420 Information Systems Analysis and Design
- 430 Financial Management
- 440 Strategic Management
- 497 Business Administration Capstone

In Human Resources:

- 345 Managing Human Resources

### Required Prerequisites:

In Accounting:

- 285 Financial Accounting
- 305 Corporate Finance

In Communication:

- 125 Speech

In Humanities:

- 201 Ethics

In Mathematics:

- 110 Statistics and Probability
- 115 College Algebra

In Social Science:

- 110 Principles of Microeconomics
- 111 Principles of Macroeconomics

## Business Administration Courses

Department Code: BSAD

- 218 Business Math.** This course focuses on real-world and business applications of math skills, including the management of bank statements, mortgages, credit cards, and financial statements. Learners will perform basic mathematical operations with whole numbers, fractions, decimals, and percents in the context of realistic consumer and business transactions. After completing the course, learners will be able to use basic equations as problem-solving tools for both business and consumer decisions. Credit 3 hours.
- 310 Financial Accounting Systems.** Accounting information provides essential knowledge for effective strategic, operational, and financial decision making. Learners study the recording, reporting, and interpretation of business transactions from a systems perspective. Applying Generally Accepted Accounting Principles (GAAP) and ethical practices, learners use accounting systems and subsidiary ledgers to collect, classify, summarize, and report business transactions; analyze and prepare financial statements for a variety of real business situations. Learners consider the requirements of external users of accounting information and their dependence on reliable and relevant information for making decisions, as well as legal and regulatory constraints for best practice. Prerequisites: MASC115 and ACCT285. Prior study of corporate finance highly recommended. Credit 3 hours.
- 320 Managerial Economics.** Economic analysis provides essential knowledge for business decision making and the development of business strategies. Given global and regional economic constraints, learners analyze business problems and evaluation solutions by applying micro and macro level economics models and methods. Prerequisites: SSC 110, SSC 111, and MASC115. Credit 3 hours.

- 328 **Organizational Behavior.** This course covers individual and work group behavior in organizations. Exercises in the dynamics of power, developing leadership, facilitating quality and change, and interpersonal communication skills will be emphasized. Credit 3 hours.
- 340 **Legal Environment of Business.** Legal and regulatory compliance is a critical consideration for all business activities in the United States. Learners examine the relationships among individuals, partnerships, and corporations, as they apply to law. Contracts, consumer law, and the legalities of employer-employee relationships are examined. Legal considerations relevant to global initiatives are explored. Prerequisite: HUM 201. Prior study of professional communication recommended. Credit 3 hours.
- 394 **Marketing.** Marketing strategies, methods, and practice are experiencing rapid transformation due to the emergence of disruptive technologies and changes in consumer demand. Marketing theories, strategies, ethics, and legal requirements are examined. Learners will also study current and emerging trends in pricing, promotion, distribution, planning, and the product delivery cycle. The impact of these factors on the marketing of different products and services are assessed. Prerequisite: HUM 201. Prior study of professional communication recommended. Credit 3 hours.
- 410 **Global Business.** The ability to analyze the competitive structures and strategies of global businesses and to formulate effective strategies is an essential competency for businesses in the global marketplace. Competitive strategies, ethical and legal considerations, and management practices for a global business enterprise are examined. Learners evaluate the economic impact of foreign exchange, balance of payments, and the global monetary system on global strategies and operations. Prerequisite: BSAD320. Prior study of professional communication recommended. Credit 3 hours.
- 415 **Negotiation and Conflict Resolution.** Effective interpersonal skills are essential for professionals as they communicate, collaborate, and negotiate with other individuals and groups within and outside an organization. Successful learners develop the professional interpersonal, facilitation, negotiation, conflict management, and dispute resolution skills necessary for success in today's complex business environments. This complexity includes elements such as the social, cultural, and economic diversity of the workforce in domestic and global environments. Learners apply these skills in a series of scenarios including those related to personnel, team, contractual, procedural, change, and other stakeholder concerns. Prerequisite: COM 125. Credit 3 hours.
- 420 **Information Systems Analysis and Design.** Information systems are the backbone of most business processes and central to the success of many business strategies. Learners examine critical success factors for information systems. These factors include ethical, legal, and regulatory requirements; strategic and operational decision making; employment of effective methods for systems selection, development, and implementation; and the inclusion of key stakeholders throughout the process. Learners select, design, plan development and implementation, and document the system development cycle for a selected information system solution. Prerequisite: HUM 201. Credit 3 hours.
- 430 **Financial Management.** Managing financial resources effectively in a complex and disruptive economic environment presents significant challenges for businesses in both the private and public sectors. Learners examine finance concepts and principles; ethical, legal, and regulatory requirements; and financial management best practices. Learners engage in financial analysis and project the impact of potential financial strategies for making decisions. Prerequisite: BSAD310. Prior study of professional communication recommended. Credit 3 hours.
- 440 **Strategic Management.** Employing successful strategies is essential for private and public sector organizations to be competitive, perform effectively, achieve corporate goals and objectives, and meet the expectations of stakeholders. Learners study strategic management theories and principles and examine best practices for developing and executing successful strategies in complex, disruptive domestic and global markets. Models and methods for leading and motivating employees to effectively execute those strategies are examined. Prerequisite: Successful completion of all major courses with the exception of the BSAD497. Prior study of professional communication recommended. Credit 3 hours.
- 490 **Essential Economics of Business.** This course provides the foundation of economic understanding that business leaders need in managerial decision-making. Learners will gain a comprehensive overview of economic theory and analysis, using both qualitative and quantitative tools and techniques. Topics will illustrate the application of economic thinking to a wide variety of practical situations. Credit 3 hours.
- 495 **Essential Accounting and Finance for Business.** This course focuses on the interpretation and analysis of accounting information; how managers can make the best use of accounting information, accounting records, systems, and accountants as essential tools and resources for the purpose of

making effective financial decisions; and examining current trends in accounting of importance to the manager. This course has strong emphasis on the use of spreadsheets as tools to examine and evaluate business problems. Credit 3 hours.

- 497 Business Administration Capstone.** Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of business administration. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as individual responsible citizens and in encouraging corporate responsible citizenship, and their preparation for business leadership. Prerequisites: Successful completion of all major courses. Prior study of professional communication recommended. Credit 3 hours.

## Business Quality Management

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The Business Quality Management program is designed to provide students with the knowledge and skills necessary to implement organizational change through quality improvement in all organizational processes of a business. The Business Quality Management curriculum is designed to produce industry leaders capable of assessing the impact of current management processes on operations within a business. Students will utilize information to improve the quality of products or services, and evaluate customer satisfaction based on the consistent delivery of top quality products and services that are completed on time and that meet specific customer defined levels of quality. Students will gain experience in the use of appropriate accounting and financial functions for decision making within today's business environment.

### B.S., Major in Business Quality Management

#### Major requirements:

In Accounting:

325 Managerial Accounting

In Business Administration:

394 Marketing

In Business Quality Management:

301 Business Quality Management

310 Team Management

320 Organizational Leadership

444 Project Management

450 Statistical Techniques

In Capstone:

495 Senior Capstone

### Business Quality Management Courses

Department Code: BQM

- 301 Business Quality Management.** This course is an overview of the key elements that comprise a superior quality management program and the most accepted techniques (e.g., benchmarking, Baldrige criteria) for achieving quality. Credit 3 hours.
- 310 Team Management.** This course examines teams and the impact of self-directed teams on continuous improvement. The focus will be on viewing the organization as a series of interactive teams with emphasis on the skills and knowledge essential to organizing teams, evaluating data, measuring progress, plotting accomplishments, and developing empowered teams. Credit 3 hours.
- 320 Organizational Leadership.** This course is a study of leadership models and styles, including the principles of the latest leadership thinkers. The focus will be particularly on leadership within organizations emphasizing motivational, decision-making, communication, and employee involvement skills. Special emphasis will be given to diversity management, including minorities and gender issues, in the workplace. Credit 3 hours.
- 444 Project Management.** This course covers the study and understanding of project management dealing with knowledge of the product and the environment in which the project is realized. The knowledge of technologies involved, financial, and contractual matters are included. Learners will

also develop an understanding that human relations and communications are critical to project management. Credit 3 hours.

- 450 Statistical Techniques.** The course is a survey of descriptive and inferential statistics, probability theory, sampling theory, hypothesis testing, and study of variability, regression and correlation. Emphasis will be placed on statistical applications and how to apply statistics in reducing large amounts of data into a meaningful form for effective decision making. Credit 3 hours.

## Capstone

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### Capstone Courses

Department Code: CAPS

- 495 Senior Capstone.** Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in their major field. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, and their preparation as followers and leaders in their chosen professional field.  
Prerequisite: Successful completion of all major courses. Prior study of professional communication recommended. Credit 3 hours.
- 600 Graduate Capstone.** Learners will prepare and submit a professional 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. Credit 3 hours.

## Christian Ministries

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The Bachelor of Arts in Christian Ministries program links theological reflection to contemporary ministry contexts. The program provided education in the interpretation of scripture, Christian theological traditions, and current church practices applicable in a variety of ministry settings. The program contains a common core of biblical and theological studies with broadly defined emphasis areas in pastoral studies and youth ministry. It is designed for maximum flexibility in ministry contexts, as well as to lay the groundwork for graduate ministry education, if desired.

### B.A., Major in Christian Ministries

#### Major requirements:

In Ministry:

- 110 Introduction to Ministry
- 332 Caring in the Christian Community
- 420 The Church and Mission
- 454 Practicum in Ministry

In Theology:

- 215 Understanding the Old Testament
- 216 Understanding the New Testament
- 225 Christian Ministry in a Pluralist Context
- 301 Systematic Theology 1
- 302 Systematic Theology 2
- 333 The Church: Origins to the Middle Ages
- 334 The Church: Renaissance to the Present

In Humanities:

- 301 Critical Thinking

**Pastoral Studies emphasis requirements:**

In Ministry:

425 Church Administration and Finance

In Theology:

340 Hermeneutics

401 Theological Heritage and Structure

415 Denominational Heritage and Structure

**Youth Ministry emphasis requirements:**

In Ministry:

124 Introduction to Youth Ministry

224 Adolescent Spirituality

324 Teaching Methods in Adult Spirituality

424 Applications in Youth Ministry

**Electives:**

In Ministry:

325 Public Speaking in Ministry

354 United Methodist History

In Theology:

320 Philosophy of Religion

## Ministry Courses

**Department Code: MIN**

- 110 Introduction to Ministry.** An orientation course to equip learners with skills for vocational discernment and readiness for ministry education. As they explore the various forms of ministry practice historically and today, learners will investigate their own sense of calling and will develop an understanding of the opportunities and challenges that may arise during the educational process and their chosen career. Course must be taken within the first twelve credit hours of the program. Credit 3 hours.
- 124 Introduction to Youth Ministry.** In this course, learners will explore foundational concepts and skills related to youth ministry. The course engages the learner in constructing a basic philosophy of youth ministry, and observation in local church and/or para-church youth ministry settings. Credit 3 hours.
- 224 Adolescent Spirituality.** This course explores age-relevant existential questions concerning belief in God, belief in humanity and young people's relationships to the church and to each other. It includes an introduction to spiritual disciplines associated with the Christian faith. Credit 3 hours.
- 324 Teaching Methods in Youth Ministry.** This course builds on prior learning in youth ministry courses by combining that learning with educational theory, to develop a knowledge base and skill in teaching in youth ministry settings. It includes teaching in groups and one-to-one. Prerequisite: MIN 124. Credit 3 hours.
- 325 Public Speaking in Ministry.** This course introduces learners to the basic questions, concepts and challenges of communication in a variety of ministry contexts. It gives the learners opportunity to develop skills in exegesis and public speaking using a variety of media. Credit 3 hours.
- 332 Caring in the Christian Community.** The course will help learners become better informed as caring ministers and more effective in developing care ministries in their local settings. Learners will learn to use a method of critical reflection in praxis, through which they can identify where suffering is occurring, analyze the causes of suffering, and imagine responses by which suffering can be alleviated with caring. Prior study interpreting the Old and New Testament is recommended. Credit 3 hours.
- 354 United Methodist History.** This course surveys the history of Methodism in the United States, from its British and Wesleyan roots to the present, and counts toward meeting United Methodist certification requirements in designated ministry areas. Credit 3 hours.
- 420 The Church and Mission.** This course introduces learners to the concept of *missio Dei* (the mission of God) and helps them think critically about missional practices in the church. Credit 3 hours.
- 424 Applications in Youth Ministry.** This is a comprehensive youth ministry course, the content of which is foundational to local church work. Emphasis will be placed on equipping learners to practice youth ministry in the local church by exploring a variety of theories, techniques, and resources. Prior study of educational theory is highly recommended. Prerequisite: MIN 124. Credit 3 hours.
- 425 Church Administration and Finance.** Pulling together pastoral ethics and fiscal responsibility, this course equips learners for the administrative leadership of churches and other non-profit ministries.



The course applies theological principles to develop best practices for leadership in administration, financial stewardship, and professional ethics within ministry settings. Practical structures for the handling of volunteer, financial, and other ministry resources will be examined and evaluated to address the broad range of ministry needs confronted in diverse ministry settings. Upon completion the learner will be equipped to organize current and future ministries to maximize efficiency and integrity. Credit 3 hours.

- 454 **Practicum in Ministry.** The practicum involves real work experience in a ministry setting, bringing prior Bachelor Arts in Christian Ministry studies to bear in an on-the-ground ministry context. The course includes both field supervisor-directed practicum work, as well as instructor-directed assignments. Credit 3 hours.

