



1885

SOUTHWESTERN  
COLLEGE

# COURSE CATALOG

2021-2022



[sckans.edu](http://sckans.edu)



# Table of Contents

Welcome to Southwestern .....	4
Academic Information .....	7
Requirements for Graduation.....	11
Undergraduate Academic Policies .....	13
Graduate Academic Policies .....	24
Admission to Southwestern College .....	31
Student Services .....	37
Tuition and Fees.....	41
Undergraduate Financial Aid.....	46
Graduate Financial Aid and Fellowships .....	49
Notices and Disclaimers .....	51
Campus Facilities .....	53
Main Campus General Education.....	55
Main Campus Undergraduate Academic Programs .....	58
Main Campus Undergraduate Course Descriptions .....	95
Main Campus Graduate Academic Programs.....	137
Main Campus Graduate Course Descriptions .....	142
Professional Studies General Education.....	150
Professional Studies Undergraduate Academic Programs.....	153
Professional Studies Undergraduate Course Descriptions .....	171
Professional Studies Graduate Programs.....	196
Professional Studies Graduate Course Descriptions .....	205
Rosters .....	216

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

**Southwestern College**  
100 College Street  
Winfield, Kansas 67156-2499  
1-800-846-1543

# Welcome to Southwestern

## Our Vision

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

- intellectual growth and career preparation,
- individual development and Christian values,
- lifetime learning and responsible citizenship, and
- leadership through service in a world without boundaries.

## The Vision Interpreted

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

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

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 Richardson Hall, the college’s 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. With this step the college signaled its commitment to reach students in all stages of life development, unrestrained by physical location. An on-ground center is now located in Wichita, but the majority of students choose to complete classes online.

Graduate degrees are offered both on the main campus and through Professional Studies, with the college enrolling its first doctoral students (Doctorate in Educational Leadership) in 2012.

### Accreditation

Southwestern College is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411; [www.hlcommission.org](http://www.hlcommission.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), and the Council for the Accreditation of Educator Preparation and the Kansas State Department of Education (teacher education program).

### Assessment

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.

# Academic Information

## Degrees Offered

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
- M.A., Master of Arts
- M.A.T., Master of Arts in Teaching
- M.B.A., Master of Business Administration
- M.Ed., Master of Education
- M.S., Master of Science
- Ed.D., Doctor of Education

## Undergraduate Majors and Minors Offered

Southwestern College offers the following majors and minors:

### Main Campus Majors

- Accounting (B.A.)
- Biochemistry (B.S.)
- Biology (B.A., B.S.)
- Biology with Secondary Licensure (B.A., B.S.)
- Business Administration (B.A.)
- Business Administration with emphasis in Finance (B.A.)
- Business Administration with emphasis in Management (B.A.)
- Business Administration with emphasis in Marketing (B.A.)
- Chemistry (B.A.)
- Chemistry with Secondary Licensure (B.A.)
- Communication with emphasis in Broadcasting and Film (B.A.)
- Communication with emphasis in Convergent Journalism and New Media (B.A.)
- Communication with emphasis in General Communication (B.A.)
- Communication with emphasis in Professional Communication (B.A.)
- Computer Science and Digital Arts with emphasis in Computer Science (B.S.)
- Computer Science and Digital Arts with emphasis in Digital Arts (B.S.)
- Computer Science and Digital Arts with emphasis in Game Development (B.S.)
- Early Childhood Education (B.A.)
- Elementary Education (B.A.)
- English with emphasis in Literature (B.A.)
- English with emphasis in Secondary Education (B.A.)
- English with emphasis in Writing (B.A.)
- General Studies (B.G.S.)
- Health Science (B.S.)
- History (B.A.)
- History with Secondary Licensure in American History, World History, and Political Science (B.A.)



Interdisciplinary Studies (B.A.)  
Liberal Arts and Sciences (B.A.)  
Marine Biology (B.S.)  
Mathematics (B.A, B.S.)  
Mathematics with Secondary Licensure (B.A., B.S.)  
Middle Level Mathematics Education (B.A.)  
Music (B.A.)  
Music Education (B.Mus.)  
Music Performance (B.Mus.)  
Musical Theatre (B.F.A.)  
Philosophy and Religion (B.A.)  
Physical Education (B.S.)  
Physical Performance and Sport Studies (B.S.)  
Psychology (B.A.)  
Speech and Theatre Education (B.A.)  
Sport Management (B.A.)  
Theatre Arts with emphasis in General Theatre Studies (B.A.)  
Theatre Arts with emphasis in Musical Theatre (B.A.)  
Theatre Arts with emphasis in Technical Theatre (B.A.)  
Theatre Arts with emphasis in Theatre Performance (B.A.)

**Professional Studies Majors**

Accounting (B.S.)  
Business Administration (B.S.)  
Business Innovation and Entrepreneurship (B.S.)  
Business Quality Management (B.S.)  
Christian Ministries (B.A.)  
Computer Science (B.S.)  
Criminal Justice (B.S.)  
Early Childhood Education (B.A.)  
Elementary Education (B.A.)  
General Studies (A.G.S., B.G.S.)  
Healthcare Administration (B.S.)  
Human Resource Management and Development (B.S.)  
Information Systems Management (B.S.)  
Operations Management (B.S.)  
Organizational Psychology (B.S.)  
Security Management (B.S.)  
Strategic Leadership (B.S.)

**Main Campus Minors\***

Accounting  
Art  
Biology  
Broadcasting  
Business Administration  
Chemistry  
Christian Discipleship Studies  
Computer Game Development  
Computer Science  
Convergent Journalism and New Media  
Criminal Justice and Legal Studies  
Early Childhood Education

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

**Certificate Programs\***

Business Innovation and Entrepreneurship  
Cyber Crime Investigation  
Emergency Management and Business Continuity  
Operational Leadership  
Organizational Communication  
Quality Management  
\*Certificates only available at Professional Studies

**Graduate Programs Offered**

**Main Campus**

Business Administration (MBA)  
Curriculum and Instruction (M.Ed.)  
Early Childhood Education (M.Ed.)  
Educational Leadership (Ed.D.)

**Professional Studies**

Professional Business Administration (MBA)  
Curriculum and Instruction (M.Ed.)  
Leadership (M.S.)  
Management (M.S.)  
Teaching (M.A.T.)  
Security and Emergency Studies (M.S.)  
Special Education – High Incidence (M.Ed.)  
Special Education – Low Incidence (M.Ed.)  
Specialized Ministries (M.A.)

**Certificate Programs\***

Emergency Risk Management  
Executive Leadership  
Executive Quality Management  
\* Available at Professional Studies only

For specific requirements, students should see the appropriate discipline listing in this catalog. For more information, main campus students should contact faculty in the discipline, while Professional Studies students may contact their academic success coach.

### **Declaration of Major**

Freshmen may declare a major field of study or work within the general curriculum. All students are encouraged to declare a major during the sophomore year. Declaration of a major is made at the registrar's office.

### **Declaration of Minor**

Main campus students may declare minors in a discipline listed in this catalog. 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**

Incoming main campus freshmen and transfer students with a declared major will be assigned a faculty advisor. Undeclared/undecided students 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's office for processing.

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.

### **Academic Calendar**

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

## Selection of Catalog

In most cases, students meet graduation requirements stated in the catalog under which they first enter Southwestern College. When graduation requirements change, students may adhere to the catalog under which they first entered, or choose a newer catalog for graduation requirements. In either case, both general education and major requirements must be met from the same catalog. Students enrolled in main campus degree programs 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 select a newer catalog.

## Undergraduate Degree Requirements

These are the requirements for a degree:

1. Complete the specific course requirements for a major field of study including required cognate courses, with a minimum grade point average of 2.0 (C) in 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.
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

1. Complete requirements listed above.
2. Have at least a 2.0 (C average) for all work taken at Southwestern College.
3. Complete a minimum of 60 hours at a baccalaureate degree-granting institution.
4. Obtain administrative approval for substituting transfer credits for courses in the Southwestern College catalog.

## Graduate Degree Requirements

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.

## Requirements for a Second Degree

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.

## **Conferring Degrees**

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 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. The College has one commencement in May of each year. Students who received degrees in the previous December and students who anticipate completing degree requirements in May or August may participate.

# Undergraduate Academic Policies

## Academic Integrity

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.

## Academic Integrity Violation

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 vice president for academic affairs to the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies). 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 vice president for academic affairs 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 vice president for academic affairs; the student will also be notified verbally or in writing. The vice president for academic affairs 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 vice president for academic affairs 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 vice president for academic affairs office within thirty days of the suspension announcement. The appeal will be heard by the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies) and the committee's decision shall be final. *Adapted and used by permission from Tabor College.*

### Course and Registration Policies

**Adding or Dropping Courses.** Prior to the add/drop deadlines, students may add or drop a class either online or by submitting the appropriate form to the registrar's office with advisor approval (main campus students). After the final day of the add/drop period, students wanting to drop a class must follow the official withdrawal process (see Official Withdrawal from Courses). Deadlines for the add/drop period are posted on the academic calendar.

**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.

**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. This option is only available to undergraduate students.

**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.

**Course Load.** A full-time load is 12-18 credit hours. The recommended course load in Professional Studies is one course per session.

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

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

**Course Selection Guidelines.** Students are strongly encouraged to meet with their advisor (main campus) or academic success coach (Professional Studies) and consult their academic plan during the course selection period. Advisor approval is required to complete course selection for main campus students. 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.

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

**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.

**Enrollment Status.** Enrollment status is defined as follows:

Full Time	12 hours or more
Three Quarter Time	9 to 11 hours
Half Time	6 to 8 hours
Less Than Half Time	1 to 5 hours

**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 vice president for academic affairs.

**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

**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 vice president for academic affairs.

## Grades

**Academic Forgiveness.** Individuals who have accumulated a grade point average of less than 2.0 at Southwestern College may petition the vice president for academic affairs 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.** Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the term following the session (Professional Studies) or semester (Main Campus) in which the grade is given.

A grade appeal should only be sought under one of the following conditions:

- When a student contends that their grade had been incorrectly calculated, recorded or reported.
- When a student contends that the instructor has substantially and unreasonably departed from the instructor's own specified grading standards.
- When a student contends that the instructor's grading decision was made on some basis other than performance in the course.
- When a student contends to have been subject to grading criteria different from those used to evaluate the academic work of other students in the class.
- When a student is appealing sanctions that are a result of an academic integrity violation.

### Informal Resolution

If a student believes they have sufficient grounds for a grade appeal based upon the documentary evidence, an informal discussion with the faculty member is required as the first step.

### Formal Resolution

If satisfactory resolution is not achieved informally, the student may then begin the formal resolution.

- Main campus students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to the chair of the division in which the course is taught.
- Professional Studies students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to associate vice president for academic affairs (AVPAA) for Professional Studies.

The division chair or AVPAA will request a written response from the instructor. After receiving the instructor response, the division chair or AVPAA will respond to the student.

In the event that the appeal is not resolved by the division chair or AVPAA, he/she will submit the appeal with documentary evidence to the vice president for academic affairs. The vice president will schedule a meeting of the appeals committee.

- The appeals committee will be made up of the vice president for academic affairs, dean of students (or assistant dean of students), and the chair of the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies).
- 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 vice president for academic affair's office within 30 days of the start of the formal resolution process.

**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, issued for non-attendance (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
- WM = Withdrawal by Army (obtained through the Army)
- S = Satisfactory work (equivalent to a C- or better)
- U = Unsatisfactory work

**Incompletes.** 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. 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.

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 30 days after the close of the session for which the Professional Studies student is petitioning an extension. An earlier deadline may be imposed as agreed to by the student and teacher. Professional studies students are required to have completed a minimum of 50 percent of the course work before an incomplete can be granted. Extension of the deadline may be allowed by special permission by the vice president for academic affairs 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.

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.

**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 are exempt.

**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.** A student may withdraw from a course by the deadline outlined below 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.

A main campus student may withdraw from a course in the fall or spring semester at any time until the close of the ninth week. During a summer semester, each day of class counts as equivalent to a week in a regular semester. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins. Withdrawal requests must be made in writing at the registrar's office.

A Professional Studies student may withdraw from a course at any time before the start of the last week of class in a regular six week session. 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."

### Academic Standing

**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 vice president for academic affairs office. The vice president for retention and student success will work with any student placed on academic probation and their major advisor to devise a 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 are evaluated for academic progress once a semester after attempting at least 12 credits. The time period in which a student attempts 12 credits is called the evaluation period. When the evaluation period grade point average falls below 2.0 or the cumulative grade point average falls below 2.0, a student is 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.

**Academic Suspension (Main Campus).** Students whose semester grade point average is below 2.0 for two consecutive semesters 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 office of the vice president for academic affairs.

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 student seeking an appeal for readmission must complete the Academic Suspension Appeal Form available from the Registrar's Office. The appeal must be presented to the vice president for academic affairs by the date specified in the notification letter and the Academic Suspension Appeal Form. 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 (Professional Studies).** Students whose evaluation period grade point average is below 2.0 for two consecutive evaluation periods 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 the evaluation period with an 0.00 grade point average will be suspended. Any student who is suspended under this policy has a right to an appeal for

readmission after a minimum of three sessions. A request for appeal should be made by completing the Academic Suspension Appeal Form and submitting to the vice president for academic affairs. The appeal will be heard by the Academic Affairs Council, and the council's decision shall be final. Student under academic suspension may also be under financial aid suspension, which requires a different appeals process (see Financial Aid section of this catalog).

### Course and Non-Course Credit

**American Council on 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.

**Athletic Credit.** Students are limited to a total of eight hours (one credit per semester) of credit from varsity athletic participation or conditioning. This applies to transfer credit and credit earned at Southwestern College through PESS 100 and 101. Credits earned in transfer for athletic participation or conditioning are graded satisfactory (S).

**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 vice president for academic affair's office.

The vice president, 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).** 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.

Professional Studies students who have earned a Federal Aviation Administration pilot's license may be awarded five credit hours for the license.

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.

**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 remedial-level coursework. Students are limited to a total of eight hours (one credit per semester) of credit from varsity athletic participation or conditioning. This applies to transfer credit and credit earned at Southwestern College through PESS 100 and 101. Credits earned in transfer for athletic participation or conditioning are graded satisfactory (S).

Transfer hours with grades below “C” will not count toward major or general education requirements.

**Validation of Credits by Examination.** Main campus students may earn course credit by special internal examination. The examination may be administered to any regularly-enrolled student by a faculty member designated by the vice president for academic affairs. 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 College. Credit from this source may include the College Level Examination Program (CLEP), Advanced Placement program, Dantes Subject Standardized Test (DSST), 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 fulfill the requirement of a minimum of 30 hours in Southwestern courses.

### Academic Honors

**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.** 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 vice president for academic affairs, 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.

**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

**Course Designations.** 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

**Independent Study.** 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 (for Main Campus student) or vice president for academic affairs (for Professional Studies student). 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.

**International and Domestic Study Programs (Main Campus).** Southwestern College provides counsel and assistance in planning off-campus and international study programs. Opportunities include semester based study 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 speak with their academic advisor for instructions and deadlines on how to apply.

**Practica and Internships (Main Campus).** Southwestern provides several opportunities for students to earn credit for academically related work experience under the supervision of a faculty member. Normally, a single credit hour is equivalent to approximately 45 hours of work during the semester. In order to be considered for academic credit in a particular department, the work needs to be relevant to the academic goals of that department. The number of credits assigned to the practicum or internship will be determined by the supervising faculty member based upon the number of hours of work, the academic relevance of the work and the expected educational benefits of the work. Students enrolled in such courses should be expected to complete academically appropriate assignments in addition to their required work hours.

**Practicum** – A practicum involves focused experience of a practical nature related to a particular academic discipline, and may take place either on or off campus and may include a classroom component. Typically, a practicum will focus on a single project of limited duration. A student may enroll in a practicum course for one to six credit hours. These courses are available to sophomores, juniors, seniors and graduate students.

**Internship** – An internship involves a longer term, broader, more intense work experience related to a particular academic discipline, usually taking place at an independent off-campus workplace or agency. Typically, an internship will involve a multiplicity of responsibilities within a workplace setting. A student may enroll in an internship for three to 14 credit hours. Typically, this experience will be supervised by an independent employer in addition to having oversight from a Southwestern faculty member. The internship program is available only to juniors, seniors and graduate students. Participation in the internship program requires previous academic preparation in the general area of the internship as well as academic supervision during the course of the work.

Students seeking a practicum or internship in departments without an approved practicum/internship in the catalog will need to complete a Practicum/Internship Request form. The form needs to include an individualized learning plan or syllabus that describes all student work responsibilities and associated academically appropriate work. This form will require the consent of the supervising faculty member and the employer before being submitted for approval by the relevant Division Chair and appropriate Dean and subsequently filed with the Registrar's Office. The form must be on file in the Registrar's Office prior to the start of the semester in which the work will take place.

**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 (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.

**Social Sciences Honors Program (Main Campus).** 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 students, 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.

**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; author and award-winning documentary filmmaker Sabastian Junger; and General Wesley Clark.



# Graduate Academic Policies

## Academic Integrity

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.

## Academic Integrity Violation

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 vice president for academic affairs to the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies). On the first offense, violations of the academic integrity policy will result with a reprimand (written or verbal) for unintentional violations and a zero for the assignment (paper, exam, or project) for intentional or flagrant violations.

Unintentional infractions may be reported to the vice president for academic affairs 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 vice president for academic affairs; the student will also be notified verbally or in writing. The vice president for academic affairs 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 vice president for academic affairs 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 vice president for academic affairs office within thirty days of the suspension announcement. The appeal will be heard by the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies) and the committee’s decision shall be final.

**Course and Registration Policies**

**Adding or Dropping Courses.** Prior to the add/drop deadlines, students may add or drop a class either online or by submitting the appropriate form 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). Deadlines for the add/drop period are posted on the academic calendar.

**Audit of Classes.** This option is not available in graduate 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, a request in writing must be made to the vice president for academic affairs.

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

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

**Course Participation.** Regular attendance in class is required. Failure to attend the class may affect a student’s 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.

**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.

**Enrollment Status.** Enrollment status is defined as follows:

Full Time	9 hours or more
Three Quarter Time	6 to 8 hours
Half Time	4.5 to 5 hours
Less Than Half Time	1 to 4 hours

**Waitlist Policy.** Course 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 email. 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 with 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 vice president for academic affairs.

## Grades

**Academic Forgiveness.** Individuals who have accumulated a grade point average of less than 2.00 at Southwestern College may petition the vice president for academic affairs 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.

**Appeal of Grade.** Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the term following the session (Professional Studies) or semester (Main Campus) in which the grade is given.

A grade appeal should only be sought under one of the following conditions:

- When a student contends that their grade had been incorrectly calculated, recorded or reported.
- When a student contends that the instructor has substantially and unreasonably departed from the instructor’s own specified grading standards.
- When a student contends that the instructor’s grading decision was made on some basis other than performance in the course.
- When a student contends to have been subject to grading criteria different from those used to evaluate the academic work of other students in the class.
- When a student is appealing sanctions that are a result of an academic integrity violation.

### Informal Resolution

If a student believes they have sufficient grounds for a grade appeal based upon the documentary evidence, an informal discussion with the faculty member is required as the first step.

### Formal Resolution

If satisfactory resolution is not achieved informally, the student may then begin the formal resolution.

- Main campus students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to the chair of the division in which the course is taught.
- Professional Studies students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to associate vice president for academic affairs (AVPAA) for Professional Studies.

The division chair or AVPAA will request a written response from the instructor. After receiving the instructor response, the division chair or AVPAA will respond to the student.

In the event that the appeal is not resolved by the division chair or AVPAA, he/she will submit the appeal with documentary evidence to the vice president for academic affairs. The vice president will schedule a meeting of the appeals committee.

- The appeals committee will be made up of the vice president for academic affairs, dean of students (or assistant dean of students), and the chair of the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies).
- 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 vice president for academic affair's office within 30 days of the start of the formal resolution process.

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

**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, issued for non-attendance (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.** 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. 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.

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 30 days after the close of the session for which the Professional Studies student is petitioning an extension. An earlier deadline may be imposed as agreed to by the student and teacher. Professional studies students are required to have completed a minimum of 50 percent of the course work before an incomplete can be granted. Extension of the deadline may be allowed by special permission by the vice president for academic affairs 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.

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.

**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.

## 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.

**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.

**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.”

## Academic Standing

**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. The appeal will be heard by the Academic Affairs Council.

**Academic Suspension (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.

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 (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 re-admittance following consultation with their academic success coach. The appeal will be heard by the Academic Affairs Council.

### **Transfer Credit**

Requests for the transfer of hours earned in other accredited graduate programs may be made through the students’ academic advisor (Main Campus) or academic success coach (Professional Studies). Only hours completed at an institution recognized by the Council of Higher Education Accreditation with a final grade of “B” or better may be considered.

Typically, no more than six semester hours 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. A minimum of 30 unique hours are required for a second degree.

Students who have completed graduate-level courses outside the US and who wish to transfer credits into a Southwestern College graduate program must provide an official copy of the transcript with an English translation and a third-party evaluation of the transcript from a recognized transcript evaluation service.

See below for additional information for policies about transfer credit for the Ed.D. and M.Ed. Programs.

### **Transfer Credit for Doctor of Education (Ed.D.) Program**

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 substitute or /transferred in from another institution. Only graduate credits and earned after the conferral of a master’s degree may be applied to one degree: M.Ed. and 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 Vice President of Academic Affairs.

## Transfer Credit for Master of Education Program

Graduate transfer courses must have been awarded within five years from the date of program entry. Undergraduate courses may be transferred for Kansas Department of Education licensure requirements credit only. Up to three semester hours, or equivalent, may be transferred from courses that do not directly correspond to catalog descriptions for elective courses in special education/curriculum and instruction. Transfer courses for the special education program must be in the field of education or psychology and be directly related to the licensure standards for adaptive special education teachers. Prior approval is required to ensure acceptance of transfer courses to fulfill program requirements.

## Special Academic Study

**Independent Study.** 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.

# Admission to Southwestern College

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

### 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 twelve 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 12 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. Applicants must demonstrate one of the following:

1. English as a Foreign Language (TOEFL):
  - TOEFL PBT- 60
  - TOEFL iBT - 70
2. International English Language Testing Service (IELTS) with a score of 5.5 or higher;
3. The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.

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 graduated from an accredited high school or have successfully completed the GED®. Students who have completed high school (or GED®) and have earned more than six college credits are classified as a transfer students. A cumulative grade point average (GPA) of 2.0 is required.

Applicants for undergraduate 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 meets requirement detailed above.

**Conditional Admission:** Conditional admission may be granted when an applicant has less than a 2.0 grade point average in high school or college level work. Students conditionally admitted can enroll in no more than one course session for the first three sessions of attendance.

In order to ensure continuing enrollment, transcripts should be received by the end of the fourth (4<sup>th</sup>) week of the first (1<sup>st</sup>) session in which the student is enrolled.

### Professional Studies Undergraduate Non-Degree Seeking 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 director of enrollment services and marketing. Guest students are allowed to enroll for a maximum of 15 credit hours with non-degree-seeking status. Exceptions will be allowed under special military agreement.

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

### Master of Education

Applicants for the Master of Education must hold a baccalaureate degree from a regionally accredited college or university with a cumulative grade point average of 3.0 on a 4.0 scale. Some applicants may be granted conditional admission if grades do not meet this standard. Conditionally admitted students who maintain a 3.0 grade point average after completing 6.0 credit hours are considered fully admitted. Additional admission requirements follow:

- Applicants for the Master of Education in early childhood education must also have a license or significant experience in an early childhood setting.
- Applicants for the Master of Education in Curriculum and Instruction may need some additional undergraduate content if the degree is not endorsed in a licensure area.
- 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.
- Applicants for the Master of Education in special education – high incidence disabilities must hold a current teaching license. 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. In addition, an interview is required during enrollment in EDUC514.
- Applicants for the Master of Education in special education – low incidence disabilities must hold a current teaching license. 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. In addition, an interview is required during enrollment in EDUC514.

### Master of Arts in Teaching

This master's program is restricted to candidates who do not already hold a valid teaching license. Two pathways to licensure exist within the M.A.T. program: restricted and traditional. Restricted licensure is defined as candidates who are employed to teach in their content area while they are pursuing initial teaching license. Admission requirements include:

- Bachelor's degree in a secondary licensure area from a regionally accredited institution with a minimum 2.75 cumulative grade point average and a minimum 2.75 GPA grade point average on courses required for content endorsement
- pass both the Praxis II exam teaching content area and the Principles of Learning and Teaching exam at the criterion score set by KSDE

- interview during EDUC 601
- an agreement with school district for restricted licensure pathway

### **Main Campus Master of Business Administration**

Applicants for the main campus Master of Business Administration program must have completed a baccalaureate degree from a regionally accredited institution with a minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale. Some applicants may be granted conditional admission if grades do not meet this standard 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 and upon the removal of any condition that was specified at the time of admission.

### **Doctor of Education in Educational Leadership (Ed.D.)**

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 to apply for this program.

- 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 is required for applicants from US colleges/universities.
- Credits earned while completing a master's degree cannot be applied toward a doctoral degree.
- Applicants must be employed and/or licensed in educational services or a related field.
- Admission to the higher education emphasis requires that a master's degree has been completed prior to admission.

In addition to the admissions application, an applicant must submit:

- A written statement of purpose
- A written commitment from the district/workplace where employed
- Original, official transcripts for all college-level work awarded from a regionally accredited institution.

### **Main Campus Graduate Programs – 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 PBT score of 60 or higher or a IBT 70 or higher;
- International English Language Testing Service (IELTS) with a score of 5.5 or higher;

### **Professional Studies Graduate Students**

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 for Professional Studies graduate education programs should refer to the program description for information about admissions requirements. To be considered for admission for all other Professional Studies graduate programs, 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 on 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.

### **Main Campus and Professional Studies Non-Degree Graduate Students**

Students who do not plan to work for an advanced degree or who are only seeking a graduate certificate may be admitted as non-degree students. Non-degree students need special approval from the director of admissions 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.

## **Application Procedures**

### **Main Campus First-Time Freshmen, Transfer and International Students**

To be admitted to Southwestern College, the applicant should follow the steps outlined at <http://www.sckans.edu/admissions/apply-now/>. An international applicant should refer to <http://www.sckans.edu/admissions/international-students/> for the application procedures.

### **Professional Studies Undergraduate**

To apply to Southwestern College Professional Studies, applicants must follow the steps outlined at <http://ps.sckans.edu/admissions-center>. 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.