## Communication

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### Communication Courses

Department Code: COM

- 125 **Speech.** This course helps learners majoring in any discipline strengthen communication skills essential for success in academics and the workplace. Learners will focus on listening, evaluating, and delivering spoken discourse based on audience and purpose. Learners will evaluate why some people are more effective than others as public speakers, analyze speeches and audiences, study ethical considerations for speakers, research and organize findings on a topic, and present findings before an audience, and learn techniques for identifying and reducing speech anxiety. Credit 3 hours.
- 301 **Professional Communication.** This course prepares learners to communicate effectively in business settings by helping them develop their written and oral communication skills. The course focuses on traditional and Web-based forms of communication used in business today, including e-mail, letters, memos, reports, proposals, and presentations. The course teaches learners to plan, write, and revise communications for a variety of audiences and in different mediums. It also teaches learners to communicate with greater clarity, economy of language, and vigor, as well as how to communicate professionally with employees, customers, and hiring managers. Learners will participate in interactive online activities and complete real-world assessments that help them produce, evaluate, and improve their own written, oral, and multimedia communication skills. Prerequisite: ENGL102. Credit 3 hours.

## Computer Operations Technology

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### Computer Operations Technology Courses

Department Code: COT

- 101 **Introduction to Computers.** An introduction to personal computers and the packaged software commonly available to them. It is designed for learners with little or no prior computer experience. Credit 3 hours.
- 210 **Microsoft PowerPoint.** Learners in this course will focus on the skills needed to create impressive presentations. The course provides a thorough grounding in PowerPoint's most important tools and features. Learners will explore audience demographics as well as approaches to layout, typography, imagery, color, animation, navigation schemes, sound and data representation including the use of charts and graphs. This course is a combination of theory and hands-on application. Credit 3 hours.
- 220 **Microsoft Access.** This course covers the basic steps of database application development. Using Microsoft Access database software, the learner develops database tables, queries, forms and reports to create working Access database application. Credit 3 hours.
- 305 **Advanced Microsoft Excel.** Learners in this course will focus on advanced uses of Excel, including layout, formulas, built-in functions, graphing, and secondary and derived sheets. Participants also learn to manipulate and summarize lists, publish documents, create charts and data maps, and record macros. Credit 3 hours.
- 311 **Advanced Microsoft Word.** The primary focus of this course is to teach effective preparation of technical documents using Microsoft Word. The course covers structure and management of large

documents, use of styles and templates, and linking and embedding of pictures and drawings. It also introduces versioning and revisions, and general mark-up. Credit 3 hours.

- 325 Outlook Organizational Techniques.** How can Microsoft Outlook be configured and used effectively to support organizational functions and activities such as communication, collaboration, and managing tasks and knowledge? Learners study and apply key concepts, functions and features, and automation methodologies associated with Microsoft Outlook. Learners examine how Outlook's various components and tools work together, and explore how to configure and use them efficiently and effectively. Advanced tools such as templates and rules that extend the effectiveness of Microsoft Outlook to support organizational functions and activities are also explored. Credit 3 hours.
- 330 Microsoft Office Applications.** The Microsoft Office suite includes applications typically used by organizations that work together to extend workforce capabilities for the benefit of an organization. Learners study and apply major functions and features associated with Microsoft Word, Excel, PowerPoint, Outlook, and OneNote. Learners examine how the various applications' major components and tools work together, and explore how to configure and use them effectively. Credit 3 hours.
- 410 Local Networking (LAN) Fundamentals.** This course covers the networking of computers within a small geographic area using current and emerging Ethernet protocols and includes the functions of internetworking devices such as routers, switches, hubs, and NICs. Network operating systems, delivery media (both physical and wireless), peer networking, server functions, workstation and server hardware, network addressing, and TCP/IP protocols will also be covered. Credit 3 hours.
- 411 Website Management.** The focus of this course is on design and development of websites to support business operations. Topics include the study of site design, maintenance, and the integration of databases and other programming functionality to increase the capability of a Web site to support changing business needs. Credit 3 hours.
- 415 Computer Systems Integration.** This is a comprehensive, hands-on course that covers basic computer systems service topics as well as more advanced issues pertaining to hardware and operating system configuration, installation and troubleshooting. Additionally, the course expands the learners' practical experience and knowledge in networking maintenance issues, safety and customer service techniques and management. Credit 3 hours.
- 420 Enterprise Forensics.** This course surveys the essentials of computer forensics methodology to manage civil, criminal, and administrative investigations. Learners will examine how computer forensics combines elements of computer science and law to collect data from various computer systems. Learners study tools and techniques of obtaining and analyzing digital evidence in legal cases in order to help prepare them to use those tools and techniques to investigate complex digital forensics cases. Credit 3 hours.

## Computer Programming Technology

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Computer Programming Technology provides professional study of computer programming software and techniques. Students are taught necessary skills to research, document, and develop program applications within the object-oriented programming environments. The complete dynamic software development life cycle – from developing initial algorithms, pseudo-code, graphical user interfaces, documenting code, coding and testing, to maintaining designed applications – is stressed. Applications are developed using HTML and XHTML, Visual Basic, and Java. Database design is extended through the integration of the Structural Query Language (SQL) and Visual Basic for Application (VBA) programming language. Study is further directed toward developing critical thinking, problem-solving, and communication skills required in order to provide ethical solutions in business, education and industry.

### B.S., Major in Computer Programming Technology

#### Major requirements:

In Computer Programming:

- 322 SQL Fundamentals
- 323 VBA, The Internet and Microsoft Office Applications
- 421 Java Programming Principles I
- 422 Hypertext Markup Language Programming

- 423 Project: Designing and Programming an Application
  - 431 Java Programming Principles 2
  - 432 Visual Basic.Net Programming Essentials 1
  - 433 Visual Basic.Net Programming Essentials 2
- In Computer Operations Technology:
- 220 Microsoft Access
- In Capstone:
- 495 Senior Capstone

## Computer Programming Technology Courses

Department Code: CPT

- 285 Introduction to Computer Programming.** Students learn the fundamental logic, design and applications software required to enter the Computer Programming Technology (CPT) degree program. An overview of computer programming logic, structures, documentation, design and the planning process is presented. Students install and configure the required programming tools and software used throughout the CPT programming courses. The course exposes the learner to the general object orientated programming. Concepts required – decisions making, looping, arrays, methods, and data file handling. The course is not language specific and prior programming is not required. Credit 3 hours.
- 322 SQL Fundamentals.** Using SQL server, learners retrieve information from various relational databases. Beginning with simple queries that retrieve selected data from a single table, the course progresses to advanced queries that summarize data, combine it with data from other tables, and display the data in specialized ways. Credit 3 hours.
- 323 VBA, The Internet and Microsoft Office Applications.** This course focuses on using Visual Basic for Applications programming to support applications in Microsoft Access and Excel. Learners use the Object Model for both Access and Excel and produce programs that include declaration and assignment of object, string, date and numeric variables, selection statements, repetition statements, custom dialog boxes, and ADO data exchange. Prerequisite: COT 220. Credit 3 hours.
- 421 Java Programming Principles 1.** This course presents Java object-oriented programming logic and fundamental techniques – from the basic concepts of primitive data types, operations, and control statements, to user defined methods, objects, classes, class inheritance and GUIs – to construct robust business solutions. Credit 3 hours.
- 422 Hypertext Markup Language (HTML) Programming.** In this course, students will learn the latest HTML5 and CSS3 standards and explore the principles of good Web page design through the creation of real-world Web sites. Technologies introduced include creating fixed and fluid layouts using HTML5 structural elements, using the latest CSS3 styles and pseudo-classes, applying progressive enhancement for cross-browser support and applying the latest standards to create multimedia Web pages, interactive Web forms and web tables. Credit 3 hours.
- 423 Project: Designing and Programming an Application.** Through the design of a complete application, participants learn how to establish a robust, scalable and secure business solution using the development and programming tools learned throughout previous computer programming courses. Prerequisite: 4 CPT courses. Credit 3 hours.
- 431 Java Programming Principles 2.** The course progresses from programming business applications using arrays and strings, through advanced inheritance and composition, to handling exceptions and events. Advanced GUIs and graphics are presented, and recursion is introduced. Prerequisite: CPT 421. Credit 3 hours.
- 432 Visual Basic.Net Programming Essentials 1.** This course covers the essentials of Visual Basic.Net applications programming within Microsoft's Visual Studio.Net Integrated Development Environment. Students learn how to develop object-oriented programs, test and debug applications, produce active Windows controls, develop multi-form applications, enhance the graphic user interface, and manipulate dates and strings within the .Net platform. Credit 3 hours.
- 433 Visual Basic.Net Programming Essentials 2.** Using Microsoft's Visual Basic.Net Integrated Development Environment, students learn advanced concepts on how to work with arrays and collections, structures and files, and XML to build robust business solutions. Advanced skills in object-orientated programming are presented for developing database applications using ADO.Net to produce bound controls and parameterized queries to develop Web forms and services. Prerequisite: CPT 432. Credit 3 hours.

## Core

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### Core Courses

Department Code: CORE

- 101 Developing Academic and Professional Strengths.** How does higher education help create the type of person that businesses want to hire? Learners will explore the answer to this question, and in doing so, help lay the foundation for academic and professional success. Each learner will develop a core set of skills needed to be both an effective college student and a successful professional in the 21st-century workplace. Learners will develop and practice practical strategies with which to become more efficient and effective learners, while also developing higher-order learning skills to reflect on critical issues relevant to both academic and professional environments such as personal responsibility and ethics. Credit 3 hours.
- 110 Information Literacy.** This course is designed to provide learners with the skills that are fundamental to becoming an information-literate professional who can locate, evaluate, organize and communicate information. The abundance and rapid flow of data requires skill development in the understanding of information resources, accessing information sources, determining the credibility of Internet information, logically organizing sources and finally presenting the information professionally. Credit 3 hours.

## Criminal Justice

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The Criminal Justice program provides learners with knowledge and skills they can apply immediately in the exercise of law enforcement policies and procedures. In addition, program students are afforded an understanding of the nature of crime and the personnel, institutions, and processes that prevent or respond to crime. Students learn both the theory and practice of the criminal justice system. Management, communication, leadership, psychological, and sociological aspects of the executive criminal justice professional are stressed. The curriculum covers crime and criminal behavior, policing, criminal investigation, criminal law and procedure, courts, corrections, and administration and management of criminal justice organizations.

### B.S., Major in Criminal Justice

#### Major requirements:

In Criminal Justice:

- 300 Foundations of Criminal Justice
- 315 Perspectives in Policing
- 325 Criminal Investigation Techniques
- 335 Correctional Theory and Practice
- 400 Criminology and Deviant Behavior
- 425 Criminal Law and Procedure
- 430 Criminal Justice Organizations: Administration and Management
- 440 Special Topics in Criminal Justice

In Capstone:

- 495 Senior Capstone

### Criminal Justice Courses

Department Code: CJUS

- 300 Foundations of Criminal Justice.** Foundations of Criminal Justice surveys the concepts of crime and justice, the rule of law, and provides an overview of how crime impacts society. It provides a summary of police, prosecution, courts, and the correctional system. Additional issues and challenges in the criminal justice system such as juvenile crime, terrorism, and transnational organized crime are reviewed. Credit 3 hours.
- 315 Perspectives in Policing.** This course examines the history, roles, and challenges of law enforcement careers in American society. Learners will develop an understanding of the constitutional, ethical, and workplace expectations of law enforcement professionals, the development of modern police

agencies, and the nature of police work. This course also covers contemporary issues, including diversity, discretion, misconduct, use of force, and the dynamics of community policing. Credit 3 hours.

- 325 Criminal Investigation Techniques.** This course surveys the principles, practices, concepts, and theories applicable to the investigation procedures of law enforcement agents and agencies. Learners assess techniques for collecting, preserving, and evaluating physical evidence. Learners will examine evidence collection relying on interviews and interrogation techniques with a focus on ethical standards and the admissibility of evidence. Learners will also review legal standards associated with criminal investigations and examine the range of evidence that can be collected and admitted in federal and state criminal courts. Finally, learners will examine the elements of crimes against persons and property and the techniques for effectively documenting evidence and information for presentation in court. Credit 3 hours.
- 335 Correctional Theory and Practice.** This course surveys the history, philosophy, and structure of the American corrections system. Learners will examine the roles and functions of jails, probation, prisons, parole, intermediate sanctions, and community corrections. Learners will also examine correctional clients and careers, facility management and culture, constitutional guidelines, and the societal and individual impact of prison, probation, and other correctional approaches. Finally, learners will examine controversial issues including the death penalty, the disproportionate incarceration rate of minorities, and the expansion of the corrections industry, including privatization and community surveillance. Credit 3 hours.
- 400 Criminology and Deviant Behavior.** In this course, learners will explore the origins of criminal behavior and apply criminological knowledge in the effort to understand criminal and deviant behavior. Learners will examine misconceptions and myths about crime as they develop an informed and critical understanding of crime as a function of social and political structures. Learners will also examine how politics and societal attitudes impact policy formation and develop the tools to use data, facts, and evidence to achieve results. Finally, learners will examine the evolution of theories of crime causation, strategies and purposes of crime measurement, and new and future trends in crime. Credit 3 hours.
- 425 Criminal Law and Procedure.** This course surveys due process rights of individuals in the criminal justice process. Learners will discuss and analyze the structure and processes of local, state, and federal judicial systems, paying special attention to the impact of the Bill of Rights on the practices of police, prosecutors, and judges, including an examination of the remedies available for the violation of those rights. Learners will explore topics including searches and seizures, interrogations and confessions, and the identification and processing of suspects and defendants throughout the pretrial, trial, and post-trial stages. Credit 3 hours.
- 430 Criminal Justice Organizations: Administration and Management.** This course introduces learners to endemic and emerging administrative problems and issues confronting the criminal justice agency. Learners will describe, analyze, and synthesize contemporary management problems and issues in a criminal justice organization. Modern management concepts significant to criminal justice organizations will be reviewed. Credit 3 hours.
- 440 Special Topics in Criminal Justice.** This course will include an intensive examination of specialized contemporary topics in criminal justice. Topics may vary from course to course, but will include subjects such as drugs and substance abuse, gangs, race, hate groups, women in the criminal justice system, domestic violence, and serial crime and criminals. Credit 3 hours.