### **Main Campus and Professional Studies Graduate Students**

Applicants for main campus graduate programs should follow the process described at <http://www.sckans.edu/graduate/education-med/admission---main-campus/> for the Master of Education programs and at <http://www.sckans.edu/graduate/business-mba/admission/> for the Master of Business Administration program. Official transcripts, including military or other externally evaluated transcripts, must be sent directly from all previously attended institutions to the Southwestern College office of the registrar and cannot be transmitted from or by a student directly.

Applicants for graduate Professional Studies programs should follow the process described at <http://ps.sckans.edu/admissions-center>. Official transcripts, including military or other externally evaluated transcripts, must be sent directly from all previously attended institutions to the Southwestern College office of the registrar and cannot be transmitted from or by a student directly.

## **Readmission**

### **Main Campus**

Students who have not enrolled for the equivalent of more than two semesters or who have not enrolled for one semester and attended any other institution are required to complete all necessary steps for readmission.

To be considered for readmission to SC, the student should complete the transfer admission application form online at [https://swkans.secure.force.com/apex/main\\_campus\\_web\\_application](https://swkans.secure.force.com/apex/main_campus_web_application) and have the official transcript of all colleges attended while not enrolled at SC sent to the Southwestern College Office of Admission.

### **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.

# Student Services

Through Student Affairs, Southwestern College offers many avenues for student to pursue diverse interests, explore new possibilities, and become active in the world outside of the classroom.

## Bookstore

Students wishing to order books through the Southwestern College bookstore may do so online at MBS Direct/BNC at <https://bncvirtual.com/sckans>. For Southwestern College apparel and merchandise, the Moundbuilder Market is open during the school year in the lower level of the Roy L. Smith Student Center. The Market is also online at [Welcome to Southwestern College's Official Moundbuilder Market!](#)

## Campus Life

The Campus Life Office complements the Southwestern College mission by providing and supporting programs, services and activities that encourage the spiritual, intellectual, social and physical growth of Southwestern College students. Applications and resources concerning student organizations and programs, volunteer opportunities, and general Campus Life information may be found in the office.

## 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.

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.

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.

## Career Planning

Career planning services for main campus students are coordinated through the Career Center. Assistance with resume writing, interviewing, and career strategizing is available on in workshops and on an individual basis and. Information about job openings, graduate schools, internships, and study abroad programs are also housed with each academic 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 <https://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.

### **Deets Library**

With quiet study spaces, computers, full-text online databases and professional librarians to help students with research, the library is committed to providing high quality customer service including assistance with research, providing spaces for group collaboration as well as quiet individualized study, and recreational reading and viewing.

### **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 complete a request each semester for academic accommodations.

### **Enactus**

Enactus is an international organization that brings together student, academic, and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need. The Southwestern College Enactus Team seeks to create and implement community empowerment projects around the globe. Members devote extensive time and effort developing, executing, and reporting on efforts to improve the quality of life and standard of living for the community in which they serve.

### **Quantitative Learning Center**

The Quantitative Learning Center (QLC) provides programs to enhance competency and confidence with the use of mathematics and statistics. The QLC offers quantitative learning techniques, projects, and collaborations, as well as math tutoring. The Math Help Desk provides tutoring in algebra, calculus, statistics, and accounting. The QLC office is located in Beech 101.

### **Residential Life**

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.

### **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.

### **Student Wellness 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.

### **Activity Program**

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. 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 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.

### **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, 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 the *Collegian*, the campus student-managed newspaper.

### **Radio Station**

The college owns and operates the 100-watt 94.7 FM radio station, KSWC. KSWC is designed to provide informative and entertaining listening for Southwestern students and the Winfield community. Students work on-the-air and behind the scenes broadcasting music and news. The station is also the voice of Moundbuilder sports, broadcasting live football and men's and women's basketball games every season.

### **Service Learning**

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich learning experiences, teach civic responsibility and strengthen communities. At Southwestern there is a strong emphasis on service learning as evident in our mission statement: “Leadership through service in a world without borders.” There are three service learning teams on campus.

**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.** Founded in 2007, the SC Green Team is a program composed mostly of students along with faculty and staff who are interested in making Southwestern College and the surrounding area a more environmentally friendly place. Through small endeavors like recycling to larger projects such as creating sustainable energy, the SC Green Team hopes to create a positive impact on the world around us and be good stewards of the natural resources of the Earth.

**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

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

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

## Payment of Accounts

### 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 Tuition Assistance**

**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.
- Penalty will not be imposed to the student, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

### **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

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 two 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 eight 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:**

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.

For additional information and a full explanation of the college's Return of Title IV Funds refund policy, refer to the Southwestern College Financial Aid Handbook online at <http://www.sckans.edu/student-services/financial-aid/financial-aid-handbook/>. The Return of Funds policy is found in the section on "Keeping Your Aid" and "Exiting Southwestern."

### 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

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

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

If a textbook is required for a course, it is the student's responsibility to obtain textbooks. Southwestern College has partnered with MBS Direct/BNC for textbook purchases. If you are a Federal Pell Grant eligible student and need assistance with obtaining your textbooks/course materials please contact [accounts@sckans.edu](mailto:accounts@sckans.edu). A Federal Pell Grant eligible student will only be billed for those textbooks/course materials that are purchased from MBS Direct/BNC.

Vouchers for textbooks will be made available to students who qualify. This voucher will allow you to charge books to your SC account and use financial aid to cover the cost. If the charges create a balance on your account, it will be your responsibility for payment. Contact [accounts@sckans.edu](mailto:accounts@sckans.edu) for more information.

# 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

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.
2. To guarantee full renewal of Southwestern College institutional scholarships, the student's FAFSA must be submitted by April 1.
3. Complete and submit all other documents if requested by the Office of Financial Aid.

## Financial Aid Rights and Responsibilities

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

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 – Withdrawal 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/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 be placed on financial aid suspension. 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/Probation.** 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. Students who fail to meet the requirements of the academic plan are placed on financial aid suspension until they rehabilitate the measurements without the use of financial aid.

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**

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**

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**

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**

**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**

Student employment is available through the Federal 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 Work Study.

### **Aid for Study Abroad**

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**

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

### **For More Information**

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

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).
2. Complete and submit all other documents if requested by the Office of Financial Aid.

## Financial Aid Rights and Responsibilities

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

## Financial Aid Satisfactory Academic Progress

Southwestern College is required by federal regulation to monitor satisfactory academic progress for financial aid recipients. These standards ensure that only those 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 – Withdrawal Failure, AW – Administrative Withdrawal, and 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.** 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. Students on suspension have the option to appeal the decision.

**Conditions for Appeal/Reinstatement/Probation.** 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 fail to meet the requirements of the academic plan are placed on financial aid suspension until they rehabilitate the measurements without the use of financial aid.

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**

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.

# Notices and Disclaimers

## Family Educational Rights and Privacy Act (FERPA)

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 FERPA forms or more information concerning college policies, please contact the office of the registrar at (620) 229-6268 or (800) 846-1543 or [registrar@sckans.edu](mailto:registrar@sckans.edu).

### 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.

**Higher Education Opportunity Act**

Southwestern College is in compliance with the Higher Education and Opportunity Act (HEOA) provision for service members readmission based on military service.

**AU-ABC Program**

Southwestern College Professional Studies is a Category 1 partner in the Air University Associate to Baccalaureate Cooperative (AU-ABC) program. Southwestern College allows airmen to transfer in their Community College of the Air Force (CCAF) degree (64 credit hours) and work toward an approved bachelor's degree. When transferring in the CCAF degree to an approved degree program, the AU-ABC Program guarantees that airmen only need to complete up to 60 additional credit hours to obtain his/her bachelor's degree. For more information, including available degree programs, please visit the Air Force Virtual Education Center.

# 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, Jewell Family Learning Lab, 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 recently-renovated 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 classrooms, the Career Center, Stir and Bustle café, 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. Professional Studies is located at 2800 South Rock Road Wichita, KS 67210.

## **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 450-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 33 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 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 identify and compare different cultural, linguistic, or religious communities of the world.

## General Education Requirements

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

### Basic Skills:

Composition, six hours:

ENG 110 College Writing 1 and ENG 120 College Writing 2

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

PHIL120 Ethics, Society and Choices

POLS120 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:

BIOL101 Essentials of Biology

NSCI170 Elements of Descriptive Astronomy

NSCI180 Science, Society, and the Environment

NSCI190 Science and Pseudoscience

NSCI201 Environmental Issues

NSCI230 Drugs: Research and Reward

NSCI240 50 Shades of Green

NSCI280 History of Science

Social Science, three or more hours:

HIST121 World History to 1500

HIST122 World History Since 1500

HIST131 American History to 1865

HIST132 American History Since 1865

LEAD101 Introduction to Leadership

PHIL221 History of Philosophy

POLS101 Introduction to Political Science

POLS222 International Relations

POLS241 Comparative Politics

PSYC112 General Psychology

The Humanities, three or more hours:

COMM208 Critical Thinking and Argumentation

COMM246 History of Television

COMM248 History of the Cinema

COMM262 Science Fiction Television

ENG 202 Introduction to Literary Studies

ENG 203 Literature and the Environment

ENG 204 Literature and the Arts

ENG 213 Survey of English Literature

ENG 227 Survey of American Literature

- ENG 335 Survey of World Literature
- PHIL101 Introduction to Philosophy
- PHIL227 Logic
- REL 201 Introduction to the Bible
- The Arts, three or more hours:
  - COMM202 Oral Storytelling
  - COMM211 Introduction to the Cinema
  - COMM220/ENG 220 Interactive Storytelling
  - ENG 337 Creative Writing: Poetry
  - IART150 Creativity in the Arts
  - IART156 Introduction to World Music
  - IART223 Fine Arts in the Elementary School
  - IART231 Theatre Across the Disciplines
  - MUS 111 Foundations in Music
  - THTR111 The Theatre Experience

- Other Cultures, three or more hours:
  - ANTH201 Social and Cultural Anthropology
  - COMM348 International Cinema: Western Culture
  - COMM349 International Cinema: Asian Culture
  - ENG 230 Culture in Context
  - HIST342 Russian History
  - HIST343 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 vice president for academic affairs 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**

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" (2.0) 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 vice president for academic affairs, 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 vice president for academic affairs.

# Main Campus Undergraduate Academic Programs

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.

## Accounting

Southwestern College's accounting program focuses on practical applications in its approach to teaching students accounting and accounting related topics. Students engage in topics which will further their careers as accountants. Knowledge provided in the student's coursework is based on both theoretical models as well as industry experience. Real world business examples are brought into the classroom for students to dissect and apply knowledge gained in the classroom. Students whose major or minor is within the Business Division must earn a grade of "C" or better in each course taken within the division (ACCT, BUS, ECON) to meet graduation requirements.

### B.A., Major in Accounting

#### Major requirements:

ACCT281	Financial Accounting (3 hours)
ACCT283	Managerial Accounting (3 hours)
ACCT385	Federal Income Taxation of Business (3 hours)
ACCT386	Cost Accounting (3 hours)
ACCT391	Intermediate Accounting 1 (3 hours)
ACCT392	Intermediate Accounting 2 (3 hours)
ACCT445	Auditing (3 hours)
BUS 115	Business Basics (3 hours)
BUS 130	Introduction to Entrepreneurship (3 hours)
BUS 318	Quantitative Methods for Business (3 hours)
BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
BUS 350	Business Law (3 hours)
BUS 375	Human Resources Management (3 hours)
BUS 395	Corporate Finance (3 hours)
BUS 497	Business Strategy and Policy (Capstone) (3 hours)
ECON101	Principles of Microeconomics (3 hours)
ECON102	Principles of Macroeconomics (3 hours)

Nine additional hours of 300-level or above from courses within the division. BUS 401 is recommended as preparation for the Kansas Certified Public Accountant Licensing Examination.

#### Cognate requirements:

MATH110	College Algebra (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)

## Minor in Accounting

### Minor requirements:

- ACCT281 Financial Accounting (3 hours)
- ACCT283 Managerial Accounting (3 hours)
- ACCT385 Federal Income Taxation of Businesses (3 hours)
- ACCT386 Cost Accounting (3 hours)

Twelve additional hours of 300-level or above from courses within the division (including BUS 497). BUS 401 is recommended as preparation for the Kansas Certified Public Accountant Licensing Examination.

## Art

The art program at Southwestern College encourages students to engage in a visual language. Studio work complements other disciplines and cultivates, enhances, and strengthens the artistic sensibilities of students. An art minor is available.

## Minor in Art

### Minor requirements:

- ART 123 Basic Drawing (3 hours)
- ART 215 Painting Studio 1 (3 hours)
- ART 236 Ceramics 1 (3 hours)

Nine hours selected from:

- ART 205 Introduction to Photography (3 hours)
- ART 212 Stained Glass 1 (3 hours)
- ART 216 Composing With Paint & Draw Programs 1 (3 hours)
- ART 227 Advanced Drawing (3 hours)
- ART 315 Painting Studio 2 (3 hours)
- ART 336 Ceramics 2 (3 hours)

## Biology

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.

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. The biology curriculum at Southwestern College also assists in meeting specific needs of other disciplines and serves preparatory programs in secondary teaching and nursing.

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:

- BIOL111 Biology 1 (4 hours)

## Main Campus Undergraduate Academic Programs 60

- BIOL112 Biology 2 (4 hours)
- BIOL216 Cell Biology (4 hours)
- BIOL230 Genetics and Evolution (4 hours)
- BIOL461 Seminar in Biology (1 hour)

One of the following laboratory courses:

- BIOL305 Marine Biology (5 hours)
- BIOL306 Freshwater Biology (5 hours)
- BIOL336 Ecology (5 hours)

### Cognate requirements:

- CHEM111 General Chemistry 1 (4 hours)
- MATH215 Introduction to Statistics and Probability (3 hours)

Declaration and completion of a minor or major in another academic discipline or completion of teacher education requirements for secondary licensure.

## B.S., Major in Biology

### Major requirements:

At least 35 hours in Biology to include:

- BIOL111 Biology 1 (4 hours)
- BIOL112 Biology 2 (4 hours)
- BIOL216 Cell Biology (4 hours)
- BIOL230 Genetics and Evolution (4 hours)
- BIOL461 Seminar in Biology (1 hour)

One of the following laboratory courses:

- BIOL305 Marine Biology (5 hours)
- BIOL306 Freshwater Biology (5 hours)
- BIOL336 Ecology (5 hours)

### Cognate requirements:

- CHEM111 General Chemistry 1 (4 hours)
- CHEM112 General Chemistry 2 (4 hours)
- CHEM221 Organic Chemistry 1 (5 hours)
- MATH215 Introduction to Statistics and Probability (3 hours)
- PHYS201 College Physics 1 (4 hours) or PHYS211 General Physics 1 (5 hours)
- PHYS202 College Physics 2 (4 hours) and PHYS212 General Physics 2 (5 hours)

## Secondary Licensure in Biology

### Requirements:

- BIOL111 Biology 1 (4 hours)
- BIOL112 Biology 2 (4 hours)
- BIOL216 Cell Biology (4 hours)
- BIOL230 Genetics and Evolution (4 hours)
- BIOL241 Human Anatomy and Physiology 1 (4 hours)
- BIOL242 Human Anatomy and Physiology 2 (5 hours)
- BIOL322 Animal Behavior (5 hours)
- BIOL336 Ecology (5 hours)
- BIOL461 Seminar in Biology (1 hour)
- CHEM111 General Chemistry 1 (4 hours)
- NSCI280 History of Science (3 hours)

### Teacher Education Licensure Requirements:

- EDUC150 Introduction to Education (2 hours)
- EDUC215 Foundations of Education (3 hours)
- EDUC216 Diversity Field Experience (1 hour)
- EDUC220 Educational Technology (3 hours)
- EDUC238S Teaching Science in the Secondary Schools (3 hours)
- EDUC322 Educational Psychology (4 hours)\*

## Main Campus Undergraduate Academic Programs 61

EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hours)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*

\*Taken *after* formal admittance to the Teacher Education Program.

### Cognate requirement:

MATH215	Introduction to Statistics and Probability (3 hours)
PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours)

### Minor in Biology

#### Minor requirements:

BIOL101	Essentials of Biology (3 hours) or 111 Biology 1 (4 hours)
BIOL112	Biology 2 (4 hours)

12 additional hours of coursework at the 200 level or higher

### Minor in Sustainability and Environmental Studies

#### Minor requirements:

NSCI201	Environmental Issues (3 hours)
SES 103	Sustainability: Concepts and Applications (3 hours)
SES 359	Practicum in Sustainability (3 hours)

Choose one course from the following:

NSCI180	Science, Society, and the Environment (3 hours)
BIOL112	Biology 2 (4 hours)

Choose two courses from the following:

PHIL322	Ecology and Ethics (3 hours)
ECON334	Environmental Economics (3 hours)
ENG 203	Literature and the Environment (3 hours)
POLS322	Climate Change, Global Warming, and Politics (3 hours)

## Business Administration

The department of business administration offers a Bachelor of Arts in business administration and a Bachelor of Arts in sport management. Students pursuing a Bachelor of Arts in business administration may also choose an optional area of emphasis. 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 whose major or minor is within the business division must earn a grade of “C” or better in each course taken within the division (ACCT, BUS, ECON) to meet graduation requirements.

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

#### Major Requirements:

ACCT281	Financial Accounting (3 hours)
ACCT283	Managerial Accounting (3 hours)
BUS 115	Business Basics (3 hours)
BUS 130	Introduction to Entrepreneurship (3 hours)
BUS 318	Quantitative Methods for Business (3 hours)
BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
BUS 326	Investments (3 hours)

## Main Campus Undergraduate Academic Programs 62

BUS 327	Consumer Behavior (3 hours)
BUS 328	Organizational Behavior (3 hours)
BUS 350	Business Law (3 hours)
BUS 375	Human Resources Management (3 hours)
BUS 395	Corporate Finance (3 hours)
BUS 435	Management Decision Making (3 hours)
BUS 497	Business Strategy and Policy (Capstone) (3 hours)
ECON101	Principles of Microeconomics (3 hours)
ECON102	Principles of Macroeconomics (3 hours)

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

### **Cognate requirements:**

MATH110	College Algebra (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)

### **Optional area of emphasis:**

#### **Emphasis in Finance**

##### **Requirements:**

BUS 329	Money and Banking (3 hours)
BUS 331	Risk Management (3 hours)

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

#### **Emphasis in Management**

##### **Requirements:**

BUS 329	Money and Banking (3 hours)
BUS 390	Operations Management (3 hours)

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

#### **Emphasis in Marketing**

##### **Requirements:**

BUS 340	Professional Selling (3 hours)
BUS 432	Marketing Strategies (3 hours)

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:**

ACCT281	Financial Accounting (3 hours)
BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
ECON101	Principles of Microeconomics (3 hours)

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

#### **B.A., Major in Sport Management**

##### **Major requirements:**

BUS 115	Business Basics (3 hours)
BUS 130	Introduction to Entrepreneurship (3 hours)

## Main Campus Undergraduate Academic Programs 63

BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
BUS 328	Organizational Behavior (3 hours)
BUS 437	Business and Professional Ethics (3 hours)

### Cognate requirements:

ACCT281	Financial Accounting (3 hours)
ACCT283	Managerial Accounting (3 hours)
COMM294	Public Relations (3 hours)
ECON101	Principles of Microeconomics (3 hours)
ECON102	Principles of Macroeconomics (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)
PESS220	Introduction to Sport Management (3 hours)
PESS335	Psychology of Sport (3 hours)
PESS344	Sports Marketing (3 hours)
PESS421	Sports Management Capstone (3 hours)

## Chemistry

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.

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:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)
CHEM222	Organic Chemistry 2 (5 hours)
CHEM461	Seminar in Chemistry (1 hour)

Two additional courses from the following:

CHEM324	Analytical Chemistry (4 hours)
CHEM345	Physical Chemistry: Thermodynamics and Kinetics (4 hours)
CHEM430	Biochemistry (5 hours)

#### Cognate requirements:

MATH222	Calculus 1 (5 hours)
PHYS201	College Physics 1 (4 hours) <i>or</i> 211 General Physics 1 (5 hours)

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:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)
CHEM222	Organic Chemistry 2 (5 hours)
CHEM324	Analytical Chemistry (4 hours)
CHEM345	Physical Chemistry: Thermodynamics and Kinetics (4 hours)
CHEM430	Biochemistry (5 hours)
CHEM461	Seminar in Chemistry (1 hour)



## Main Campus Undergraduate Academic Programs 64

### Cognate requirements:

- BIOL111 Biology 1 (4 hours)
- MATH222 Calculus 1 (5 hours)
- PHYS201 College Physics 1 (4 hours) or 211 General Physics 1 (5 hours)
- PHYS202 College Physics 2 (4 hours) or 212 General Physics 2 (5 hours)

Two additional courses in Biology from the following:

- BIOL216 Cell Biology (4 hours)
- BIOL230 Genetics and Evolution (4 hours)
- BIOL334 Microbiology (5 hours)

### Secondary Licensure in Chemistry

- CHEM111 General Chemistry 1 (4 hours)
- CHEM112 General Chemistry 2 (4 hours)
- CHEM221 Organic Chemistry 1 (5 hours)
- CHEM222 Organic Chemistry 2 (5 hours)
- CHEM461 Seminar in Chemistry (1 hour)
- CHEM324 Analytical Chemistry (4 hours)
- CHEM430 Biochemistry (5 hours)

### Cognate requirements:

- MATH215 Introduction to Statistics and Probability (3 hours)
- MATH222 Calculus 1 (5 hours)
- PHYS201 College Physics 1 (4 hours) or 211 General Physics 1 (5 hours)
- NSCI 280 History of Science (3 hours)

### Teacher Education Licensure Requirements:

- EDUC150 Introduction to Education (2 hours)
- EDUC215 Foundations of Education (3 hours)
- EDUC216 Diversity Field Experience (1 hour)
- EDUC220 Educational Technology (3 hours)
- EDUC238S Teaching Science in the Secondary Schools (3 hours)
- EDUC322 Educational Psychology (4 hours)\*
- EDUC323 Introduction to Exceptionalities (4 hours)\*
- EDUC343 Home, School, and Community (3 hours)
- EDUC344 Content Area Literacy (3 hours)
- EDUC352 Principles of Effective Secondary Instruction (3 hours)
- EDUC439 Secondary School Methods and Management (4 hours)\*
- EDUC440 Student Teaching Seminar (1 hour)\*
- EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)\*

\*Taken *after* formal admittance to the Teacher Education Program.

### Cognate requirements:

- PSYC112 General Psychology (3 hours)
- PSYC218 Child Psychology (3 hours)

### Minor in Chemistry

#### Minor requirements:

- CHEM111 General Chemistry 1 (4 hours)
- CHEM112 General Chemistry 2 (4 hours)
- CHEM221 Organic Chemistry 1 (5 hours)

Two additional courses from the following:

- CHEM222 Organic Chemistry 2 (5 hours)
- CHEM324 Analytical Chemistry (4 hours)
- CHEM345 Physical Chemistry: Thermodynamics and Kinetics (4 hours)
- CHEM430 Biochemistry (5 hours)

## Communication

The major in communication challenges students to build a foundation of knowledge as they become critical thinkers, resourceful learners and knowledgeable users of modes of communication. Students learn theory and concepts and develop diverse communication skills in the changing media culture. Various emphasis areas allow students to select coursework that will allow them to foster their abilities and skills.

### B.A., Major in Communication

#### Major requirements:

- COMM101 Survey of Mass Communications (3 hours)
- COMM103 Graphic Design (3 hours)
- COMM110 Media Writing 1 (3 hours)
- COMM250 Media Law and Ethics (3 hours)
- COMM315 Persuasion (3 hours)
- COMM410 Theories of Human Communication (3 hours)

All requirements of one emphasis area below:

### Emphasis in Broadcasting and Film

#### Requirements:

- COMM 114 Basic Video Production (3 hours)
- COMM 115 Radio Operations and Production (3 hours)
- COMM 211 Introduction to the Cinema (3 hours)
- COMM 214 Video News Production (3 hours)
- COMM 231 Radio Experience (1 hour)
- COMM 233 Television Experience (1 hour)
- COMM 246 History of Television (3 hours)
- COMM 248 History of the Cinema (3 hours)
- COMM 312 Visual Storytelling (3 hours)
- CPTR 220 Digital Sound (3 hours)

Choose one of the following:

- COMM201 Media Writing 2 (3 hours)
- COMM 348 International Cinema: Western Culture (3 hours)
- COMM 349 International Cinema: Asian Culture (3 hours)

### Emphasis in Convergent Journalism and New Media

#### Requirements:

- COMM114 Basic Video Production (3 hours)
- COMM115 Radio Operations and Production (3 hours)
- COMM201 Media Writing 2 (3 hours)
- COMM205 Introduction to Photography (3 hours) or COMM 206 Digital Photography (3 hours)
- COMM214 Video News Production (3 hours)
- COMM221 Newspaper Experience (minimum 2 hours)
- COMM231 Radio Experience (minimum 1 hour)
- COMM233 Television Experience (minimum 1 hour)
- COMM312 Visual Storytelling (3 hours) or CPTR 346 Motion Graphics (3 hours)
- COMM321 Convergent News Experience (minimum 4 hours)
- COMM347 Editing and Design (3 hours)
- CPTR211 Basic Information and Website Design (3 hours)

### Emphasis in General Communication

#### Requirements:

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

## Main Campus Undergraduate Academic Programs 66

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

### Emphasis in Professional Communication

#### Requirements:

- COMM203 Interpersonal Communication (3 hours) *or* COMM215 Intercultural Communication (3 hours)
- COMM205 Introduction to Photography (3 hours) *or* COMM206 Digital Photography (3 hours) *or* COMM114 Basic Video Production (3 hours)
- COMM294 Public Relations (3 hours)
- COMM317 Advanced Presentational Speaking (3 hours)
- COMM340 Communicating Teamwork, Leadership, and Group Communication (3 hours)
- COMM347 Editing and Design (3 hours)
- CPTR211 Basic Information and Website Design (3 hours)

#### Cognate requirements:

- ENG 340 Language: Structure and Meaning (3 hours)
- ENG 426 Professional Writing (3 hours)

Choose three hours from the following:

- ENG 330 Creative Writing: Short Story (3 hours)
- ENG 337 Creative Writing: Poetry (3 hours)
- ENG 348 Creative Writing: Novella (3 hours)
- ENG 445 Creative Writing: Creative Nonfiction (3 hours)
- ENG 447 Creative Writing: Genre Fiction (3 hours)

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.