## Cyber-Crime Investigation

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The Cyber-Crime Investigation Certificate provides individuals a bridge between criminal justice foundational knowledge and the growing law enforcement challenges of cyber-crime. Students in the Cyber Crime Investigation Certificate have an opportunity to learn investigative and legal aspects of cyber-crime while also learning techniques for preventive measures in their organizations.

### Undergraduate Certificate in Cyber-Crime Investigation

**Major requirements:**

In Criminal Justice:

325 Criminal Investigation Techniques

In Security Management:

- 320 Information Security
  - 411 Loss Prevention and Crime Prevention
  - 415 Legal Aspects of Security
- In Computer Technology:
- 420 Enterprise Forensics

## English

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### English Courses

**Department Code: ENGL**

- 101 Composition 1.** This course helps learners develop writing skills that are transferrable to any academic or workplace writing task. The course guides learners through the process of planning, drafting, revising, editing, and proofreading academic and workplace writing. Learners will develop skills necessary to craft coherent sentences and paragraphs, to edit editing their writing for proper spelling, grammar, and punctuation. They will learn about narrative structure and techniques as well as the elements of successful argumentation and persuasive discourse. This course also guides learners through every stage of the research process. Learners will develop a research plan, conduct research, organize and draft a research paper, and then revise, edit, and proofread that research paper. Credit 3 hours.
- 102 Composition 2.** This course builds on the thinking and writing skills introduced in Composition 1. Learners will write critical, argumentative essays based on their interpretations of nonfictional texts, including literary, film, and cultural texts, and in doing so, will recognize the role of rhetoric in the writing situation as they craft persuasive discourse. In doing so, they will learn methods of questioning, analyzing, and evaluating their own beliefs as well as the perceptions and perspectives of others. These methods of critical thinking are intended to improve the quality and organization of learners' writing for any purpose, including academic and workplace purposes. In addition to writing essays, learners will develop more advanced research strategies, as well greater proficiency in APA style. Prerequisite: ENGL101. Credit 3 hours.

## General Studies

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The Associate of General Studies (AGS) degree allows students to design their own program of study combining courses from multiple disciplines. The degree will allow students flexibility in developing a plan which will address a student's particular professional needs, or personal areas of interest, while completing general education requirements. The AGS is designed to prepare students for all baccalaureate majors by providing them with a broad, general education. The program includes a series of foundation and disciplinary perspective courses. The remainder of the program hours will be composed of courses selected from a minimum of three different disciplines.

The Bachelor of General Studies (BGS) degree is an interdisciplinary degree designed for students with specific learning and/or career goals that can be better accomplished through an individualized program of study than a traditional major. As an interdisciplinary degree the BGS degree provides graduates with a broad base of knowledge that makes them marketable in a number of different professions. BGS students create individualized programs of study that directly apply to their personal and professional goals.

### **A.G.S., Associate of General Studies**

#### **Major requirements:**

A minimum of 24 credits in three different disciplines.

In Core:

- 101 Developing Academic and Professional Strengths
- 110 Information Literacy

In English:

- 101 Composition 1
- 102 Composition 2

In Math and Sciences:

110 Statistics and Probability or 115 College Algebra

In Humanities:

201 Ethics

In Communications:

301 Professional Communication

An additional 6 credits of humanities, 4 credits of Natural Sciences/Mathematics, and 6 credits of Social Sciences must be met.

## **B.G.S, Bachelor of General Studies**

### **Major requirements:**

A minimum of 36 upper division credits in 2 – 3 approved areas of study and CAPS495 Senior Capstone.

In Core:

101 Developing Academic and Professional Strengths

110 Information Literacy

In English:

101 Composition 1

102 Composition 2

In Math and Sciences:

110 Statistics and Probability or 115 College Algebra

In Humanities:

201 Ethics

In Communications:

301 Professional Communication

In Capstone:

495 Senior Capstone

An additional 6 credits of humanities, 4 credits of Natural Sciences/Mathematics, and 6 credits of Social Sciences must be met.

# Healthcare Administration

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Success in healthcare administration and management is leveraged not only by mastery of healthcare business disciplines, but also by demonstration of leadership in a complex healthcare environment. The focus of this major is on gaining knowledge and developing skills in healthcare leadership; administrative, human resource, and financial management; healthcare economics; and healthcare policy, law, and regulations. The healthcare administration curriculum will provide students with practical, marketable healthcare administration, management, and leadership skills grounded in industry accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

## **B.S., Major in Healthcare Administration**

### **Major requirements:**

In Healthcare Administration:

280 The Healthcare Industry

305 Healthcare Policy, Law, Regulation, and Accreditation

306 Accounting in Healthcare

315 Economics of Healthcare

340 Managing Healthcare Human Resources

405 Healthcare Marketing and Development

410 Healthcare Information Systems

430 Financial Management in Healthcare Services

438 Quality Management of Healthcare Services

480 Strategic Management of Healthcare Services

497 Healthcare Administration Capstone

### **Required Prerequisites:**

In Communication:

- 125 Speech
- In Humanities:
  - 201 Ethics
- In Math and Sciences:
  - 115 College Algebra
  - 110 Statistics and Probability

## Healthcare Administration Courses

Department Code: HCA

- 280 The Healthcare Industry.** Knowledge of the healthcare industry's complex environment equips those in healthcare administration roles for current and emerging roles and responsibilities. Learners study the U.S. healthcare industry from a historical perspective to the present. Learners examine the organization, management, resources, delivery, and financing of health services in the United States. Learners assess the political, cultural, social, behavioral, demographic, economic, and historical factors that shape the U.S. healthcare industry and their potential impact on the future of healthcare delivery in the U.S. Credit 3 hours.
- 305 Healthcare Policy, Law Regulation and Accreditation.** Healthcare policies, laws, regulations, and accreditation in the U.S. heavily influence a healthcare organization's market and organizational environment. Knowledge of these factors is essential for effective strategic and operational management of healthcare organizations. Learners explore the requirements and management challenges of healthcare policies, laws and regulations, and accreditation. Learners examine the ethical, legal, and regulatory compliance requirements and practices for healthcare funders and payers, provider networks and organizations, individual practitioners, and consumers. Prerequisites: HCA 280 and HUM 201. Prior study of professional communication is recommended. Credit 3 hours.
- 306 Accounting in Healthcare.** Accounting for healthcare organizations must address several requirements that are either unique to healthcare or to human services in general. Knowledge of these and other basic accounting practices is essential to effectively use financial analysis tools and reports. Learners explore for-profit, not-for-profit, and fund accounting, Generally Accepted Accounting Principles (GAAP), as well as legal, regulatory, and financial reporting requirements for healthcare organizations. Learners analyze financial statements and the general ledger and explore how the data is used in the preparation of externally required and internally desired financial reports for healthcare organizations. Prerequisite: MASC115. This course may be substituted for ACCT285. Credit 3 hours.
- 315 Economics of Healthcare.** Diverse factors, such as legal, regulatory, contractual, and reimbursement models and methods, contribute toward a complex economic environment for healthcare organizations in the U.S. Learners explore the economic characteristics of the healthcare industry in the United States. The impact of public policy, laws, regulations, and private sector behavior on healthcare delivery and payment systems is explored. The interplay of economics, healthcare payer, provider, consumer, healthcare utilization, and behavior is analyzed and assessed. Learners compare the economic characteristics of the U. S. healthcare industry to those of other countries. Prerequisites: HCA 305 and MASC115. Credit 3 hours.
- 340 Managing Healthcare Human Resources.** A key factor of success for an organization is how well its employees are engaged in its initiatives and routine operations while maintaining human resource legal and regulatory requirements and generally accepted practice. Specific considerations for healthcare organizations include clinical governance, credentialing, and licensure. Learners examine the interrelationships of human resource, clinical governance, and the delivery of patient-centric care and services. In addition, they explore staffing and employment functions; training and development; compensation and benefits; labor relations; credentialing and licensure; and legal and regulatory requirements. Management considerations within a multicultural environment are also addressed. Prerequisite: COM 125. Prior study of healthcare legal, regulatory, and accreditation requirements is highly recommended. Credit 3 hours.
- 405 Healthcare Marketing and Development.** A major challenge for marketing healthcare services is the diversity of customers for the same types of services with differing expectations. Learners study marketing theories, strategies, ethics, legal requirements, and practices applied to multiple healthcare markets including consumers, referral agents, and payers. Learners also explore marketing to and making application for funding from organizations and individuals that grant or donate funds to



- underwrite services for populations with limited or no financial resources. Prerequisites: HCA 280 and HUM 201. Prior study of professional communication recommended. Credit 3 hours.
- 410 Healthcare Information Systems.** Information systems contribute to the quality, effectiveness, and efficiency of healthcare service delivery, management, and administration. The requirements of information systems continue to evolve with integration with health information exchanges, telemedicine and its disciplinary counterparts, and other emerging technologies. Learners examine the ethical, legal, and regulatory requirements for information systems and their integration with strategic, clinical, and operational decision making, as well as routine organizational processes. The methods for assessing feasibility, selecting, implementing, evaluating, and securing the use of information systems and technology to support current and emerging healthcare trends and applications are also explored. Prerequisites: HCA 280 and HUM 201. Prior study of healthcare legal and regulatory requirements regarding information systems, security, and patient privacy is highly recommended. Credit 3 hours.
- 430 Financial Management in Healthcare Services.** Managing financial resources effectively in a complex and disruptive economic environment presents significant challenges for healthcare managers. Learners study the financial management of healthcare payer, network, and provider organizations in the U.S. Reimbursement mechanisms, funding indigent care, industry costs and competition, and other ethical, legal, regulatory, and financial management challenges are critically assessed. Learners engage in preparing and managing budgets, using financial tools, and applying financial management best practices. The collaborative role of fiscal management in the delivery of patient-centric care and services is also explored. Prerequisites: HCA 306 and HCA 315. Prior study of professional communication recommended. Credit 3 hours.
- 438 Quality Management of Healthcare Services.** Quality and performance improvement are critical elements to the success of a healthcare organization in the delivery of patient care and services. Healthcare organizations are held accountable for ensuring that the quality of care and services meets the expectations of patients, healthcare professionals, the general public, regulatory, and accrediting bodies, payers, and other stakeholders. Learners explore the role of leadership in the success of quality and performance improvement initiatives. Quality management (including patient safety, risk assessment and prevention, peer review, and patient experience and satisfaction) and performance improvement and management concepts, systems, practices, and technologies are examined. Prerequisites: HCA 280 and MASC110. Prior study of professional communication recommended. Credit 3 hours.
- 480 Strategic Management of Healthcare Services.** Successful strategy development and execution are essential for an organization to continually meet patient care needs and to fulfill its mission. Learners study strategic management theories and principles and examine best practices for developing and executing successful strategy in a complex, ever-changing marketplace. Learners consider means for leading and motivating employees to effectively execute those strategies. Patient-centric care and services, quality management, collaboration, and partnering with stakeholders and other organizations are emphasized. Prerequisites: All major courses with the exception of HCA 497. Prior study of professional communication recommended. This course may be substituted for HCA 420. Credit 3 hours.
- 497 Healthcare Administration Capstone.** Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of healthcare administration. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as individual responsible citizens and in encouraging corporate responsible citizenship, and their preparation for healthcare leadership. Prerequisites: All major courses. Prior study of professional communication recommended. Credit 3 hours.

## History

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### History Courses

Department Code: HIS

- 120 World History.** This course guides learners through the roughly 150,000 years of recorded human history, highlighting the eras that were most influential in shaping our current historical context. Learners will use both primary and secondary sources to trace the development of modern nations, cultures, and institutions, and explore the interactions of key world cultures through various lenses: religious, political, social, and economic. In the process, learners will construct an accurate and

nuanced understanding of how history is constructed and the role it plays in shaping the present. Learners will also examine the relationship between ideas learned in the course and the events in their own lives and use historical analysis skills to analyze historical events and apply what they learn to an examination of current problems. Credit 3 hours.

**332 Kansas History.** A detailed investigation of the land, peoples, cultures, and socioeconomic development. Credit 3 hours.

## Homeland Security

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The Homeland Security Certificate is designed to address a multitude of issues and challenges facing organizations today given the ever-evolving nature of homeland security issues in the United States and those impacting on citizens and countries around the world. The courses are taught by practicing professionals who bring real-world applications to each of the classes.

### Undergraduate, Certificate in Homeland Security

#### Major requirements:

In Security Management:

- 311 Introduction to Security
- 315 Physical Security
- 321 Homeland Security Fundamentals
- 420 Emergency Planning
- 424 Terrorism-Motivations and Adversaries

## Humanities

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### Humanities Courses

Department Code: HUM

- 201 Ethics.** Ethics introduces learners to moral philosophy, the branch of philosophy that questions what is good and bad. The course surveys a number of important ethical theories—ethical relativism, objectivism, egoism, altruism, utilitarianism, duty-based moral theory, natural law, natural rights, and virtue ethics—as they examine reasons why certain actions are morally right or wrong. Learners will apply ethical theories in the evaluation and analysis of current controversial issues, question ethical matters from a variety of angles, and acquire new tools to assist them in making ethically sound, well-informed decisions throughout their lives. This course is writing intensive. Prior completion of ENGL102 is highly recommended. Credit 3 hours.
- 301 Critical Thinking.** This course prepares learners to critically interpret, synthesize, analyze and evaluate information. It is designed to introduce learners to complex problems and help them come to well-reasoned conclusions and solutions. Credit 3 hours.
- 499 Responsibility for the Future.** Seniors from various majors will share approaches from their different disciplines towards dealing holistically with issues that shape the future, seeking to integrate disciplines and to synthesize knowing, caring and doing. Credit 3 hours.