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

#### Major requirements:

- COMM110 Media Writing 1 (3 hours) *or* 250 Media Law and Ethics (3 hours)
- COMM203 Interpersonal Communication (3 hours) *or* COMM215 Intercultural Communication (3 hours)
- COMM208 Critical Thinking and Argumentation (3 hours) *or* COMM401 Debate Question Analysis and Case Construction (3 hours) If COMM208 is taken as a General education course, then COMM401 Debate Question Analysis and Case Construction.
- COMM317 Advanced Presentational Speaking (3 hours)
- THTR200 Acting 1: Acting Foundations (3 hours)
- THTR224 Stagecraft (3 hours)
- THTR234 The Expressive Voice (3 hours)
- THTR333 Theatre History 2 (3 hours)
- THTR424 Directing 1 (3 hours)
- THTR425 Directing 2 (3 hours)
- Completion of Speech experience checklist
- Completion of Theatre experience checklist

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

#### Teacher Education Licensure Requirements:

- EDUC150 Introduction to Education (2 hours)
- EDUC215 Foundations of Education (3 hours)
- EDUC216 Diversity Field Experience (1 hour)
- EDUC220 Educational Technology (3 hours)
- EDUC 238T Teaching and Directing Theatre, Forensics, and Debate in the Secondary Schools (3 hours)
- EDUC322 Educational Psychology (4 hours)\*
- EDUC323 Introduction to Exceptionalities (4 hours)\*
- EDUC343 Home, School, and Community (3 hours)
- EDUC344 Content Area Literacy (3 hours)

## Main Campus Undergraduate Academic Programs 67

- EDUC352 Principles of Effective Secondary Instruction (3 hours)
- EDUC439 Secondary School Methods and Management (4 hours)\*
- EDUC440 Student Teaching Seminar (1 hour)\*
- EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)\*

\*Taken *after* formal admittance to the Teacher Education Program

### **Cognate requirements:**

- MATH215 Introduction to Statistics and Probability (3 hours)
- PSYC112 General Psychology (3 hours)
- PSYC218 Child Psychology (3 hours)

### **Minor in Broadcasting**

#### **Minor requirements:**

- COMM101 Survey of Mass Communications (3 hours)
- COMM110 Media Writing 1 (3 hours)
- COMM114 Basic Video Production (3 hours)
- COMM115 Radio Operations and Production (3 hours)
- COMM214 Video News Production (3 hours)

An additional two courses selected from the following:

- COMM201 Media Writing 2 (3 hours)
- COMM246 History of Television (3 hours)
- COMM312 Visual Storytelling (3 hours)

### **Minor in Convergent Journalism and New Media**

#### **Minor requirements:**

- COMM101 Survey of Mass Communications (3 hours)
- COMM103 Graphic Design (3 hours)
- COMM110 Media Writing 1 (3 hours)
- COMM114 Basic Video Production (3 hours)
- COMM205 Introduction to Photography (3 hours) or COMM206 Digital Photography (3 hours)
- COMM347 Editing and Design (3 hours)

An additional 6 hours selected from the following:

- COMM115 Radio Operations and Production (3 hours)
- COMM201 Media Writing 2 (3 hours)
- COMM214 Video News Production (3 hours)
- COMM216 Composing with Paint & Draw Programs 1 (3 hours)
- COMM221 Newspaper Experience (3 semesters) (1 hour)
- COMM234 Digital Media Experience (3 semesters) (1 hour)
- COMM312 Visual Storytelling (3 hours)
- COMM320 Advanced Website Design: Graphic Techniques (3 hours) or CPTR 321 Advanced Website Design: Dynamic Sites; Interactivity (3 hours)
- CPTR211 Basic Information and Website Design (3 hours)
- CPTR346 Motion Graphics (3 hours)

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

## Computer Science and Digital Arts

The computer science and digital arts major includes coursework in computer science, digital arts, and video game development. From concepts to hands-on learning situations, this area of study crosses disciplinary boundaries with integration of creative and analytical study and practice as it prepares students to use emerging media and technological innovation. The application of computation and digital processes with creative development and research encourages working across multiple segments of the field.

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

#### Major requirements:

CPTR110 Introduction to Computer Systems (3 hours)

#### Cognate requirements:

COMM315 Persuasion (3 hours)

ENG 426 Professional Writing (3 hours)

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

### Emphasis in Computer Game Development

#### Requirements:

CPTR200 Computer Game Concepts (minimum six hours) (1 hour)

CPTR205 Computer Game Planning and Production (minimum 12 hours) (2 hours)

#### Completion of the courses under one of the following:

##### Game/Level Design:

BUS 322 Management (3 hours)

BUS 325 Marketing (3 hours)

COMM340 Communicating teamwork, Leadership, Group Communication (3 hours)

ENG/COMM220 Interactive Story Telling (3 hours)

LEAD101 Introduction to Leadership (3 hours)

PSYCH112 General Psychology (4 hours)

Two hours in THTR112/113/212 (1 hour)

##### Image and Sound Design:

COMM103 Graphic Design (3 hours)

COMM216 Composing With Paint & Draw Programs 1 (3 hours)

CPTR220 Digital Sound (3 hours)

CPTR240 3D Modeling and Animation 1 (3 hours)

CPTR250 3D Modeling and Animation 2 (3 hours)

CPTR346 Motion Graphics (3 hours)

CPTR350 3D Modeling and Animation 3 (3 hours)

MUS 111 Foundations in Music (3 hours)

##### Software Design:

CPTR112 Programming 1 (4 hours)

CPTR212 Programming 2 (4 hours)

MATH110 College Algebra (3 hours)

MATH112 Trigonometry (3 hours)

MATH319 Linear Algebra (3 hours)

PHYS201 College Physics 1 (4 hours)

### Emphasis in Computer Science

#### Requirements:

CPTR112 Programming 1 (4 hours)

CPTR212 Programming 2 (4 hours)

CPTR320 Database Management Systems 1 (3 hours)

CPTR324 Computer Networks & Concepts (3 hours)

CPTR341 Operating Systems (3 hours)

CPTR345 Software Engineering (3 hours)

## Main Campus Undergraduate Academic Programs 69

- CPTR452 Automata Theory (3 hours)
- CPTR453 Analysis of Algorithm (3 hours)
- CPTR454 Senior Project and Seminar (3 hours)

### **Cognate Requirements:**

- MATH222 Calculus 1 (5 hours)
- MATH223 Calculus 2 (5 hours)
- MATH319 Linear Algebra (3 hours)
- MATH320 Introduction to Advanced Mathematics (3 hours)

### **Suggested Electives:**

- CPTR211 Basic Information and Website Design (3 hours)
- CPTR306 Visual Basic Programming (3 hours)
- CPTR315 Java Programming (3 hours)
- CPTR321 Advanced Website Design: Dynamic Sites; Interactivity (3 hours)
- CPTR334 Management Information Systems (3 hours)
- CPTR415 Systems Architecture (3 hours)
- CPTR430 Introduction to Artificial Intelligence (3 hours)
- CPTR440 Decision Support Systems (3 hours)
- CPTR475 Database Management Systems 2 (3 hours)

## **Emphasis in Digital Arts**

### **Requirements:**

- CPTR211 Basic Information and Website Design (3 hours)
- CPTR346 Motion Graphics (3 hours)
- ART 123 Basic Drawing (3 hours)
- ART 215 Painting Studio 1 (3 hours)
- COMM103 Graphic Design (3 hours)
- COMM206 Digital Photography (3 hours)
- COMM216 Composing With Paint & Draw Programs 1 (3 hours)
- COMM316 Composing With Paint & Draw Programs 2 (3 hours)
- COMM347 Editing and Design (3 hours)

Choose one of the following:

- COMM320 Advanced Website Design: Graphic Techniques (3 hours)
- CPTR321 Advanced Website Design: Dynamic Sites; Interactivity (3 hours)

Choose one of the following:

- COMM214 Video News Production (3 hours)
- CPTR240 3D Modeling & Animation 1 (3 hours)

Choose one of the following:

- COMM114 Basic Video Production (3 hours)
- CPTR250 3D Modeling & Animation 2 (3 hours)

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:**

- CPTR200 Computer Game Concepts (minimum three hours) (1 hour)
- CPTR205 Computer Game Planning and Production (minimum six hours) (2 hours)

Completion of the courses under one of the following:

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

- COMM103 Graphic Design (3 hours)
- CPTR220 Digital sound (3 hours)
- CPTR240 3D Modeling and Animation 1 (3 hours)
- CPTR250 3D Modeling and Animation 2 (3 hours)

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

- BUS 325 Marketing (3 hours)

## Main Campus Undergraduate Academic Programs 70

COMM340 Communicating Teamwork, Leadership, Group Communication (3 hours)  
ENG/COMM220 Interactive Story Telling (3 hours)  
PSYC112 General Psychology (3 hours)

### Software Design:

CPTR112 Programming 1 (4 hours)  
CPTR212 Programming 2 (4 hours)  
MATH110 College Algebra (3 hours)  
PHYS201 College Physics 1 (4 hours)

## Minor in Computer Science

### Minor requirements:

CPTR110 Introduction to Computer Systems (3 hours)  
CPTR112 Programming 1 (4 hours)  
CPTR212 Programming 2 (4 hours)  
CPTR324 Computer Networks & Concepts (3 hours)

Two additional three-credit computer courses

## Education

This Kansas State Department of Education (KSDE) approved and Council for the Accreditation of Educator Preparation (CAEP) accredited teacher education program provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license.

## Admission to the Teacher Education Program

Admission to the Teacher Education Program is a two-stage admission process. First, students meet requirements in their program of study up to the time of application. Second, students must meet the following criteria:

- Sophomore standing with a GPA of at least 3.00.
- Submission of formal application to Teacher Education Committee.
- Successful completion of Peer Jury or Initial Teacher Interview.

### Curricular requirements:

- A grade of “C” or better in: PSYC 112 General Psychology, EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar, EDUC 215 Foundations of Education, and PSYC218 Child Psychology or PSY 252 Developmental Psychology.
- A 2.50 *cumulative* G.P.A. in the following three general education courses: ENG 110 College Writing 1, ENG 120 College Writing, and COMM 102 Elements of Oral Communication.
- Core Assessment Skills for Educators (CORE) with scores at or above: Reading (CORE 156), Math (CORE 150), and Writing (CORE 162).
- All transfer credits applied to the major must be a “C” or better.

For additional information concerning teacher education, refer to the Teacher Education Handbook, available in the education department.

## Licensure Requirements

In addition to successfully completing a program of study, Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement (consult with the education department for exam details) after:

- passing the Kansas Performance Teaching Portfolio, pass one or more KSDE identified licensure exam(s) at or above the level of performance specified by KSDE.
- passing the Principles of Learning and Teaching test (PLT). Candidates are responsible for arranging to be tested before applying for state licensure.

## Main Campus Undergraduate Academic Programs 71

### 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).

#### Major requirements:

EDUC150	Introduction to Education (Traditional 4-year student) (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC280	The Other Literacies (3 hours)
EDUC312	Introduction to Inclusive Early Childhood Education (4 hours)
EDUC318	Numbers, Computation, and Mathematical Processes (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC325	Methods for Teaching Motor Development, Expressive Arts, Social Studies (3 hours)
EDUC329	Children's and Adolescents' Literature (2 hours)
EDUC335	Infant Development (3 hours)
EDUC336	Introduction to the Reading Process (3 hours)
EDUC337	Science in the Elementary School (3 hours)
EDUC338	Math in the Elementary School (3 hours)
EDUC340	Assessment Strategies in Inclusive Early Childhood (4 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC349	Reading in the Elementary School (4 hours)
EDUC420	Oral Language Development (3 hours)
EDUC425	Administration, Guidance, and Behavior (3 hours)
EDUC432	Technology in Special Education (3 hours)
EDUC436	Early Childhood Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC446	Observation and Supervised Teaching in Early Childhood Programs (12 hours)*

#### Cognate requirement:

MATH215	Introduction to Statistics and Probability (3 hours)
PSYC112	General Psychology (3 hours) with grade of "C" or better.
PSYC218	Child Psychology (3 hours) with grade of "C" or better

\*Taken only after formal admittance to the Teacher Education Program.

### B.A., Major in Elementary Education

The elementary education program of prepares candidates to fulfill roles in contemporary schools, kindergarten through sixth grade. For additional information concerning the Southwestern College teacher education program, candidates should refer to the Teacher Education Handbook and four year advising plans, available in the education department and from an education advisor.

#### Major requirements

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC223	Fine Arts in the Elementary School (3 hours)
EDUC280	The Other Literacies (3 hours)
EDUC318	Numbers, Computation, and Mathematical Processes (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC328	Instructional Strategies in Physical Education for the Elementary Classroom Teacher (2 hours)



## Main Campus Undergraduate Academic Programs 72

EDUC329	Children's and Adolescents' Literature (2 hours)
EDUC336	Introduction to the Reading Process (3 hours)
EDUC337	Science in the Elementary School (3 hours)
EDUC338	Mathematics in the Elementary School (3 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC345	Social Science in the Elementary School (3 hours)
EDUC349	Reading in the Elementary School (4 hours)
EDUC437	Elementary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)
EDUC447	Observation and Supervised Teaching in the Elementary School (12 hours)*
EDUC450	Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition (3 hours)
EDUC490	Teaching English as a Second Language and Assessing Language Competency (3 hours)

**Cognate requirements:**

MATH215	Introduction to Statistics and Probability (3 hours)
PSYC 112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours)

\*Taken only **after** formal admittance to the Teacher Education Program.

### Minor in Early Childhood Education

EDUC312 Introduction to Inclusive Early Childhood Education (4 hours)

**Minor requirements:**

12 hours selected from the following:

EDUC325	Methods of Teaching Motor Development, Expressive Arts and Social Studies (3 hours)
EDUC335	Infant Development (3 hours)
EDUC339	Assessment Strategies in Early Childhood (3 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC420	Oral Language Development (3 hours)

### 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)

## English

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. The English department offers degrees for students interested in graduate study, employment in

## Main Campus Undergraduate Academic Programs 73

a variety of careers requiring strong critical thinking and communication skills, employment in the realm of professional writing or creative writing, or employment as a secondary educator.

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

#### **Major requirements:**

- ENG 202 Introduction to Literary Studies (3 hours)
- ENG 213 Survey of English Literature (3 hours)
- ENG 227 Survey of American Literature (3 hours)
- ENG 299 Literary Theory and Criticism (3 hours)
- ENG 335 Survey of World Literature (3 hours)
- ENG 340 Language: Structure and Meaning (3 hours)
- ENG 347 Mythology and Literature (3 hours)
- ENG 426 Professional Writing (3 hours)
- ENG 454A Senior Project (1.5 hours)
- ENG 454B Senior Project (1.5 hours)

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

### **Emphasis in Literature**

#### **Requirements:**

- ENG 325 The Renaissance (3 hours)
- ENG 341 18<sup>th</sup> and 19<sup>th</sup> Century Literature (3 hours)
- ENG 349 20<sup>th</sup> and 21<sup>st</sup> Century Literature (3 hours)

Two Courses from the following:

- ENG 440 Major Authors and Movements (3 hours) (may be repeated for credit – see course description)

Three additional courses from the following:

- ENG 425 Genre: Short Story (3 hours)
- ENG 427 Genre: Poetry (3 hours)
- ENG 429 Genre: Novella (3 hours)
- ENG 430 Genre: Drama (3 hours)

### **Emphasis in Writing**

#### **Requirements:**

Five courses from the following:

- ENG 330 Creative Writing: Short Story (3 hours)
- ENG 337 Creative Writing: Poetry (3 hours)
- ENG 343 Creative Writing: Playwriting (3 hours)
- ENG 348 Creative Writing: Novella (3 hours)
- ENG 445 Creative Writing: Creative Nonfiction (3 hours)
- ENG 447 Creative Writing: Genre Fiction (3 hours)

Three additional courses from the following:

- ENG 325 The Renaissance (3 hours)
- ENG 341 18<sup>th</sup> and 19<sup>th</sup> Century Literature (3 hours)
- ENG 349 20<sup>th</sup> and 21<sup>st</sup> Century Literature (3 hours)
- ENG 425 Genre: Short Story (3 hours)
- ENG 427 Genre: Poetry (3 hours)
- ENG 429 Genre: Novella (3 hours)
- ENG 430 Genre: Drama (3 hours)
- ENG 440 Major Authors and Movements (3 hours) (may be repeated for credit – see course description)

### **Emphasis in Secondary Education**

#### **Requirements:**

- ENG 328 Young Adult Literature (3 hours)

Five additional courses from the following:

- ENG 325 The Renaissance (3 hours)

## Main Campus Undergraduate Academic Programs 74

ENG 341	18 <sup>th</sup> and 19 <sup>th</sup> Century Literature (3 hours)
ENG 349	20 <sup>th</sup> and 21 <sup>st</sup> Century Literature (3 hours)
ENG 425	Genre: Short Story (3 hours)
ENG 427	Genre: Poetry (3 hours)
ENG 429	Genre: Novella (3 hours)
ENG 430	Genre: Drama (3 hours)
ENG 440	Major Authors (3 hours) (can be repeated for credit – see course description)

### Teacher Education Licensure Requirements:

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC238E	Teaching English in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*

\*Taken **after** formal admittance to the Teacher Education Program.

### Cognate requirement:

MATH215	Introduction to Statistics and Probability (3 hours)
PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours)

## Minor in English

### Minor requirements:

Two courses from the following:

ENG 213	Survey of English Literature (3 hours)
ENG 227	Survey of American Literature (3 hours)
ENG 335	Survey of World Literature (3 hours)

Four additional courses

## Minor in Writing

### Minor requirements:

ENG 426	Professional Writing (3 hours)
---------	--------------------------------

Four courses from the following:

ENG 330	Creative Writing: Short Story (3 hours)
ENG 337	Creative Writing: Poetry (3 hours)
ENG 343	Creative Writing: Playwriting (3 hours)
ENG 348	Creative Writing: Novella (3 hours)
ENG 445	Creative Writing: Creative Nonfiction (3 hours)
ENG 447	Creative Writing: Genre Fiction (3 hours)

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

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 vice president for academic affairs for approval.

## Health Science

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, veterinary medicine, and athletic training. Students are encouraged to further their education through practica and internships that offer experimental learning opportunities.

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

#### Major requirements:

- HSCI100 Introduction to the Health Sciences (1 hour)
- HSCI200 Medical Terminology (1 hour)
- HSCI461 Seminar in Health Science (1 hour)

#### Cognate requirements:

- BIOL111 Biology 1 (4 hours)
- BIOL112 Biology 2 (4 hours)
- CHEM111 General Chemistry 1 (4 hours)
- CHEM112 General Chemistry 2 (4 hours)
- MATH215 Introduction to Statistics and Probability (3 hours)
- PHYS201 College Physics 1 (4 hours) or PHYS211 General Physics 1 (5 hours)
- PHYS202 College Physics 2 (4 hours) or PHYS212 General Physics 2 (5 hours)

Six courses from among of the following:

- ATEP332 Musculoskeletal Assessment (3 hours)
- ATEP342 Therapeutic Interventions (3 hours)
- BIOL216 Cell Biology (4 hours)
- BIOL230 Genetics and Evolution (4 hours)
- BIOL241 Human Anatomy and Physiology 1 (4 hours)
- BIOL242 Human Anatomy and Physiology 2 (5 hours)
- BIOL310 Developmental Biology (5 hours)
- BIOL325 Animal Physiology (5 hours)
- BIOL331 Principles of Nutrition (3 hours)
- BIOL334 Microbiology (5 hours)
- CHEM221 Organic Chemistry 1 (5 hours)
- CHEM222 Organic Chemistry 2 (5 hours)
- CHEM324 Analytical Chemistry (4 hours)
- CHEM430 Biochemistry (5 hours)
- PESS323 Exercise Physiology (3 hours)
- PESS332 Kinesiology (3 hours)
- PSYC112 General Psychology (3 hours)
- PSYC218 Child Psychology (3 hours)
- SOCS102 Introduction to Sociology (3 hours)

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.

## 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

## Main Campus Undergraduate Academic Programs 76

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:**

- HIST364 Junior Research Methods (3 hours)
- HIST464 Senior Research Seminar (3 hours)

Nine credit hours selected from:

- HIST121 World History to 1500 (3 hours)
- HIST122 World History since 1500 (3 hours)
- HIST131 American History to 1865 (3 hours)
- HIST132 American History since 1865 (3 hours)

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

#### **Cognate requirements:**

- POLS101 Introduction to Political Science (3 hours)
- POLS213 American Politics (3 hours)
- GEOG201 World Geography (3 hours)

Choose one of the following:

- ANTH201 Social and Cultural Anthropology (3 hours)
- SOCS102 Introduction to Sociology (3 hours)

### **Minor in History**

#### **Minor requirements:**

Nine hours selected from:

- HIST121 World History to 1500 (3 hours)
- HIST122 World History since 1500 (3 hours)
- HIST131 American History to 1865 (3 hours)
- HIST132 American History since 1865 (3 hours)

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 history, government, and social studies.

#### **Requirements:**

- HIST121 World History to 1500 (3 hours)
- HIST122 World History since 1500 (3 hours)
- HIST131 American History to 1865 (3 hours)
- HIST132 American History since 1865 (3 hours)
- HIST332 Kansas History (3 hours)
- HIST364 Junior Research Methods (3 hours)
- HIST464 Senior Research Seminar (3 hours)

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

- POLS101 Introduction to Political Science (3 hours)
- POLS213 American Politics (3 hours)
- GEOG201 World Geography (3 hours)
- ECON101 Principles of Microeconomics (3 hours)
- SOCS102 Introduction to Sociology (3 hours)

#### **Teacher Education Licensure Requirements:**

- EDUC150 Introduction to Education (2 hours)
- EDUC215 Foundations of Education (3 hours)
- EDUC216 Diversity Field Experience (1 credit)
- EDUC220 Educational Technology (3 hours)
- EDUC238H Teaching History and Government in the Secondary Schools (3 hours)
- EDUC322 Educational Psychology (4 hours)\*

## Main Campus Undergraduate Academic Programs 77

EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hours)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*
EDUC450	Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition (3 hours)
EDUC490	Teaching English as a Second Language and Assessing Language Competency (3 hours)

\*Taken *after* formal admittance to the Teacher Education Program.

### **Cognate requirement:**

MATH215	Introduction to Statistics and Probability (3 hours)
PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours)

## Leadership

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:**

LEAD101	Introduction to Leadership (3 hours)
LEAD206	Leadership and Ethical Worldviews (3 hours)
LEAD307	Leadership Research (3 hours)
LEAD408	Leadership Practices (3 hours)

Choose one course from the following:

POLS100	Active Citizenship and Integrative Learning (3 hours)
LEAD225	Nonprofit Leadership and Social Impact (3 hours)

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.

## Liberal Arts and Sciences

### **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.

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 vice president for academic affairs 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.

## Main Campus Undergraduate Academic Programs 78

- Students pursuing a liberal arts and sciences major may not count any course taken to satisfy major requirements as a General Education credit.
  - A minimum of 2.5 G.P.A in the major requirements is required.
- 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

See also Biology.

The major in marine biology provides students with a solid foundation in the biological sciences, the physical sciences and general education. Students majoring in marine biology participate in lecture and lab courses, have an opportunity for extensive field studies, are exposed to marine organisms in several courses and laboratories, and receive assistance in locating summer internships opportunities.

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

##### Major requirements:

BIOL111	Biology 1 (4 hours)
BIOL112	Biology 2 (4 hours)
BIOL216	Cell Biology (4 hours)
BIOL230	Genetics and Evolution (4 hours)
BIOL305	Marine Biology (5 hours)
BIOL361	Marine Biology Seminar (minimum 2 credit hours) (1 hour)
BIOL461	Seminar in Biology (1 hour)

A minimum of 8 credit hours of course work 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:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)
MATH215	Introduction to Statistics and Probability (3 hours)
PHYS201	College Physics 1 (4 hours) or 211 General Physics 1 (5 hours)
PHYS202	College Physics 2 (4 hours) or 212 General Physics 2 (5 hours)

### Mathematics

Mathematics is one of the oldest and most basic disciplines that continues to be critical and relevant in today's society. Math majors study calculus, differential equations, statistics and probability, foundations of geometry, and other mathematical areas, all of which prepare students for a variety of careers. 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:

MATH215	Introduction to Statistics and Probability (3 hours)
MATH222	Calculus 1 (5 hours)
MATH223	Calculus 2 (5 hours)
MATH224	Calculus 3 (5 hours)
MATH319	Linear Algebra (3 hours)
MATH320	Introduction to Advanced Mathematics (3 hours)
MATH321	Ordinary Differential Equations (3 hours)

## Main Campus Undergraduate Academic Programs 79

- MATH331 Foundations of Geometry (3 hours)  
MATH444 Abstract Algebra (3 hours)

### Cognate requirements:

- CPTR112 Programming 1 (or any other high-level programming language) (4 hours)  
PHYS211 General Physics 1 (5 hours)  
PHYS212 General Physics 2 (5 hours)

## B.S., Major in Mathematics

### Major requirements:

- MATH215 Introduction to Statistics and Probability (3 hours)  
MATH222 Calculus 1 (5 hours)  
MATH223 Calculus 2 (5 hours)  
MATH224 Calculus 3 (5 hours)  
MATH319 Linear Algebra (3 hours)  
MATH320 Introduction to Advanced Mathematics (3 hours)  
MATH321 Ordinary Differential Equations (3 hours)  
MATH331 Foundations of Geometry (3 hours)  
MATH444 Abstract Algebra (3 hours)  
MATH445 Mathematical Analysis (3 hours)  
MATH447 Complex Variables (3 hours)

### Cognate requirements:

- CPTR112 Programming 1 (or any other high-level programming language) (Minimum 3 hours)  
PHYS211 General Physics 1 (5 hours)  
PHYS212 General Physics 2 (5 hours)

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

### Major requirements:

- MATH110 College Algebra (3 hours)  
MATH215 Introduction to Statistics and Probability (3 hours)  
MATH222 Calculus 1 (5 hours)  
MATH320 Introduction to Advanced Mathematics (3 hours)  
MATH331 Foundations of Geometry (3 hours)

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:

- CPTR112 Programming 1 (or any other high-level programming language) (Minimum 3 hours)

### Teacher Education Licensure Requirements:

- EDUC150 Introduction to Education (2 hours)  
EDUC215 Foundations of Education (3 hours)  
EDUC216 Diversity Field Experience (1 hour)  
EDUC220 Educational Technology (3 hours)  
EDUC238M Teaching Mathematics in the Secondary Schools (3 hours)  
EDUC322 Educational Psychology (4 hours)\*  
EDUC323 Introduction to Exceptionalities (4 hours)\*  
EDUC343 Home, School, and Community (3 hours)  
EDUC344 Content Area Literacy (3 hours)  
EDUC352 Principles of Effective Secondary Instruction (3 hours)  
EDUC439 Secondary School Methods and Management (4 hours)\*  
EDUC440 Student Teaching Seminar (1 hour)\*  
EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)\*

\*Taken *after* formal admittance to the Teacher Education Program.