## Human Resource Development

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With the increasing competitive pressure of a global economy and the growing emphasis on employee empowerment, people with highly developed management skills will be the leaders of tomorrow. The human factor remains the key to success. The Human Resource Development curriculum gives students the education necessary for effective management of people and resources.

### B.S., Major in Human Resource Development

#### Major requirements:

In Human Resource Development:

- 310 Legal and Regulatory Environment of Human Resources
- 321 Compensation and Benefits
- 323 Finance for Non-Financial Managers
- 324 Performance Management
- 330 Microsoft Office Applications
- 338 Human Resources Technology
- 345 Managing Human Resources
- In Business Administration:
  - 328 Organizational Behavior
- In Capstone:
  - 495 Senior Capstone

## Human Resource Development Courses

Department Code: HRD

- 310 **Legal and Regulatory Environment of Human Resources.** This course is a survey of the various levels of government statutes and regulations as they affect the human resource function in modern organizations. Credit 3 hours.
- 321 **Compensation and Benefits.** This course analyzes the labor market, insights into socioeconomic and political events that influence wage and salary administration, methods of building an adequate and equitable compensation package in order to attract and retain competent employees, reward for merit and accomplishments, and providing incentives for development. Credit 3 hours.
- 323 **Finance for Non-Financial Managers.** Learners will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of financial statements, sources of funds for financial operations, managing the cash flow process, the cost of capital, and capital budgeting. In addition, the financial impacts of international operations will be explored. Credit 3 hours.
- 324 **Performance Management.** The learner is introduced to the application of the principles and techniques of behavior modification to the performance of individuals and groups in organizations. The course includes application of the ABC analysis and the study of antecedents, behaviors and consequences that can be used to successfully sustain individual and group performance. Credit 3 hours.
- 325 **Developing Workforce Talent.** This course focuses on the creation of a personal development plan that will provide insight into abilities, strengths and weaknesses that help the participant to succeed professionally. It will focus on skills assessment, career planning, developing the attributes and talents that help people move both up and laterally in organizations. It will also focus on the current trends in organization effectiveness development. Credit 3 hours.
- 330 **Microsoft Office Applications.** What are the Microsoft Office applications typically used by organizations? What are these applications' major capabilities and how can they work together to extend human resource capabilities for the benefit of an organization? Learners study and apply major functions and features associated with Microsoft Word, Excel, PowerPoint, Outlook, and OneNote. Learners examine how the various applications' major components and tools work together, and explore how to configure and use them effectively. Credit 3 hours.
- 338 **Human Resources Technology.** Learners develop an understanding of the role of application systems software in supporting the business functions of human resource management. The course will address the strategies and methodologies utilized in the design, development, and deployment of information technology solutions including vendor evaluations and user involvement. Credit 3 hours.
- 345 **Managing Human Resources.** This course introduces learners to human resources management, including human resources functions and the relationship between human resources and business strategy. Learners will explore staffing and employment functions; training and development, and performance evaluations; the strategic importance of compensation and benefits and labor relations; and legal issues that arise in various human resources functions. Credit 3 hours.

## Information Systems Management

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The Information Systems Management (I.S.M.) program prepares learners to successfully manage information systems innovation, design, development, and operations. The program

emphasizes broad knowledge and skills in information systems management and administration and applied knowledge in project, information security, design and development, and innovation management. In addition, the I.S.M. program offers areas of specialization in security, enterprise, data management, and decision support. Students demonstrate their knowledge and skills throughout the program through their application to realistic scenario and simulation-based activities and applied projects. The core program is 30 hours with 10 core courses and, if a specialty is chosen, 9 additional hours in three specialization courses.

### **B.S., Major in Information Systems Management**

#### **Major requirements:**

In Information Systems Management:

- 200 Management of Information Systems
- 240 Introduction to Problem Solving
- 367 Business Intelligence and Analytics
- 400 Database Management Systems
- 401 Managing Innovation

In Business Administration:

- 420 Information Systems Analysis and Design

In Business Quality Management:

- 444 Project Management

In Human Resource Development:

- 323 Finance for Non-Financial Managers

In Security Management:

- 320 Information Security Management

In Capstones:

- 495 Senior Capstone

#### **Specialization in Security:**

- 421 Digital Security
- 431 Enterprise Security
- 441 Enterprise Incidence Response

#### **Specialization in Enterprise Systems:**

- 427 Enterprise Architecture Management
- 431 Enterprise Security
- 437 Emerging Technologies and the Enterprise

#### **Specialization in Data Management and Decision Support:**

- 424 Database Design and Decision Support
- 434 Decision Support Modeling
- 444 Data Visualization

## **Information Systems Management Courses**

### **Department Code: ISM**

- 200 Management of Information Systems.** This course provides an overview of business information systems. Topics include hardware and software fundamentals, use of software packages, and effective use of networks, Internet, and other technologies. Credit 3 hours.
- 240 Introduction to Problem Solving.** This course introduces techniques for finding solutions to problems through structured programming and refinement. Topics include principles of programming, the logic of constructing a computer program, and the practical aspects of integrating program modules into a cohesive application. Algorithms are used to demonstrate programming as an approach to problem solving. Credit 3 hours.
- 367 Business Intelligence and Analytics.** Learners will develop the skills to use Visual Basic for Applications (VBA) programming, part of Microsoft Excel. VBA provides the process to develop applications, which accept data from data mining packages and present the information the information to others in a consistent format. The course will develop skills in knowing when and how to use pivot tables, macros, automation and integration of downloaded data into reports, graphing, and the use of simulation and decision support models. Prerequisite: ISM 200. Prior knowledge of Excel required. Prior study of statistics recommended. Credit 3 hours.
- 400 Database Management Systems.** This course provides a practical and theoretical introduction to data management focusing on the use of relational database technology and SQL to manage an

organization's data and information. Course topics include data warehouses and Web databases. Learners will design and implement a relational database to manage an organization's data. Prerequisite: ISM 200. Credit 3 hours.

- 401 Managing Innovation.** Learners will gain knowledge through an overview of organizational implementation, uses, and impacts of advanced information technology including decision support systems, management support systems, and expert systems. Topics include strategic issues, project management, alternative approaches for building systems, risk management, and emerging technologies. Prerequisite: ISM 200. Credit 3 hours.
- 421 Digital Security.** Learners advance their knowledge in diverse digital security technologies and their application to securing networks, digital devices, and information systems. Learners examine current and emerging digital security technologies, their specific applications, and the function and roles that they each fulfill in securing information, networks, and other digital assets. Credit 3 hours.
- 424 Database Design and Decision Support.** Learners explore database design and technologies for the purpose of decision support. Topics include database design and integration, data warehousing, data mining, and on-line analytical processing (OLAP). Prerequisites: ISM 367 and ISM 400. Credit 3 hours.
- 427 Enterprise Architecture Management.** Learners examine the planning, design, development, implementation, and management of the information technology infrastructure for a business enterprise. Topics include design models, planning and design means and methods, and best practices for enterprise architecture development, implementation, and management. Prerequisite: ISM 200. Credit 3 hours.
- 431 Enterprise Security.** This course teaches learners how to apply an information security management plan to an organization's enterprise systems, including integrating physical and digital security technologies into an enterprise security system that meets the requirements of an organizational information security plan and its policies. Credit 3 hours.
- 434 Decision Support Modeling.** Learners learn business analytics through decision modeling and analysis. Learners gain skills in the use of decision modeling and analytical technologies. Topics include modeling and analytical methods, simulation and statistical software applications, and Web-based decision support systems. Prerequisites: ISM 367 and ISM 400. Prior study of statistics recommended. Credit 3 hours.
- 437 Emerging Technologies and the Enterprise.** Learners explore emerging technologies and their potential application to enterprise solutions. Topics include the technologies, their features, and the function and roles that they each may fulfill in the enterprise. Prerequisite: ISM 200. Credit 3 hours.
- 441 Enterprise Incidence Response.** Learners develop the knowledge and skills necessary to create an information security incident plan, lead an information security incident response, and conduct an information security incident investigation. Topics include the plan components, security incident response methods, and the investigation process. Prerequisite: SMGT320 or ISM 431. Credit 3 hours.
- 444 Data Visualization.** Learners develop the knowledge and skills necessary to use visualization to present and analyze data in a manner that end-users readily understand. Topics will include visualization methods and technologies, and their application to data analysis and presentation. Prerequisites: ISM 367 and ISM 400. Credit 3 hours.

## Language

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### Language Courses

Department Code: LAN

- 124 Elementary Spanish.** A language course with an emphasis on understanding, speaking, reading and writing phrases of practical value. No previous Spanish courses are necessary. Credit 3 hours

## Lean Six Sigma

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The Lean Six Sigma Certificate provides individuals the opportunity to develop the necessary knowledge and skills to manage business processes using a philosophy of continuous improvement. Students are introduced to the major concepts that will contribute to their success in the areas of operations and supply chain management. Concepts covered within this certificate include: lean principles, value stream, process management and analysis, project administration, and Six Sigma.

### Undergraduate, Certificate in Lean Six Sigma

#### Major requirements:

In Operations Management:

- 310 Operations Management 1
- 311 Six Sigma Green Belt 1
- 312 Six Sigma Green Belt 2
- 320 Managing Group Dynamics
- 415 Integrative Supply Chain Management

## Math and Sciences

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### Math and Sciences Courses

Department Code: MASC

- 105 Intermediate Algebra.** This course focuses on basic algebra skills, such as simplifying expressions and solving equations using variables for unknowns. Once learners are able to solve problems using basic algebra, they will apply this knowledge to business, consumer, and science contexts. Learners will develop skills necessary to solve real-world problems using more sophisticated mathematical tools. This course is designed to prepare learners for more advanced courses in algebra, as well as business and science courses requiring the application of algebraic principles. Credit 3 hours.
- 110 Statistics and Probability.** This course acquaints learners with the tools and major components of statistics. Learners will apply technology to analyze data. The course also includes the foundational terminology and practices used in contemporary statistics, such as data collection, metrics, score interpretation, and experimental design. Additionally, this course will promote the skills that learners need to be able to take information from the world around them and use it to make sound decisions based on solid evidence. Credit 3 hours.
- 115 College Algebra.** The course provides learners with fundamental algebra, reasoning, and problem-solving skills needed for everyday life and real-world situations. The course focuses on understanding mathematical symbols and notation, simplifying expressions, and solving equations using variables for unknowns. Learners will analyze and graph various mathematical functions including polynomial, rational, absolute value, root, exponential and logarithmic functions. Learners will also solve associated equations, including systems of equations, inequalities, and complex numbers. Learners will solve word problems using algebraic principles and tools and then incorporate these mathematical concepts into realistic business, consumer, science, and statistical contexts. This course establishes mathematical competencies required for higher learning. Credit 3 hours.
- 150 Science of our World.** Science is an integral component of our technologically-advanced world. Because science affects many facets of everyday life, including business, politics, civic society, and popular culture, it is important that non-scientists are able to understand, evaluate, and analyze scientific issues. This introductory science course is designed to familiarize learners of all majors with the methods of rational inquiry and problem solving in the sciences, help them become more scientifically literate, while integrated lab component helps bring science to life. Additional laboratory materials are required for this course. Credit 4 hours.
- 350 Human Nutrition.** This course will provide learners fundamental knowledge of the science of nutrition. Learners will be provided with the skills to apply and critically evaluate the role of nutrition to the promotion and maintenance of health. This course will focus on the function and metabolism of nutrients in relation to the digestion, absorption, transportation, utilization, and storage in the human body. Credit 3 hours.

**395 Pathophysiology.** This is a foundational course in the study of physiologic and pathologic concepts of human homeostasis and alterations in homeostasis. It focuses on rationales for adaptations of human functioning to stressors and altered health states. This course provides a basis for understanding alterations in human functioning imposed by disease processes so that application to understanding clinical presentations can be made. Anatomy and Physiology and other supplementary science courses may provide a foundational knowledge base for this course. Credit 3 hours.

## Nursing (RN to BSN)

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Registered nurses (RNs) with a diploma or an associate degree in nursing may earn a Bachelor of Science degree in Nursing (BSN) through Southwestern College Professional Studies. This program builds on previous education and experience and is designed to position graduates for leadership roles and career advancement in a variety of healthcare settings.

In recognition that nurses are broadly educated and have transferable knowledge and skills, the Southwestern College RN to BSN program provides the opportunity for intensive study in nursing leadership, and offers preparation for graduate study in a specialized area of nursing practice or to earn a certificate in related fields offered by SCPS – specifically health administration, education or the faith ministry.

### Admission to the RN to BSN Program

Students seeking admission to the RN to BSN program must:

- Have completed a Registered Nurse (RN) diploma or associate degree in nursing
- Provide proof of current, unrestricted licensure to practice as a registered nurse
- Have a minimum 2.5 cumulative GPA for all college course work. Applicants with at least a 2.0 cumulative GPA but less than a 2.5 may be granted conditional admission. Conditional admission restricts the number of credit hours to enroll in during any one session and requires a minimum GPA of 2.5 in courses completed in the nursing curriculum at SCPS. Conditional admission students are expected to work with their Academic Success Coach.
- Option for Dual enrollment between ADN and BSN: To assist in the seamless transition from an Associate's degree program to a BSN program, students who have six (6) or fewer credit hours of their associate's degree to complete can apply to Southwestern College's RN to BSN program. Students can begin taking SCPS nursing courses, while they continue in the completion of their associate degree. A current, unrestricted Registered Nurse license must be obtained by the end of the fourth course in order for the student to continue with the nursing program courses.

### Validation of Credit

RN to BSN students may receive up to 30 hours of nursing credit for proficiency validated by licensure. This is available for nurses who have been active in clinical practice for at least the last two years, or have graduated from an associate degree in nursing program within the last year. This allows 30 nursing credit hours from the associate's degree program to be validated as meeting the outcomes equivalent to those achieved in baccalaureate-degree-granting institutions.

### Transferring a Completed Associate Degree

Any student with a completed associate of arts, associate of science, or associate of applied science degree from an institutions recognized by the Council for Higher Education Accreditation is waived from all general education requirements with the exception of the following:

- ENG 102 Composition 2\*
- Statistics\*\*
- Anatomy and Physiology
- Microbiology

Nutrition  
Pathophysiology

### **Transferring a Completed Diploma in Nursing**

Any student with a completed diploma in nursing from an institution recognized by the Council for Higher Education Accreditation (CHEA) must complete the following general education requirements prior to graduation from the BSN program. If not completed prior to acceptance to the BSN program, and if not offered by Southwestern College, these courses must be completed at an institution recognized by CHEA.

Composition 1 and 2\*  
Statistics\*\*  
General Psychology  
Human Development or Lifespan  
Oral Communication  
College Math or College Algebra  
Anatomy and Physiology  
Microbiology  
Nutrition  
Pathophysiology  
Humanities  
Social Science

*\*Strongly recommended that these be completed prior to beginning the Nursing courses, must be completed within the first 15 hours.*

*\*\*Strongly recommended that Statistics be completed prior to beginning the Nursing courses or prior to NURS331.*

### **B.S.N., Major in Nursing**

#### **Major requirements:**

In Nursing:

309 Nursing Theories/Professional Practice  
328 Quality Improvement through Information Technology  
329 Healthcare Systems and Policy  
330 Nursing Leadership and Management  
331 Evidence-Based Practice  
406 Patient Centered Care Coordination  
407 The Social and Moral Context of Health  
408 Community-Based Public Health Nursing  
427 Trends and Issues Facing Healthcare  
435 Professional Nursing Practicum/Project

### **Nursing Courses**

**Department Code: NURS**

- 309 Nursing Theories and Professional Practice.** As the first course for registered nurses who are pursuing a baccalaureate degree in nursing, this course explores the increasing complexity of healthcare and changes in professional nursing. Through an understanding of nursing theories and the history of the role of the nurse in society, learners develop further knowledge of the evolving healthcare environment and delivery of healthcare, and the developing role of professional nursing in managing, collaborating, and advocating for quality patient care, and forging productive relationships with other key stakeholders as they examine and plan individual career goals. Credit 3 hours.
- 328 Quality Improvement through Information Technology.** Used appropriately, technology can improve quality, reduce cost, eliminate waste, augment access, increase efficiency and productivity, and improve patient safety and health outcomes. Learners will develop leadership and management competencies related to health informatics and the use of information for quality assessment, evaluating performance, decision-making, and other related purposes. Learners will explore effective and ethical information management practices that help to ensure patient confidentiality, information security and integrity, and information accessibility. Prerequisite NURS309. Credit 3 hours.



- 329 Healthcare Systems and Policy.** The healthcare system includes hospitals, nursing homes, clinics, school and drugstore clinics, and a variety of other organizational entities. Behavior of individuals and organizations, forms and styles of communication, and cultural values and patterns differ according to the size of the healthcare organization, type, location, purpose, and assumed typical patient. Learners in this course identify organizational theories and models of care that they apply to various healthcare settings in order to understand the relationship between theoretical models and organizational dynamics. Topics for discussion and analysis includes systems thinking, process improvement projects, regulatory requirements, and models for advocacy and collaboration. Prerequisite NURS309. Credit 3 hours.
- 330 Nursing Leadership and Management.** Learners develop theoretical and practical knowledge of leadership and management components of nursing practice. Through a study of research-based theories and concepts, learners cultivate an appreciation for the roles of leadership and followership. The course also explores the nurse manager's operational leadership and management responsibilities, including effective communication skills, management of personnel, the budgetary process, risk management, and human resource responsibilities. Upon completion, learners will be able to utilize evidence-based research and practice knowledge to impact progressive healthcare improvements. Prerequisite: NURS309. Credit 3 hours.
- 331 Evidence-Based Practice.** Learners develop the skills to read, critique, analyze, and determine how to utilize research and existing knowledge bases in nursing practice. The course provides the learner with an understanding of the evidence-based process and its application to nursing care. Developing the skills to access sources of evidence through databases and to utilize a model to translate the evidence to practice, learners increase their knowledge and skills to participate on a team implementing evidence-based care. Prerequisite: NURS309. Credit 3 hours.
- 406 Patient Centered Care Coordination.** The approach toward medical care has evolved from considering the patient a subject to treat to inclusion of the patient as a member of his or her care team. This course explores the importance of understanding a patient's genetic profile, the patient's understanding of his or her illness, the patient's culture's values, beliefs, and norms to be considered toward illness and treatment, and the patient's own goal for treatment and its outcome help form the basis for a team-based decision regarding the patient's care. Because each person is a member of a community, the course includes a focus on the social and economic principles that contribute toward the formation of a community's culture. Learners gain knowledge in inter-professional communication and the optimization of expertise. Prerequisite: NURS309. Credit 3 hours.
- 407 The Social and Moral Context of Health.** Learners are introduced to the major ethical theories, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Particular attention is given to the concepts of social justice, diversity, and socio-economic dislocations in relationship to differential access to care, treatment inequity, and health disparities. Prerequisite: NURS309. Credit 3 hours.
- 408 Community-Based Public Health Nursing.** Learners develop an understanding of the concept of partnering with the community as the basis for nursing practice in and on behalf of the community. Epidemiology, illness prevention, health promotion, disease prevention, and disaster preparedness approaches are explored and applied to community settings. Learners apply the practices of community assessment, disease prevention, and health promotion to planning, implementing, and evaluating community health interventions. Prerequisite: NURS309. Credit 3 hours.
- 427 Trends and Issues Facing Healthcare.** Learners study current political, economic, and social trends affecting nursing and the healthcare system. Learners will integrate knowledge from previous courses to further explore healthcare quality and safety, evidenced-based practice, informatics, and the nurse's role in today's healthcare system. Prerequisite: NURS309. Credit 3 hours.
- 435 Professional Nursing Practicum and Project.** Learners explore and reflect upon the application of the program outcomes and the knowledge and skills gained from their coursework as they explore, observe, and further experience nursing leadership and mentorship in a healthcare setting (72 hours in one health care setting is required). While working with a nurse in a leadership role, the nursing learner identifies, assists in providing leadership to, and participates in a clinically focused project that will refine clinical, leadership, analytical, decision making, project and task management, interpersonal, communication, and presentation skills. A project plan with expected outcomes is developed by the learner, Program Director, Field Supervisor (Preceptor), and authorized representative from the healthcare setting, if different from the Field Supervisor. The plan is developed after the completion of 21 credit-hours of professional coursework and is approved by the Program Director and authorized representative before the project begins. The Program Director or designee serves as an advisor throughout the project. The course will culminate in the preparation of

two comprehensive projects: A scholarly, research-based, and comprehensive report on the outcome of the clinically focused project; and a detailed and substantiated presentation on how the learner has achieved the nursing program outcomes through his or her coursework, practicum, and professional nursing project. The presentation's audience is the Program Director and other program and academic staff. (12 week course). Prerequisite: completion of all NURS courses (concurrent enrollment permitted for NURS427, only). Credit 3 hours.

**435B Continuing Professional Nursing Practicum and Project.** This is a 6-week, 1- credit elective course. Students will be required to register for NURS435B in the session immediately following NURS435. Students can enroll in NURS435B a maximum of one time in order to complete the practicum and project. Credit 1 hours.

## Operational Leadership

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The Operational Leadership Certificate is designed for individuals interested in developing leadership strategies to assist organizations with the multiple challenges of leading in today's global society. Students are introduced to leadership strategies in the areas of multi-cultural relationships, negotiating, and forecasting. Successful completion of the Operational Leadership Certificate prepares the student to take a proactive role in strategic leadership and decision-making.

### Undergraduate, Certificate in Operational Leadership

**Major requirements:**

- In Business Administration:
  - 415 Negotiation and Conflict Resolution
- In Operations Management:
  - 320 Managing Group Dynamics
- In Strategic Leadership:
  - 307 Leadership Theories and Practical Application
  - 410 Negotiation Skills
  - 420 Forecasting and Leading Change
  - 430 Multi-Cultural Perspectives and Global Trends

## Operations Management

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The Operations Management major provides the knowledge and skills necessary to be a successful manager of a business operation within an integrated supply chain. Concepts covered include personnel management, process management and analysis, scheduling, project administration, Six Sigma and legal and regulatory compliance issues affecting business operations.

### B.S., Major in Operations Management

**Major requirements:**

- In Accounting:
  - 325 Managerial Accounting
- In Operations Management:
  - 305 Organizational Quality Management
  - 310 Operations Management 1
  - 311 Six Sigma Green Belt 1
  - 320 Managing Group Dynamics
  - 410 Operations Management 2
  - 415 Integrative Supply Chain Management
- In Business Quality Management:
  - 444 Project Management
- In Capstone:
  - 495 Senior Capstone

## Operations Management Courses

Department Code: OMGT

- 305 **Operations Quality Management.** This course provides an overview of the key elements required in all aspects of operational management utilizing the most accepted techniques for achieving quality, including Malcolm Baldrige, AS9100, and change management principles. Credit 3 hours.
- 310 **Operations Management 1.** This course provides an overview of the salient aspects of operations management related to process analysis, product and service delivery design, work measurement, reliability and quality. This course is the first course in a two part series. Discussion of the aspects of operations strategy, supply chain management, competitive advantage, and the management of operations in a global environment are included. Credit 3 hours.
- 311 **Six Sigma Green Belt 1.** This course is the first of a two part series to prepare professionals to participate on teams that are designed to improve, redesign, and create efficient, customer-focused business processes. It will provide an understanding of how Six Sigma integrates tools and best practices from various disciplines into a more powerful system of management. The teaming aspects critical to Six Sigma will be described. Credit 3 hours.
- 312 **Six Sigma Green Belt 2.** This course is the second in a two-part series and will emphasize the quantitative and problem-solving techniques associated with Six Sigma. Statistical Process Control (SPC) and how it is used for monitoring, analyzing, and improving quality will be covered. In addition, analysis of histograms and machine/process capability will be studied. Proficiency with problem solving tools will be gained through practical application. Methods for achieving continuous improvement will be discussed. The Green Belt candidates must successfully complete a process/quality improvement project in the second of the two course series. Prerequisite: OMGT311. Credit 3 hours.
- 320 **Managing Group Dynamics.** Learners in this course will examine individual and group behavior within the context of the organizational design and culture. Learners gain theoretical and practical knowledge for understanding topics such as motivation, leadership, management decision-making, group process, and conflict resolution. Credit 3 hours.
- 410 **Operations Management 2.** This course is the second of a two part series. An overview of layout strategy, forecasting, and constraint theory will be covered. A detailed investigation of planning and scheduling strategies that are applicable to a broad range of business situations, and an introduction to simulation are also included. Prerequisite: OMGT310. Credit 3 hours.
- 415 **Integrative Supply Chain Management.** The focus of this course is on intricacies of supply chain management and disruptive factors that influence the supply chain. Topics include an analysis of current practices that reflect maximum supply chain reliability and sustain delivery integrity. Credit 3 hours.

## Organizational Communication

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The Organizational Communication Certificate is designed for individuals interested in understanding the professional communication skills necessary for personal success in today's busy work environment. Students will have the opportunity to develop professional and interpersonal communication skills in addition to examining the process of team communication and participation. The knowledge and practice of both individual and group communication will also include the use of technology tools to better prepare them to be successful in their organization. The use of technology tools will also be explored.

### Undergraduate, Certificate in Organizational Communication

#### Major requirements:

In Operations Management:

320 Managing Group Dynamics

In Strategic Leadership:

302 Self Awareness and Personality Traits

In Communications:

301 Professional Communication

In Human Resource Development:

330 Microsoft Office Applications

In Business Quality Management:  
310 Team Management

## Psychology

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The Bachelor of Arts in Psychology focuses on an essential and fundamental understanding of the major elements in the field of psychology. Students in this major will evaluate psychological theories and research while examining ethical issues in the practical application of psychological theories. Individuals enrolled in this major can enrich their skills and abilities in organizational life and choose to pursue employment in a variety of organizational roles including, but not limited to, intake workers, child care workers, social service workers, and administrative support personnel. The Bachelor of Arts with a Psychology major is designed for individuals who wish to complete a general degree in psychology or prepare for an advanced degree in psychology.