### Cognate requirements:

- PSYC112 General Psychology (3 hours)  
PSYC218 Child Psychology (3 hours)



## Minor in Mathematics

### Minor requirements:

MATH222 Calculus 1 (5 hours)

MATH223 Calculus 2 (5 hours)

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

## Secondary Licensure in Mathematics

### Requirements:

MATH215 Introduction to Statistics and Probability (3 hours)

MATH222 Calculus 1 (5 hours)

MATH223 Calculus 2 (5 hours)

MATH224 Calculus 3 (5 hours)

MATH319 Linear Algebra (3 hours)

MATH320 Introduction to Advanced Mathematics (3 hours)

MATH321 Ordinary Differential Equations (3 hours)

MATH331 Foundations of Geometry (3 hours)

MATH444 Abstract Algebra (3 hours)

CPTR112 Programming 1 (or any other high-level programming language) (Minimum 3 hours)

PHYS211 General Physics 1 (5 hours)

PHYS212 General Physics 2 (5 hours)

### Teacher Education Licensure Requirements:

EDUC150 Introduction to Education (2 hours)

EDUC215 Foundations of Education (3 hours)

EDUC216 Diversity Field Experience (1 hour)

EDUC220 Educational Technology (3 hours)

EDUC238M Teaching Mathematics in the Secondary Schools (3 hours)

EDUC322 Educational Psychology (4 hours)\*

EDUC323 Introduction to Exceptionalities (4 hours)\*

EDUC343 Home, School, and Community (3 hours)

EDUC344 Content Area Literacy (3 hours)

EDUC352 Principles of Effective Secondary Instruction (3 hours)

EDUC439 Secondary School Methods and Management (4 hours)\*

EDUC440 Student Teaching Seminar (1 hour)\*

EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)\*

\*Taken *after* formal admittance to the Teacher Education Program.

### Cognate requirements:

PSYC112 General Psychology (3 hours)

PSYC218 Child Psychology (3 hours)

## Music

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 54 hours in Music and Music Education to include:

MUS 099	Performance Forum (every semester) (0 hour)
MUS 112	Music Theory 1 (2 hours)
MUS 126	Class Piano 1 (1 hour)
MUS 127	Class Piano 2 (1 hour)
MUS 151	Small Ensemble (1 hour) (minimum 4 hours)
MUS 162	Aural Skills and Sight Singing 1 (1 hour)
MUS 211	Music Theory 2 (2 hours)
MUS 212	Music Theory 3 (2 hours)
MUS 226	Class Piano 3 (1 hour)
MUS 227	Class Piano 4 (1 hour)
MUS 230	Private Lessons (.5-3 hours) (minimum 8 hours)
MUS 261	Aural Skills and Sight Singing 2 (1 hour)
MUS 262	Aural Skills and Sight Singing 3 (1 hour)
MUS 311	Music Theory 4 (2 hours)
MUS 313	Music History 1 (3 hours)
MUS 314	Music History 2 (3 hours)
MUS 361	Aural skills and Sight Singing 4 (1 hour)
MUS 492	Sight Singing Proficiency (0 hour) (enroll semester of anticipated completion of proficiency requirement)
MUS 493	Piano Proficiency (0 hour) (enroll semester of anticipated completion of proficiency requirement) If not completed with MUS 227, enroll in MUS 230 M until complete.
MUS 494	Senior Recital/Project (enroll semester of anticipated completion of recital/project) (0 hour)
MUED215	Foundations in Music Education/Teaching (3 hours)

Enrollment (for credit) in at least one of the following large ensembles each semester (a minimum of eight hours in large ensembles is required to complete the degree):

MUS 150 Concert Band, MUS 160 Orchestra, MUS 233 A Cappella Choir, or MUS 234 Jazz Band.

## Main Campus Undergraduate Academic Programs 82

Nine hours selected from the following:

MUS 150, 151, 160, 230, 233, 234 for a maximum of 4 hours. These hours are in addition to the requirements listed above for private lessons and large ensembles.

- MUS 215 Beginning Conducting (2 hours)
- MUS 315 Advanced Conducting (2 hour)
- MUS 321 Orchestration (1 hour)
- MUS 427 Intermediate Methods & Pedagogy (3 hours)
- MUED118 Beginning Voice (1 hour)
- MUED210 Vocal Pedagogy (1 hour)
- MUED216 String Techniques (1 hour)
- MUED217 Woodwind Techniques (1 hour)
- MUED218 Percussion Techniques (1 hour)
- MUED219 Brass Techniques (1 hour)
- MUED220 Technology for Music Education (2 hours)
- MUED224 Psychology of Music Learning (3 hours)

The National Association of Schools of Music (accrediting agency) requires 37 (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:**

- MUS 099 Performance Forum (every semester except student teaching) (0 hour)
- MUS 112 Music Theory 1 (2 hours)
- MUS 126 Class Piano 1 (1 hour)
- MUS 127 Class Piano 2 (1 hour)
- MUS 151 Small Ensemble (1 hour) (minimum 4 hours)
- MUS 162 Aural Skills and Sight Singing 1 (1 hour)
- MUS 211 Music Theory 2 (2 hours)
- MUS 212 Music Theory 3 (2 hours)
- MUS 215 Beginning Conducting (2 hours)
- MUS 226 Class Piano 3 (1 hour)
- MUS 227 Class Piano 4 (1 hour)
- MUS 230 Private Lessons (.5-3 hours) (minimum 7 hours in primary area of study)
- MUS 261 Aural Skills and Sight Singing 2 (1 hour)
- MUS 262 Aural Skills and Sight Singing 3 (1 hour)
- MUS 311 Music Theory 4 (2 hours)
- MUS 313 Music History 1 (3 hours)
- MUS 314 Music History 2 (3 hours)
- MUS 315 Advanced Conducting (2 hours)
- MUS 321 Orchestration (1 hour)
- MUS 328 Vocal Diction 1 (1 hour)
- MUS 329 Vocal Diction 2 (1 hour)
- MUS 361 Aural Skills and Sight Singing 4 (1 hour)
- MUS 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement) (0 hour)
- MUS 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement) If not completed with MUS 227, enroll if MUS 230M until complete. (0 hour)
- MUS 494 Senior Recital/Project (enroll semester of anticipated completion of recital/project) (0 hour)

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

## Main Campus Undergraduate Academic Programs 83

ensembles with declared secondary instrument/voice is required to complete the degree.

- MUED118 Beginning Voice (1 hour) *or* 210 Vocal Pedagogy (1 hour)
- MUED215 Foundations in Music Education/Teaching (3 hours)
- MUED216 String Techniques (1 hour)
- MUED217 Woodwind Techniques (1 hour)
- MUED218 Percussion Techniques (1 hour)
- MUED219 Brass Techniques (1 hour)
- MUED220 Technology for Music Education (2 hours)
- MUED224 Psychology of Music Learning (3 hours)
- MUED325 Marching Band Methods (2 hours) *or* MUS 328 Vocal Diction 1 (1 hour) and MUS 329 Vocal Diction 2 (1 hour)
- MUED351 Elementary School Music Methods (3 hours)
- MUED438C Middle School and High School General/Choral Methods (3 hours)
- MUED438I Middle School and High School Instrumental Methods (3 hours)

### Cognate requirement:

- IART156 Introduction to World Music (3 hours)

### Teacher Education Licensure Requirements:

- EDUC150 Introduction to Education (2 hours)
- EDUC216 Diversity Field Experience (1 hour)
- EDUC322 Educational Psychology (4 hours)\*
- EDUC323 Introduction to Exceptionalities (4 hours)\*
- EDUC343 Home, School, and Community (3 hours)
- EDUC344 Content Area Literacy (3 hours)
- EDUC439 Secondary School Methods and Management (4 hours)\*
- EDUC440 Student Teaching Seminar (1 hour)\*
- EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)\*

\*Taken *after* formal admittance to the Teacher Education Program.

### Cognate requirement:

- PSYC112 General Psychology (3 hours)
- MATH215 Introduction to Statistics and Probability (3 hours)

## B.Mus., Major in Performance

### Major Requirements:

- MUS 099 Performance Forum (every semester) (0 hour)
- MUS 112 Music Theory 1 (2 hours)
- MUS 126 Class Piano 1 (1 hour)
- MUS 127 Class Piano 2 (1 hour)
- MUS 151 Small Ensembles (minimum four hours) (1 hour)
- MUS 162 Aural Skills and Sight Singing 1 (1 hour)
- MUS 211 Music Theory 2 (2 hours)
- MUS 212 Music Theory 3 (2 hours)
- MUS 215 Beginning Conducting (2 hours)
- MUS 226 Class Piano 3 (1 hour)
- MUS 227 Class Piano 4 (1 hour)
- MUS 230 Private lessons (24 hours in primary area of study and four in a secondary area\*\*) (.5-3 hours)
- MUS 261 Aural Skills and Sight Singing 2 (1 hour)
- MUS 262 Aural Skills and Sight Singing 3 (1 hour)
- MUS 311 Music Theory 4 (2 hours)
- MUS 313 Music History 1 (3 hours)
- MUS 314 Music History 2 (3 hours)
- MUS 315 Advanced Conducting (2 hours)
- MUS 321 Orchestration (for instrumental concentration) (1 hour) *or* MUS 328 Vocal Diction 1 (1 hour) and MUS 329 Vocal Diction 2 (for vocal concentration) (1 hour)

## Main Campus Undergraduate Academic Programs 84

- MUS 361 Aural Skills and Sight Singing 4 (1 hour)
- MUS 394 Junior Recital/Project (enroll semester of anticipated completion of recital/project) (0 hour)
- MUS 427 Intermediate Methods and Pedagogy (3 hours)
- MUS 428 Advanced Methods and Pedagogy (3 hours)
- MUS 458 Special Literature Study (minimum four hours) (2 or 3 hours)
- MUS 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement) (0 hour)
- MUS 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement) If not completed with MUS 227, enroll in MUS 230M until complete. (0 hour)
- MUS 494 Senior Recital/Project (enroll semester of anticipated completion of proficiency requirement) (0 hour)

Enrollment (for credit) in at least one of the following large ensembles each semester (minimum of eight hours is required to complete the degree):

- MUS 150 Concert Band
- MUS 160 Orchestra
- MUS 233 A Cappella Choir
- MUS 234 Jazz Band

Successful completion of Junior Standing jury required.

- MUED210 Vocal Pedagogy (For vocal concentration) (1 hour)
- MUED215 Foundations in Music Education/Teaching (3 hours)
- MUED220 Technology for Music Education (2 hours)

Instrumental Techniques, one or more hours (for instrumental concentration):

- MUED216 String Techniques (1 hour)
- MUED217 Woodwind Techniques (1 hour)
- MUED218 Percussion Techniques (1 hour)
- MUED219 Brass Techniques (1 hour)

**Cognate requirement:**

- IART156 Introduction to World Music (3 hours)

\*\*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:

- MUS 099 Performance Forum (four semesters) (0 hour)
- MUS 111 Foundations in Music *or* IART156 Introduction to World Music (3 hours)
- MUS 112 Music Theory 1 (2 hours)
- MUS 151 Small Ensemble (1 hour)
- MUS 162 Aural Skills and Sight Singing 1 (1 hour)
- MUS 215 Beginning Conducting (2 hours)
- MUS 230 Private Lessons (.5 hours per semester, 2 hours total)
- MUED215 Foundations in Music Education/Teaching (3 hours)

Four hours of large ensemble participation selected from:

- MUS 150 Concert Band (1 credit)
- MUS 160 Orchestra (1 credit)
- MUS 233 A Cappella Choir (1 credit)
- MUS 234 Jazz Band (1 credit)

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:

- LEAD101 Introduction to Leadership (3 hours)
- REL 201 Introduction to the Bible (3 hours)
- REL 307 Worship Planning (3 hours)
- REL 359 Practicum in Music Worship (1-5 hours)
- MUS 099 Performance Forum (four semesters) (0 hour)
- MUS 112 Music Theory 1 (2 hours)
- MUS 162 Aural Skills and Sight Singing 1 (1 hour)
- MUS 215 Beginning Conducting (2 hours)
- Two hours of private music lessons (MUS 230)
- Two hours of large or small ensemble participation

## Musical Theatre

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 B.F.A. in musical theatre major are required to have an audition and a musicianship evaluation prior to matriculation.
- MUS 099 Performance Forum is required each semester.
- A sight singing proficiency and a piano proficiency are requirements for the musical theatre degree.
- All musical theatre majors must be enrolled in private voice lessons each semester.
- participation in a professional senior showcase or a suitable alternative approved by the B.F.A. committee is required of all students seeking the B.F.A. in musical theatre.