### B.A., Major in Psychology

#### Major requirements:

In Psychology:

- 252 Developmental Psychology
- 262 Social Psychology
- 332 Biological Foundations of Psychology
- 352 Cognition
- 362 Personality Theories
- 400 Psychological Research Methods
- 410 Emotion
- 420 Abnormal Psychology
- 430 History and Systems of Psychology
- 440 Psychological Assessment

In Capstone:

- 495 Senior Capstone

#### Required Prerequisites

In Math and Sciences:

- 110 Statistics and Probability

In Psychology:

- 110 General Psychology

### Psychology Courses

Department Code: PSY

- 110 General Psychology.** This course explores major perspectives, principles, theories, and methods that govern the study of mental processes and behaviors. Learners will trace psychology's historical roots, scientific basis, and major perspectives and consider contemporary and historical theories of how biological, cognitive, and environmental factors underlie and influence human development, sensation and perception, consciousness, intelligence, and social dynamics. Learners will also examine the theories and processes essential to learning, memory, motivation, and personality, identify psychological disorders and their treatments, and discuss application of psychological principles to everyday experiences and real-life examples. Credit 3 hours.
- 252 Developmental Psychology.** Learners in this course will gain a basic understanding of the biosocial, cognitive, and psychosocial development in humans from birth through adolescence, with additional emphasis on young adult through death. Prerequisite: PSY 110. Credit 3 hours.
- 262 Social Psychology.** The course explores the social factors in behavior of individuals and groups, including attitudes, leadership, personality, and culture. Prerequisite: PSY 110. Credit 3 hours.
- 332 Biological Foundations of Psychology.** The course offers an introduction to the study of the anatomy, physiology, and function of the nervous and endocrine systems, and their relationship to psychological issues. Prerequisite: PSY 110. Credit 3 hours.
- 352 Cognition.** This course covers the psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity. Prerequisite: PSY 110. Credit 3 hours.
- 362 Personality Theories.** The course provides an in-depth examination of the contemporary approaches to the psychological study of personality. Prerequisite: PSY 110. Credit 3 hours.

- 400 **Psychology Research Methods.** The course is designed to provide learners the opportunity to study the theory and methodology of psychological research design, execution, and presentation of scientific research in psychology. Prerequisites: PSY 110 and MASC110. Credit 3 hours.
- 410 **Emotion.** The course offers a survey of the major historical and contemporary theories of human emotion, including biological, developmental, cognitive, and social perspectives. Prerequisite: PSY 110. Credit 3 hours.
- 420 **Abnormal Psychology.** The course provides an introduction to personality disorders and major psychiatric disorders. The emphasis of the course is on theories of pathology and treatment. Prerequisite: PSY110. Credit 3 hours.
- 430 **History and Systems of Psychology.** The course is a study of the evolution of psychology as a science through an examination of philosophical and physiological history, major systems and schools of thought, and contemporary approaches. Prerequisite: PSY 110. Credit 3 hours.
- 440 **Psychological Assessment.** The course offers an examination of classic and current theories and methods of psychological assessment, including personality assessment, interviewing, projective techniques, and observation and behavioral techniques. Prerequisite: PSY 110. Credit 3 hours.

## Social Science

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### Social Science Courses

#### Department Code: SSC

- 110 **Principles of Microeconomics.** Principles of Economics II Micro EXP provide learners with an introduction to fundamental economic concepts and to how these concepts play out in the real world. Learners will apply essential models of economics to concepts such as economic interdependence and market equilibrium and think about how these models contribute to optimal resource allocation. Learners will address classic microeconomic issues such as profit maximization and determining the optimal output. Learners will also discover how decisions are made within companies in different market structures and how the industry within which a company operates affects its competitive efficiency. Credit 3 hours.
- 111 **Principles of Macroeconomics.** This course introduces learners to fundamental economic concepts and encourages them to consider how those concepts apply to the real world and to their own lives. Learners will explore the models of economics, how they portray economic interdependence and market equilibrium, and how they contribute to optimal resource allocation. Learners will examine classic macroeconomic issues, such as the effects of government intervention on businesses and individuals. They will evaluate macroeconomic conditions, think about how monetary and fiscal policies affect the corporate world and the overall economy, distinguish between short- and long-run macroeconomic forces and learn how monetary systems influence economic variables. Credit 3 hours.
- 133 **Geography.** This course explores the major themes in geography-human and environment in interaction, patterns of distribution of natural phenomena affecting human use of the earth, and the cultural patterns of occupancy and exploitation of the natural world. Credit 3 hours.
- 201 **Decision Sciences.** This course introduces the learner to utilizing and applying both quantitative and qualitative methods for individual, organizational, and societal decision making. A variety of tools and techniques will be examined as the foundation for the development and interpretation of attributes and variables in addition to the use of data sources for the purpose of improving processes and organizational environments. Credit 3 hours.

## Sociology

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### Sociology Course

#### Department Code: SOC

- 131 **Sociology.** This course will not only explore the major perspectives, principles, theories, and methods that govern the study of people and social structures, but it will also help learners identify ways that sociology can improve their lives and the lives of those around them. Learners will trace sociology's historical roots, scientific basis, and major perspectives, as well as how sociology is changing due to rapid globalization and modern technological advances. Learners will also identify and apply

contemporary and historical theories of how people relate, engage in conflict, and form larger structures, such as institutions, societies, and punishment systems; explore how populations shift and how groups form, act, grow, and shrink; and learn about the roles of culture, gender, sexuality, age, class, and other factors that make a person an individual and part of a larger group. Learners will then apply their understanding of these factors to one's role in larger society. Credit 3 hours.

## Security Management

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With the increasing need for security in a changing world, security professionals with expertise in all aspects of security management and operational administration will be in demand. Security professionals enable private and public organizations to strengthen existing security measures and initiate policies and procedures to ensure a safe and secure working environment, as well as to prevent or limit organizational losses. The Security Management major is targeted to those pursuing employment opportunities in private or government security. Moreover, this career-relevant degree engages students in studies and practices directed toward entering into, or advancing in the growing security industry. With specific Security Management courses concentrating on managerial techniques and leadership, security theories and practices, this degree offers the knowledge required to enter into this competitive field. Those completing the Security Management program are prepared for a diverse group of Security Management and related jobs in physical security, loss prevention, and information security, homeland security, emergency management, and crime prevention.

### B.S., Major in Security Management

#### Major requirements:

In Security Management:

- 311 Introduction to Security
- 315 Physical Security
- 320 Information Security
- 321 Homeland Security Fundamentals
- 411 Loss Prevention and Crime Prevention
- 415 Legal Aspects of Security
- 420 Emergency Planning
- 424 Terrorism - Motivations and Adversaries

In Capstone:

- 495 Senior Capstone

### Security Management Courses

Department Code: SMGT

- 311 Introduction to Security.** The course includes a detailed review of the representative duties of the professionals engaged in private and public security. It focuses on the latest trends, concerns, and issues in the security industry today. This includes specific threat analysis, countermeasures, the security function, and fundamentals of defense. The course will also provide an overview of the historical development of security. Credit 3 hours.
- 315 Physical Security.** This course examines physical design, risk assessment, security surveys, barriers, locks, lighting, alarms, entry control, closed circuit television, and digital recording systems. The overall process of physical protection system design and integration is also extensively covered. Credit 3 hours.
- 320 Information Security.** This course introduces learners to the fundamentals of information security management to prepare them to be able to plan, implement, and maintain information security function within an organization. Learners will examine the technical components of information security and security planning, and legal and ethical issues surrounding information security. They will explore various strategies to identify, assess, and mitigate information security risks within an organization. Learners will also be introduced to security technology, intrusion detection, cryptography, and physical security. Credit 3 hours.
- 321 Homeland Security Fundamentals.** A diverse group of topics related to homeland security are covered. Topics include, but are not limited to, critical infrastructure sectors and protection, weapons of mass destruction, planning and response strategies, national security, and public management.

There is also a review of the essential coordination and communication between government agencies and private entities. Credit 3 hours.

- 411 Loss Prevention and Crime Prevention.** The course examines the security function and issues from a loss prevention and crime prevention perspective. It specifically shows how to avoid or minimize losses with a wealth of practical information. This includes, community-oriented policing, workplace violence, internal theft controls, executive protection, awareness, retail security, high-rise security and fire life safety, personal safety and self-defense, designing crime risk management systems, financial institution security, telecommunications fraud, and counterespionage strategies. Credit 3 hours.
- 415 Legal Aspects of Security.** This course provides a thorough overview of the legal issues and concepts that security professionals must be familiar with while operating in public or private organizations. A review of legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from theft by employees, customers and others is covered. The laws of arrest, search and seizure, detention, surveillance, and legal consequences are also examined. Credit 3 hours.
- 420 Emergency Planning.** The course provides a practical process of disaster response planning and mitigation for security professionals working in both public and private organizations. A review of the Federal Emergency Management Agency (FEMA) is covered, as well as an examination of the roles, responsibilities, and interrelationship between FEMA, state and local emergency management systems, and other critical partners. The government's emergency resources available before, during, and after crises are also explained. The fundamental disciplines of emergency management are covered as well. Credit 3 hours.
- 424 Terrorism-Motivations and Adversaries.** This course reviews the events, ideas, motivations, and histories that result in terrorist acts. In addition, it examines the theories that help explain the volatile behavior surrounding international and domestic terrorism, as well as domestic extremist groups in the United States. There is also a conceptual overview of terrorism which progresses to a focused discussion of the terrorists, investigation of the nuances of the terrorist trade, and concludes with a final analysis of modern terrorism. Credit 3 hours.

## Strategic Leadership

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Being a leader in today's rapidly-changing society requires content knowledge as well as knowledge about self and leadership style. The Strategic Leadership major provides students with the ability to enhance their self-awareness and to effectively forecast and lead change. Students completing this major will be able to take a proactive approach to strategic leadership and decision making.

### B.S., Major in Strategic Leadership

#### Major requirements:

In Business Administration:

415 Negotiation and Conflict Resolution

In Strategic Leadership:

302 Self Awareness and Personality Traits

307 Leadership Theories and Practical Applications

420 Forecasting and Leading Change

430 Multi-Cultural Perspectives and Global Trends

435 Strategic Planning

In Operations Management:

320 Managing Group Dynamics

In Capstone:

495 Senior Capstone

### Strategic Leadership Courses

Department Code: STL

- 185 Introduction to Leadership.** What does leadership really mean? What are the characteristics of successful leadership? What do successful leaders actually do? Learners explore how to improve upon or develop their leadership skills through examination of leadership relationships, organizational behaviors, interpersonal skills, and leadership practices. Learners develop a sound foundation in the

- fundamentals of leadership with the goal of being better equipped to lead people and projects, handle challenges in the work environment, and add value to their organization. Credit 3 hours.
- 302 **Self Awareness and Personality Traits.** This course is designed for learners to enhance their self-awareness and creativity, and identify their leadership style. It requires learners to evaluate and enhance their personal leadership skills and develop a personal model of leadership. Credit 3 hours.
- 307 **Leadership Theories and Practical Applications.** This course is an introduction to various leadership theories and models. Learners will evaluate and apply leadership theories to practical real work situations. Credit 3 hours.
- 410 **Negotiation Skills.** This course helps learners develop the tactics, strategies, and interpersonal skills necessary for today's complex organizations. Learners are also introduced to strategies for conflict management and the technique of dispute resolution. The process of mediation, facilitation and negotiation will be reviewed as well. Credit 3 hours.
- 420 **Forecasting and Leading Change.** The course is designed to enable learners to use market trends and societal changes to forecast changes. Topics that include demographic changes, market trends, national income, and societal shifts to effectively forecast future changes by using forecasting techniques will also be covered. Credit 3 hours.
- 430 **Multi-Cultural Perspectives and Global Trends.** This course includes the study of leadership implications surrounding political, social, economic and other world views. Learners will also explore how global events effect decision making and strategic goals. Credit 3 hours.
- 435 **Strategic Planning.** This course is designed to help learners take a proactive approach to strategic planning. A variety of perspectives, models, and approaches will be used in the most common form of strategic planning. Credit 3 hours.

## Theology

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### Theology Courses

Department Code: THEO

- 215 **Understanding the Old Testament.** This course presents a study of the Hebrew scriptures, seeking to understand them in their original context and thus their significance for today. Attention will be given to literary genre, various critical approaches to the text, and the theological narrative. Credit 3 hours.
- 216 **Understanding the New Testament.** This course addresses the origin and development of the Christianity as expressed in the New Testament, seeking to understand the meaning of the New Testament in its original context and its significance for today. Attention will be given to literary genre, various critical approaches to the text, and the theological narrative. Credit 3 hours.
- 225 **Christian Ministry in a Pluralist Context.** Exploration of religion and its role in human life, with attention to major faith traditions of the world and the salience of the pluralistic context in which Christian discipleship and ministry are practiced in the twenty-first century. Credit 3 hours.
- 301 **Systematic Theology 1.** This course provides a study of the core teachings of the Christian faith and the means by which the church through the centuries has come to organize these teachings. Learners will study the deep internal relationships between the various teachings and how they shape both individual and communal Christian life. It is recommended that learners have skill in critical thinking and prior learning in interpreting the Old and New Testament and in history of the church from origins to the present. Credit 3 hours.
- 302 **Systematic Theology 2.** A continuation of THEO301, THEO302 addresses theological method and studies the interplay between Christian theology, ethics, and various aspects of our lived contexts. Learners will learn to organize their own theological reflection and begin to define relationships between faith and culture, theology and society, between Christianity and our surrounding social, economic, political realities. Prerequisite: THEO301. Credit 3 hours.
- 320 **Philosophy of Religion.** This course is an inquiry into the general subject of religion from the philosophical point of view. Among the specific questions considered are the philosophical aspects of faith, the nature of religious ideas and language, and the intersection of faith, reason, and ethics. It is recommended that learners have a thorough understanding of systematic theology prior to taking this course. Credit 3 hours.
- 333 **The Church: Origins to the Middle Ages.** This course introduces students to the major movements, personalities, and ideas that have shaped Christian thought and practice through the centuries. It also links these matters to issues the contemporary church and world are facing. The course covers the time frame from the church's beginnings to approximately 1300 CE/AD. Credit 3 hours.



- 334 **The Church: Renaissance to the Present.** This course is an extension of THEO333 and follows the same approach; it introduces learners to major thinkers, ideas, and movements that shape today's church and helps learners to see their significance for understanding today's church and world. Although it is best to take the courses in order, THEO334 may be taken prior to taking THEO333. Credit 3 hours.
- 340 **Hermeneutics.** This course provides an introduction to the basic principles involved in interpreting and understanding texts. The course will look at such questions as the relationship and understanding between author, the text, the reader(s), and the community in which these materials come together. It is recommended that learners have a thorough understanding of systematic theology prior to taking this course. Credit 3 hours.
- 401 **Theological Systems and Issues.** This course provides a brief review of theological method and a survey of well-known modern systems of Christian thought including process, liberation, feminist, and neo orthodox/evangelical theory. Recommended prerequisites: THEO301 and 302 .Credit 3 hours.
- 415 **Denominational Heritage and Structure.** This course is designed to help learners recognize major historical and theological developments of six major Christian traditions and to articulate the historical and theological developments of their own traditions. Independent research and personalized instruction will be part of the learning process. Credit 3 hours.

# Professional Studies Graduate Majors and Course Offerings

## Business Administration

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The Master of Business Administration (MBA) program provides the knowledge and skills necessary to successfully formulate, plan, execute, and administer sustainable business strategies and operations. This program emphasizes broad knowledge and skills in business leadership and management, organizational character development and ethical behavior, and global and regional strategy development and execution. In addition, the MBA offers areas of concentration in finance, information technology, and marketing. Students demonstrate the acquisition, mastery, and value of the knowledge and skills gained throughout the program through their application to realistic scenario and simulation-based activities and applied projects. Students must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

### MBA, Masters in Business Administration

#### Major requirements:

In Business Administration:

- 500 Organizational Behavior and Human Resources
- 505 Business Law and Ethics
- 512 Financial Management, Analysis, and Decision Making
- 514 Managerial Economics
- 530 Marketing Strategies
- 535 Knowledge-based Decision Making
- 540 Global Operations
- 544 Organizational Dynamics and Change
- 545 Technology and Innovation Management
- 580 Globalization and Organizations
- 585 Global Strategies
- 590 Graduate Project

#### MBA Specialization in Finance:

In Business Administration:

- 550 Strategic Financial Decision Making
- 551 Financial Markets and Innovation
- 552 Portfolio Management

### MBA Courses

Department Code: MBA

- 500 Organizational Behavior and Human Resources.** 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, organizational character development, 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. Credit 3 hours.
- 505 Business Law and Ethics.** Businesses must meet the legal and ethical standards imposed by a changing society. Decisions must be made that reflect the legal obligations of our world and the ethical standards by which a company will be known. Any company can face challenges in the form of globalization of the business enterprise, potential of hostile takeovers, concerns with market

- strategies, and continuing developments in international law and administrative regulation. Learners examine the legal, social, historical, and political/economic regulatory environments to understand that the legal and ethical perspectives are crucial in all business transactions markets. Credit 3 hours.
- 512 **Financial Management, Analysis, and Decision Making.** Learners explore and apply the principles of financial management and examine the use of accounting and financial information to plan, analyze, and implement business decisions and activities. Topics include concepts such as time value of money, risk and valuation, cost of capital, capital structure and budgeting, long-term financing decisions, working capital policy and management, and financial analysis and planning. The course concludes with a focus on strategic and operational performance analysis and evaluation for effective decision making. Prerequisite: BSAD495. Credit 3 hours.
- 514 **Global Economics.** This course combines the application of economic theory and methodology to managerial decision making within the context of global organizations and the diverse economic environments of which they are a part. The emphasis in this course is on comparative economics, systemic change, and assessment of a global economy. Prerequisite: BSAD490. Credit 3 hours.
- 530 **Marketing Strategies.** Learners explore marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management in both a global and regional context. 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. Cross-Listed with MGMT530. Credit 3 hours.
- 535 **Knowledge-based Decision Making.** In this course, learners develop the skills necessary to apply the principles and practices of knowledge management and business intelligence, and qualitative and quantitative knowledge to strategic and operational business decision making. Learners study specific business modeling applications include forecasting, decision analysis, simulation, and linear programming. Learners also examine and apply methods for capturing, analyzing, and applying tacit knowledge to decision-making. Learners explore the application of knowledge exchange and decision making process tools and software technologies to effective decision making. Prior study of business research recommended. Credit 3 hours.
- 540 **Global Operations.** This course focuses on the central role operations plays in a global organization's success. Learners gain an understanding of the strategic advantages provided by the operations function to successful organizations and the analytic tools that are required for effective operations decision-making. Topics of study include global operational strategies and supply chains; process design and analysis; and lean manufacturing, Six Sigma, and other approaches to managing quality. Credit 3 hours.
- 544 **Organizational Dynamics and Change.** This course provides a foundation in organizational change theory and practice. Learners gain a framework for understanding and changing organizations from a micro to macro level as they learn how to create an organization that is responsive to environmental forces. Change in large and small, and public and private entities will be examined through analysis of real world businesses. Prerequisite: MBA 500. Cross-Listed with MGMT520. Credit 3 hours.
- 545 **Technology and Innovation Management.** This course examines information technology and innovation from a strategic management perspective. Learners will explore the strategic management of high technology companies, investigate emerging technologies in a global marketplace, and gain an understanding of the importance of aligning product development and system design. Credit 3 hours.
- 549 **Market Research.** Learners examine market research approaches and learn strategies for conducting effective market research. Topics include defining the purpose and goals of research, assessing and selecting research methods, managing research projects, analyzing results, and making recommendations. Prerequisites: MBA 510 and MBA 530. Credit 3 hours.
- 550 **Strategic Financial Decision Making.** Learners explore and apply the principles of strategic and financial management. They will create and execute effective financial strategies. Topics include financial risk assessment and management, financial analysis and forecasting, creating, integrating, and executing financial and organizational strategies. Prerequisites: MBA 512 and MBA 535. Credit 3 hours.
- 551 **Financial Markets and Investments.** Learners examine financial market characteristics and potential means for investing. Topics include profiling and assessing pros and cons of financial markets, valuation methods, and investment selection and risk. Prerequisites: MBA 512 and MBA 535. Credit 3 hours.
- 552 **Portfolio Management.** Learners apply strategic financial decision-making skills to create manage a financial portfolio. Prerequisites: MBA 550 and MBA 551. Credit 3 hours.

- 556 Digital Marketing.** Learners examine the influence of digital marketing on marketing strategies, the opportunities that digital marketing presents, and the effect of consumer engagement on marketing initiatives. Topics include digital and mobile media, social networking, and search engine marketing. Prerequisite: MBA 530. Credit 3 hours.
- 557 Marketing and Stakeholders.** Learners explore the value of marketing to all stakeholders. Topics include marketing strategies for consumers, employees, shareholders, members, partners, and the general public. Prerequisites: MBA 530 and MBA 549. Credit 3 hours.
- 560 Digital Commerce and eBusiness.** Learners evaluate digital commerce and eBusiness strategies, and the effect that they have on internal operations, business partnerships, B2B relationships, customer relationships, and other commerce activities. Prerequisite: MBA 545. Credit 3 hours.
- 561 Collaboration and Social Media Technologies.** Learners examine the impact of collaboration and social media technologies on an organization. Topics include identifying collaboration and social media technologies, assessing their features, value, and impact on internal and external operations and strategies. Prerequisite: MBA 545. Credit 3 hours.
- 562 Emerging Technologies and Solutions.** Learners explore how emerging technologies can help solve strategic and operational problems. Topics include new technologies, value assessment, and the acquisition-decision process. Prerequisite: MBA 545. Credit 3 hours.
- 580 Globalization and Organizations.** The course will examine how globalization influences strategy and performance within firms. Learners will develop a framework for analyzing opportunities and risks in a global marketplace. Learners will study the political and economic forces that shape production, trade flows, capital flows, interest rates, exchange rates, and other variables that create the global economic landscape. Prerequisite: MBA 514. Credit 3 hours.
- 585 Global Strategies.** Learners synthesize and apply the knowledge gained in previous MBA courses and from examining the principles and practices for developing and implementing organizational strategies. Learners engage in a global business project, preparing and executing business strategies for a global company. Prerequisite: Successful completion of all core MBA courses with the exception of CAPS600. Credit 3 hours.
- 590 Graduate Project.** Learners engage in a practicum or applied workplace or research project that demonstrates their mastery of the knowledge and skills gained from the program and professional experience. Each learner, in consultation with the Lead Faculty or designee, establishes the practicum or finalizes the scope and plan for an applied workplace or research project by the mid-point of the MBA program to allow adequate preparation time before Graduate Project. Each learner will prepare a comprehensive report and presentation of the practicum experience or research findings by the conclusion of this course. Prerequisite: Successful completion of all other major courses. Credit 3 hours.

## Emergency Planning

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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. Students 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.

### Graduate, Certificate in Emergency Planning

#### Major requirements:

In Security Administration:

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

## Enterprise Risk Management

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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. Students 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.

### Graduate, Certificate in Enterprise Risk Management

#### Major requirements:

In Security Administration:

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

## Executive Leadership

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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.

### Graduate, Certificate in Executive Leadership

#### Major requirements:

In Leadership:

- 520 Leadership for the Future
- 560 Knowledge-Based Leadership
- 565 Leading Quality Improvement Initiatives

In Management:

- 505 Project Management Fundamentals

In Business Administration:

- 500 Organizational Behavior and Human Resource Management

## Executive Quality Management

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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. Students 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.

### Graduate, Certificate in Executive Quality Management

**Major requirements:**

In Leadership:

- 570 Leadership for the Future
- 585 Leading Quality Improvement Initiatives

In Management:

- 505 Project Management Fundamentals
- 580 Quality Management and Statistical Analysis

In Business Administration:

- 500 Organizational Behavior and Human Resource Management

## Leadership

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The Southwestern College Professional Studies Master of Science in Leadership program prepares the student for leadership positions in various organizations. The student 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 students 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 students to continue in additional graduate degree programs. Students must earn a grade of "C" or better in each course required for the program and maintain a 2.5 GPA in the program.

### M.S., in Leadership

**Major requirements:**

In Leadership:

- 500 Leadership Styles and Theories
- 510 Leadership in Context
- 515 Leadership Communication and Conflict Resolution
- 520 Leadership Coaching
- 560 Leading Change in Organizations
- 565 Knowledge Based Leadership

570 Leadership for the Future  
 575 Organizational Structures and Behavior  
 580 Practical Problem Solving for Today's Organizations  
 585 Leading Quality Improvement Initiatives

In Management:

560 Ethics in the Global Marketplace

In Capstone:

600 Graduate Project

## Leadership Courses

Department Code: LEAD

- 500 Leadership Styles and Theories.** 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. Credit 3 hours.
- 510 Leadership in Context.** 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. Credit 3 hours.
- 515 Leadership Communication and Conflict Resolution.** 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. Credit 3 hours.
- 520 Leadership Coaching.** 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. Credit 3 hours.
- 560 Leading Change in Organizations.** 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. Credit 3 hours.
- 565 Knowledge Based Leadership.** 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. Credit 3 hours.
- 570 Leadership for the Future.** 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. Credit 3 hours.
- 575 Organizational Structures and Behavior.** 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. Credit 3 hours.
- 580 Practical Problem Solving for Today's Organization.** Working from current and relevant case studies, students will develop the skills to make real-world, real-time decisions. Credit 3 hours.
- 585 Leading Quality Improvement Initiatives.** Working from current and relevant case studies, students will develop the skills to make real-world, real-time decisions. Credit 3 hours.

## Management

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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 student 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 student 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 students 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. Students must earn a grade of “C” or better in each course required for the program and maintain a 2.5 GPA in the program.

### M.S., in Management

#### Major Core requirements (27 credits):

In Leadership:

- 500 Leadership Styles and Theories
- 565 Knowledge Based Leadership

In Management:

- 505 Project Management Fundamentals
- 560 Ethics in the Global Marketplace
- 565 Financial Analysis and Management 1
- 580 Quality Management and Statistical Analysis

In Business Administration:

- 500 Organizational Behavior and Human Resource Management

One of the following:

- LEAD 560 Leading Change in Organization
- MBA 544 Organizational Dynamics and Change

In Capstone:

- 600 Graduate Project

#### Electives (12 credits):

In Leadership:

- 510 Leadership in Context
- 515 Leadership Communication and Conflict Resolution
- 520 Leadership Coaching
- 570 Leadership For the Future
- 580 Practical Problem Solving for Today's Organizations

In Management:

- 510 Financial Accounting
- 515 Managerial Accounting
- 575 Financial Analysis and Management 2

In Business Administration:

- 505 Business Law and Ethics
- 530 Marketing Strategies

### Management Courses

#### Department Code: MGMT

- 505 Project Management Fundamentals.** 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. Credit 3 hours.
- 510 Financial Accounting.** 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. Credit 3 hours.
- 515 Managerial Accounting.** 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. Credit 3 hours.
- 560 Ethics in the Global Marketplace.** 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. Credit 3 hours.

- 565 Financial Analysis and Management 1.** 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. Credit 3 hours.
- 575 Financial Analysis and Management 2.** 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. Credit 3 hours.
- 580 Quality Management and Statistical Analysis.** 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. Credit 3 hours.

## Security Administration

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Southwestern College's Master of Science in Security Administration (M.S.S.A.) program prepares students 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. Students must earn a grade of "C" or better in each course required for the program and maintain a 2.5 GPA in the program.

### M.S., in Security Administration

#### Major requirements:

In Security Administration:

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

In Capstone:

- 600 Graduate Capstone

### Security Administration Courses

Department Code: MSA

- 500 Contemporary Security Administration.** 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. Credit 3 hours.
- 505 Security Administration Business Strategies.** 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. Credit 3 hours.
- 510 Enterprise Risk Management.** 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. Credit 3 hours.
- 515 Physical Security Planning and Vulnerability Assessment.** 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. Credit 3 hours.
- 520: Administration of Information Security.** 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. Credit 3 hours.
- 560 Security Law.** 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. Credit 3 hours.
- 565 Organizational Security Investigations.** 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. Credit 3 hours.
- 570 Homeland Security Defense and Administration.** 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. Credit 3 hours.
- 575 Best Practices and Special Issues in Homeland Security.** 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. Credit 3 hours.
- 580 Terrorism: Perspectives and Consequence Management.** 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. Credit 3 hours.

**585 Emergency, Disaster, and Contingency Management.** 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. Credit 3 hours.

## Specialized Ministries

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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 students. Students must earn a grade of “C” or better in each course required for the program and maintain a 2.50 GPA in the program.

### M.A., in Specialized Ministries

#### Major requirements:

In Specialized Ministries:

- 501 Introduction to Ministry
- 503 Studies of the Old Testament
- 505 Studies of the New Testament
- 507 Theology
- 509 Survey of Church History
- 596 Practicum in Specialized Ministry Part 1
- 597 Practicum in Specialized Ministry Part 2

#### Emphasis in Youth and Young Adult Ministry requirements:

In Specialized Ministries:

- 530 Theology of Youth Ministry
- 531 Ethical Issues in Youth Ministry
- 532 Faith and Formation in Developing Adults
- 533 Program Design and Development in the Local Church

In Leadership:

- 570 Leadership for the Future

### Specialized Ministries Courses

Department Code: SMIN

- 501 Introduction to Ministry.** 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. Credit 3 hours.
- 503 Studies of the Old Testament.** 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. Credit 3 hours.
- 505 Studies of the New Testament.** This course provides an introduction to the 27 books that constitute the New Testament. The 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. Credit 3 hours.

- 507 **Theology.** 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. Credit 3 hours.
- 509 **Survey of Church History.** 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. Credit 3 hours.
- 530 **Theology of Youth Ministry.** 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. Credit 3 hours.
- 531 **Ethical Issues in Youth Ministry** 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. Credit 3 hours.
- 532 **Faith and Formation in Developing Adults** 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. Credit 3 hours.
- 533 **Program Design and Development in the Local Church** 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. Credit 3 hours.
- 596 **Practicum in Specialized Ministry Part 1.** 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. Credit 3 hours.
- 597 **Practicum in Specialized Ministry Part 2.** 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. Credit 3 hours.

# Rosters

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Yolanda J. Boyd, M.S.M., Director of Human Resources; Title IX Coordinator  
 Cameron B. Carlson, Ed.D, Dean of Education  
 Stephannie DeLong, MBA, Director of Admissions  
 David H. Dolsen, B.A., Director of Purchasing  
 Jessica K. Falk, B.S., Director of Camps and Conferences  
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 Sarah Hallinan, M.S., Director of Residence Life; Assistant Dean of Students  
 Peter Heckman, Ph.D., Academic Dean for Main Campus  
 Brenda D. Hicks, M.A., Director of Financial Aid  
 Kristin A. Humphreys, B.S., Associate Vice President for Business Services  
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 Joni Rankin, MBA, Director of Institutional Research  
 Martin D. Rude, M.W.S., Director of Outreach Ministry  
 Arthur Smith, M.S., Faculty Program Director, Professional Studies

Jason Speegle, M.S.L., Director of the Green Team  
 Dana M. Thomson, M.S., Director of Education Operations  
 Linda J. Weippert, M.S., Registrar  
 Rodney M. Worsham, MBA, Director of Admission Operations

## Faculty

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**Christopher Barker, 2014.** Assistant Professor of Political Science. B.A., University of Toronto; M.A., Ph.D. Claremont Graduate University.

**Richard E. Barnes, 1967.** Professor Emeritus of Management and Economics. B.A., University of Texas at Arlington; M.A., Texas Christian University.

**Alice Bendinelli, 2008.** Associate Professor of English. B.A., M.A., Ph.D., University of Verona-Italy.

**Jayna Bertholf, 2016.** Assistant Professor of Accounting. B.S., Kansas State University; M.S., Emporia State University.

**Michelle E. Boucher, 1993.** Associate Professor of English. B.A., Southwestern College; M.A., Southwestern Oklahoma State University.

**Lisa L. Braun, 2001.** Associate Professor of Athletic Training. B.S., Southwestern College; M.S., Wichita State University.

**Cameron B. Carlson, 2013.** Dean of Education. Associate Professor of Education. B.A., Wichita State University; M.A. Wichita State University; Ed.D., Wichita State University.

**Richard J. Cowlshaw, 2002.** Associate Professor of Biology. B.S., Oregon State University; Ph.D., University of Oregon.

**Melinda Current, 2004.** Professor of Health and Wellness Promotion. B.S. Southwestern College; M.S.N., Wichita State University; D.H.Sc., Nova Southeastern University.

**William D. DeArmond, Jr., 1978.** Professor of Mass Communications and Film. B.A., M.A., Western Kentucky University; Ph.D., Southern Illinois University.

**Tiffany Deater, 2016.** Assistant Professor of Communication. B.S., State University of New York College of Environmental Science and Forestry; M.A., State University of New York at Oswego; M.F.A., Syracuse University.

**Sheryl L. Erickson, 2011.** Assistant Professor of Education. B.A., M.Ed., Ed.D., Wichita State University.

**Tracy H. Frederick, 1998.** Professor of Communication. B.A., East Central University; M.A., Wichita State University; Ph.D., Regent University.

**Robert F. Gallup, 1993.** Professor of Physics and Mathematics. B.S., California State University, Fresno; Ph.D., University of California, Davis.

**Lalith S. Gamage, 2014.** Assistant Professor of Chemistry. B.S., University of Colombo; Ph.D. New Mexico State University

**Jackie Glasgow, 2012.** Assistant Professor of Education. B.S., Emporia State University; M.Ed., Wichita State University (Educational Psychology); M.Ed., Wichita State University (Educational Administration and Supervision); Ed.D., Wichita State University.

**Jacob L. Goodson, 2013.** Assistant Professor of Philosophy. B.A., Oklahoma Baptist University; M.A., University of Virginia; Ph.D., University of Virginia.

**Pamela E. Green, 2005.** Associate Professor of Education. B.S., Kansas State University; M.S., Oklahoma State University; Ph.D., University of Kansas.

- James K. Helmer, 1978.** Pro Rata Professor of Physical Education. Chair, Physical Education Department. Head Cross Country Coach. Head Men's Track Coach. B.A., Southwestern College; M.Ed., Wichita State University.
- John Thomas Jacobs, 2002.** Pro-Rata Professor of Computer Science and Communication. B.A., M.F.A., University of Iowa.
- Kurt Keiser, 2012.** Associate Professor of Business. Chair, Business Division. B.A., Western State College; M.A., Ph.D., Colorado State University.
- Jeremy A. Kirk, 2013.** Assistant Professor of Band. B.A., Glenville State College; M.A., Marshall University.
- Carrie Jo Lane, 2012.** Associate Professor of Psychology. B.S., Kansas State University; M.S., Ph.D., University of Texas at Arlington.
- Jackson Lashier, 2012.** Assistant Professor of Religion. B.A., Iowa State University; M. Div., Asbury Theological Seminary; Ph.D., Marquette University.
- Patrick B. Lee, 2013.** Assistant Professor of Accounting. B.S., University of La Verne; M.S., Oklahoma State University.
- Edward A. Loeb III, 2006.** Associate Professor of Mathematics. Faculty Athletic Representative. B.A., Bethany College; M.S., Ph.D., University of Nebraska-Lincoln.
- Nili Luo, 2006.** Professor of Early Childhood Education. Director Early Childhood Program. B.A., Tongling Financial and Economical College; M.A., East Normal University, Shanghai; Ed.D., University of Massachusetts.
- Tamara J. McEwen, 2011.** Assistant Professor of Biology. B.S., M.S., Pittsburg State University; Ph.D., University of Missouri.
- Allyson Moon, 1988.** Associate Professor of Theatre and Speech. Director of Theatre Program. B.A., Southwestern College; M.A., Emporia State University.
- Roger S. Moon, 1988.** Associate Professor of Theatre and Speech. B.A., Southwestern College; M.A., Emporia State University.
- Jacob Negley, 2016.** Assistant Professor of Psychology. B.A., University of North Carolina; M.S., Florida State University; Ph.D., Florida State University.
- Diane K. Nickelson, 2014.** Assistant Professor of Teacher Education. B.S., Kansas State University, M.Ed., Southwestern College; Ed.D., Wichita State University
- Brian Pekarek, 2015.** Assistant Professor of Teacher Education. B.A., Fort Hays State University; M.S., Ed.D., Kansas State University.
- Amber Peterson, 2014.** Assistant Professor of Music (Strings). B.M.E., University of Wisconsin-Eau Claire; M.M.E. University of Illinois at Urbana-Champaign; MBA, Ph.D., Case Western Reserve University.
- Kristen Pettey, 2007.** Assistant Professor of Business. B.A., MBA, Southwestern College; Ph.D., North Central University.
- Christine M. Rogers, 2010.** Assistant Professor of Special Education. B.S., University of South Dakota; M.A., University of South Dakota; Ph.D., University of Kansas.
- Patrick N. Ross, 1997.** Professor of Biology. Chair, Natural Science Division. B.S., University of Wisconsin; M.A., Ph.D., University of California, Santa Barbara.
- Cheryl L. Rude, 1991.** Associate Professor of Leadership Studies. Director, Leadership Southwestern Program. Chair, Social Science Division. B.S., University of Kansas; M.Ed., Wichita State University; Ph.D., Union Institute and University.
- John Scaggs, 2007.** Professor of English. B.A., M.A., University College Dublin; Ph.D., University of Limerick.



**Timothy R. Shook, 1988.** Professor of Music. Chair, Performing Arts Division. B.Mus., Kansas State University; M.Mus., Wichita State University; Ph.D., University of Oklahoma.

**Stacy Sparks, 2006.** Associate Professor of Journalism. Chair, Computer Science, Communication and English Division. B.A., M.S., Fort Hays State University.

**Michael R. Tessmer, 1998.** Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.

**Brian J. Winnie, 2014.** Assistant Professor of Music. Director of Choral Activities and Voice. B.S.M.E., Pennsylvania State University; M.M.E, University of Illinois; D.M.A., University of Washington.

**Stephen M. Woodburn, 2003.** Associate Professor of History. B.A., Wheaton College, M.A., Ph.D., Miami University in Ohio.

## Staff

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A searchable directory of Southwestern College staff can be found on the Web at [www.sckans.edu/directory](http://www.sckans.edu/directory) .

# Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education record. Under the terms of FERPA, Southwestern College is permitted to disclose directory information about a student without a student's consent, although a student may restrict the release of directory information by completing the Non-Disclosure Form available online and in the registrar's office. The college has established the following as directory information: name; local, home, parent, and e-mail addresses; local, home, and parent telephone numbers; major(s) and minor(s); degrees, awards, and honors received; dates of attendance; enrollment status (full-time, part-time); previous education institution attended; date of birth; class type (main campus, professional studies, online); academic (class) level; height and weight of athletic team member; extracurricular activities; and video and photograph.

Under FERPA, a student has the right to the following:

- The right to inspect and review his or her education records (does not include parents' financial information) within 45 days of the day the college receives a request for access.
- The right to request amendment of education records that he or she believes are inaccurate or misleading.
- The right to have some control over the disclosure of personally identifiable information from education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff positions (including law enforcement unit personnel and health staff); a person with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a contractor or other party assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities to the College.
- The right to file with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave, SW, Washington, DC 20202-5901.

## For More Information

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For FERPA forms or more information concerning college policies, please write, fax, or call:

Office of the Registrar  
Southwestern College  
100 College St.  
Winfield, KS 67156-2499  
Phone: (620) 229-6268 or (800) 846-1543  
Fax: (620) 229-6384  
[www.sckans.edu/registrar](http://www.sckans.edu/registrar)

## Photos

Southwestern College and its representatives on occasion take photographs for the college's use in print and electronic publications. This serves as public notice of the college's intent to do so and as a release to the college of permission to use such images as it deems fit. If a student should object to the use of their photograph, they have the right to withhold its release by submitting a FERPA non-disclosure form to the registrar's office.

## Notice of Nondiscrimination

Southwestern College is committed to a policy of nondiscrimination on the basis of race, religion, color, gender, age, national origin, ancestry, marital status, military and veteran status, registered domestic partner status, medical condition, sexual orientation, gender identity, genetic characteristic, physical or mental disability, or any other legally protected characteristic 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, Lonnie Boyd, Southwestern College, 100 College, Winfield, KS 67156, telephone (620) 229-6141. Persons with questions or concerns regarding this policy may contact Lonnie Boyd, director of human resources.

## Disclaimer and Compliance Statements

While Southwestern College reserves the right to make changes in its calendar, policies, regulations, fees, prices, and curriculum, the information in this catalog accurately reflects policy and states progress requirements for graduation effective the beginning of the academic year of this catalog.

The college complies with the provisions of the Family Education Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A full statement of Southwestern policy regarding the implementation of the act is available upon request to the registrar. Southwestern College's policy of nondiscrimination is in conformity with applicable federal laws and regulations.

## HEOA

Southwestern College is in compliance with the Higher Education and Opportunity Act (HEOA) provision for service members readmission based on military service.

## Servicemembers Opportunity Colleges

Southwestern College is a member of the Servicemembers Opportunity Colleges (SOC) consortium and SOC Degree Network System and adheres to the "Military Students' Bill of Rights." SOC, established in 1972, is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC web site at <http://www.soc.aascu.org/>.

## SOC Degree Network System

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific associate and bachelor degrees to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age

children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System 2 and 4 handbooks to view associate and bachelor degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, <http://www.soc.aascu.org>, on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST homepage.

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