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

### Major Requirements:

- MTHR101 Introduction to Musical Theatre Profession (2 hours)
- MTHR102-102-202-203-302-303-402-403 Musical Theater Workshop (1 hour)
- MTHR336 Musical Theatre Performance (3 hours)
- MTHR340 Musical Theatre History (3 hours)
- MTHR356 Junior Cabaret (0 hours)
- MTHR454 Senior Showcase (1-3 hours)

### Cognate Requirements:

- DANC130 Jazz 1 (1 hour)
- DANC131 Tap 1 (1 hour)
- DANC132 Musical Theatre 1 (1 hour)
- DANC133 Ballet 1 (1 hour)
- DANC230 Jazz 2 (1 hour)
- DANC231 Tap 2 (1 hour)
- DANC232 Musical Theatre 2 (1 hour)
- DANC233 Ballet 2 (1 hour)
- DANC330 Jazz 3 (1 hour)
- DANC332 Musical Theatre 3 (1 hour)

## Main Campus Undergraduate Academic Programs 86

DANC333	Ballet 3 (1 hour)
DANC432	Musical Theatre 4 (1 hour)
DANC435	Advanced Dance Techniques (1 hour)
IART156	Introduction to World Music (3 hours)
MUS 099	Performance Forum (every semester) (0 hour)
MUS 112	Music Theory 1 (2 hours)
MUS 126	Class Piano 1 (1 hour)
MUS 127	Class Piano 2 (1 hour)
MUS 162	Aural Skills and Sight Singing 1 (1 hour)
MUS 211	Music Theory 2 (2 hours)
MUS 230V	Private Voice Lessons (every semester) (1 hours)
MUS 233	A Cappella Choir (enrolled every semester) (1 hour)
MUS 261	Aural Skills and Sight Singing 2 (1 hour)
MUS 328	Vocal Dictation (1 hour)
MUS 492	Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement) (0 hour)
MUS 493	Piano Proficiency (enroll semester of anticipated completion of proficiency requirement) If not completed with MUS 127, enroll in MUS 230M until complete. (0 hour)
MUED210	Vocal Pedagogy (1 hour)
THTR111	The Theatre Experience (3 hours)
THTR115-116-215-216-315-316-415-416	Goal and Career Development (1 hour)
THTR128-129-228-229-328-329-428-429	Theatre Practicum (0 hours)
THTR200	Acting 1: Acting Foundations (3 hours)
THTR201	Acting 2: Scene Study and Collaboration (3 hours)
THTR234	The Expressive Voice (3 hours)
THTR311	Acting 3: Styles and Periods (3 hours)
THTR314	Stage Combat (3 hours)
THTR330	Stage Movement (3 hours)
THTR332	Theatre History 1 (3 hours) or THTR333 Theatre History 2 (3 hours)
THTR410	Acting 4: Studies in Acting (3 hours)

### Philosophy (B.Phil.)

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 vice president for academic affairs, 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

The philosophy and religion major provides students a robust engagement with the various subjects of Christianity, such as scripture and systematic theology, as well as the classic subjects of philosophical study, such as logic and ethics. Students will explore questions of meaning, related both to the philosophical question of the pursuit of the good life and the theological question of the nature of God and God's will for humankind. Students will read and interpret the classic philosophical and theological texts that have shaped Western culture for over two millennia. These two disciplines produce graduates

## Main Campus Undergraduate Academic Programs 87

who are deep thinkers, good readers of texts, and great writers. The major is designed to prepare graduates for effective employment in the various fields of ministry or for success in graduate studies related to, but not limited to, the subjects of education, law, ministry, philosophy, and politics.

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

#### **Major requirements:**

PHIL101	Introduction to Philosophy (3 hours)
PHIL221	History of Philosophy (3 hours)
PHIL227	Logic (3 hours)
PHIL320	Philosophy of Religion (3 hours)
PHIL331	Political Philosophy (3 hours)
REL 130	Introduction to the Church (3 hours)
REL 201	Introduction to the Bible (3 hours)
REL 202	Introduction of Biblical Interpretation (3 hours)
REL 220	Introduction to Christian Theology (3 hours)
REL 225	Comparative Religions (3 hours)

Fifteen additional hours in philosophy or religion

### **Minor in Christian Discipleship Studies**

#### **Minor requirements:**

REL 142	Disciple Bible Study 1 (0-1 hour)
REL 143	Disciple Bible Study 2 (0-1 hour)
REL 201	Introduction to the Bible (3 hours)
REL 220	Introduction to Christian Theology (3 hours)
REL 242	Discipleship (0-1 hour)
REL 243	Discipleship (0-1 hour)
REL 342	Discipleship (0-1 hour)
REL 343	Discipleship (0-1 hour)
REL 442	Discipleship (0-1 hour)
REL 443	Discipleship (0-1 hour)
REL 444	Senior Discipleship Project (3 hours)

Three additional hours in Religion

#### **Cognate requirements:**

LEAD101	Introduction to Leadership (3 hours)
---------	--------------------------------------

### **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:**

REL 124	Introduction to Youth Ministry (3 hours)
REL 130	Introduction to the Church (3 hours)
REL 201	Introduction to the Bible (3 hours)
REL 202	Introduction to Biblical Interpretation (3 hours)
REL 220	Introduction to Christian Theology (3 hours)
REL 224	Adolescent Spirituality (3 hours)

#### **Cognate requirement:**

PSYC218	Child Psychology (3 hours)
---------	----------------------------

## **Physical Education and Sport Studies**

The physical education and sport studies department prepares students for careers in physical education, coaching, and recreation with a broadly based, value centered liberal arts curriculum. The



## Main Campus Undergraduate Academic Programs 88

Bachelor of Science degree with a major in physical education leads to Kansas secondary teacher licensure, while the major in physical performance and sport studies does not lead to licensure.

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

*Important note:* This major addresses physical education; it leads to Kansas K – 12 teacher licensure only in physical education.

#### **Major requirements:**

PESS126	First Aid and Safety (2 hours)
PESS212	Swimming (1 hour)
PESS213	Principles of Physical Education (3 hours)
PESS215	Applied Motor Learning (3 hours)
PESS225	Fitness Assessment (2 hours)
PESS314	Measurement and Evaluation in Physical Education (3 hours)
PESS323	Exercise Physiology (3 hours)
PESS325	Teaching Physical Education in the Elementary School (3 hours)
PESS326	Adapted Physical Education (3 hours)
PESS332	Kinesiology (3 hours)
PESS335	Psychology of Sport (3 hours)
PESS435	Organization and Administration of Physical Education (3 hours)

Complete any six of the following:

PESS103	Fundamentals of Weightlifting (.5 hour)
PESS105	Fundamentals of Golf (.5 hour)
PESS106	Fundamentals of Archery (.5 hour)
PESS107	Fundamentals of Badminton (.5 hour)
PESS108	Fundamentals of Tennis (.5 hour)
PESS109	Fundamentals of Volleyball (.5 hour)
PESS110	Fundamentals of Soccer (.5 hour)
PESS111	Fundamentals of Basketball (.5 hour)
PESS112	Fundamentals of Softball (.5 hour)

#### **Cognate requirements:**

ATEP230	Introduction to Athletic Training (2 hours)
---------	---------------------------------------------

#### **Teacher Education Licensure Requirements:**

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC238P	Teaching Health and Physical Education in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*

\*Taken *after* formal admittance to the Teacher Education Program.

#### **Cognate requirement:**

MATH215	Introduction to Statistics and Probability (3 hours)
PSYC112	General Psychology (3 hour)
PSYC218	Child Psychology (3 hours)

### **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:

- PESS103 Fundamentals of Weightlifting (.5 hour)
- PESS105 Fundamentals of Golf (.5 hour)
- PESS106 Fundamentals of Archery (.5 hour)
- PESS107 Fundamentals of Badminton (.5 hour)
- PESS108 Fundamentals of Tennis (.5 hour)
- PESS109 Fundamentals of Volleyball (.5 hour)
- PESS110 Fundamentals of Soccer (.5 hour)
- PESS111 Fundamentals of Basketball (.5 hour)
- PESS112 Fundamentals of Softball (.5 hour)

Complete the following courses:

- PESS126 First Aid and Safety (2 hours)
- PESS213 Principles of Physical Education (3 hours)
- PESS215 Applied Motor Learning (3 hours)
- PESS225 Fitness Assessment (2 hours)
- PESS314 Measurement and Evaluation in Physical Education (3 hours)
- PESS323 Exercise Physiology (3 hours)
- PESS326 Adapted Physical Education (3 hours)
- PESS332 Kinesiology (3 hours)
- PESS335 Psychology of Sport (3 hours)
- PESS414 Exercise Prescription (3 hours)
- PESS435 Organization and Administration of Physical Education (3 hours)

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

- PESS202 Lifesaving (1 hour)
- PESS203 Advanced Strength Training (3 hours)
- PESS212 Swimming (1 hour)
- PESS220 Introduction to Sport Management (3 hours)
- PESS302 Water Safety Instruction (1 hour)
- PESS415-419 Theory of Coaching (Sport) (2 hours)
- PESS420 Theory of Coaching (3 hours)
- DANC130 Jazz 1 (1 hour)
- DANC131 Tap 1 (1 hour)
- DANC132 Musical Theatre (1 hour)
- DANC133 Ballet 1 (1 hour)

### **Cognate requirements:**

- ATEP230 Introduction to Athletic Training (2 hour)
- BIOL101 Essentials of Biology (3 hours)

### **Suggested Cognate:**

- NSCI230 Drugs: Research and Reward (3 hours)

## Political Science and Legal Studies

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 hours is required for this minor.

### Minor requirements:

- POLS100 Active Citizenship and Integrative Learning (3 hours)
- POLS101 Introduction to Political Science (3 hours)

An additional 12 hours among the following courses:

- POLS205 Public Policy (3 hours)
- POLS213 American Politics (3 hours)
- POLS216 Principles of Criminal Law (3 hours)
- POLS222 International Relations (3 hours)
- POLS241 Comparative Politics (3 hours)
- POLS306 Law and the Legal System (3 hours)
- POLS322 Climate Change, Global Warming, and Politics (3 hours)

## Minor in Criminal Justice and Legal Studies

A total of 18 hours is required for this minor.

### Minor requirements:

- POLS100 Active Citizenship and Integrative Learning (3 hours)
- POLS102 Introduction to Criminal Justice (3 hours)

An additional 12 hours among the following courses:

- POLS101 Introduction to Political Science (3 hours)
- POLS205 Public Policy (3 hours)
- POLS215 Crime and Punishment (3 hours)
- POLS216 Principles of Criminal Law (3 hours)
- POLS217 Criminal Procedure (3 hours)
- POLS218 Leadership and Ethics in Criminal Justice (3 hours)
- POLS306 Law and the Legal System (3 hours)

# Psychology

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 develop critical thinking skills 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:

- PSYC112 General Psychology (3 hours)
- PSYC325 Research Methods (4 hours)
- PSYC419 History and Systems of Psychology (3 hours)

Eight courses selected from the following:

- PSYC218 Child Psychology (3 hours)
- PSYC219 Social Psychology (3 hours)
- PSYC242 Personality (3 hours)
- PSYC301 Human Sexuality (3 hours)
- PSYC320 Abnormal Psychology (3 hours)
- PSYC321 Introduction to Clinical and Counseling Psychology (3 hours)
- PSYC328 Organizational Behavior (3 hours)
- PSYC330 Biological Foundations of Psychology (3 hours)
- PSYC333 Cognition (3 hours)
- PSYC335 Psychology of Sport (3 hours)

## Main Campus Undergraduate Academic Programs 91

- PSYC421 Emotion (3 hours)
  - PSYC422 Learning (3 hours)
  - PSYC455 Topic course(s)
- Six hours selected from the following:
- PSYC356 Research Apprenticeship (3 hours)
  - PSYC459 Practicum in Psychology (1-5 hours)
  - PSYC460 Internship in Psychology (6-14 hours)

### **Cognate requirements:**

- MATH215 Introduction to Statistics and Probability (3 hours)

### **Minor in Psychology**

#### **Minor requirements:**

- PSYC112 General Psychology (3 hours)
- Five additional courses in Psychology (not including 459 or 460)

## 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:**

- NSCI201 Environmental Issues (3 hours)
  - SES 103 Sustainability: Concepts and Applications (3 hour)
  - SES 359 Practicum in Sustainability (3 hours)
- Choose one course from the following:
- NSCI180 Science, Society, and the Environment (3 hours)
  - BIOL112 Biology 2 (4 hours)
- Choose two courses from the following:
- PHIL322 Ecology and Ethics (3 hours)
  - ECON334 Environmental Economics (3 hours)
  - ENG 203 Literature and the Environment (3 hours)
  - POLS322 Climate Change, Global Warming, and Politics (3 hours)

## Theatre Arts

See also Musical Theatre.

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.

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, musical theatre, 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

## Main Campus Undergraduate Academic Programs 92

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., Major in Theatre Arts

#### Major requirements:

- THTR111 The Theatre Experience (3 hours)
- THTR200 Acting 1: Acting Foundations (3 hours)
- THTR333 Theatre History 2 (3 hours)
- THTR454 Senior Project (1-3 hours)

Theatre Practicum is required each semester that a student is a declared major up to a maximum of 8 hours. At least four hours 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:

- PSYC112 General Psychology (3 hours)

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

### Emphasis in General Theatre Studies

#### Requirements:

- THTR234 The Expressive Voice (3 hours)
- THTR332 Theatre History 1 (3 hours)
- THTR424 Directing 1 (3 hours)

Nine hours of departmental electives

### Emphasis in Musical Theatre

#### Requirements:

- THTR 234 The Expressive Voice (3 hours)
- THTR 330 Stage Movement (3 hours)

#### Cognate requirements:

- DANC 130 Jazz 1 (1 hour)
- DANC 131 Tap 1 (1 hour)
- DANC 132 Musical Theatre 1 (1 hour)
- DANC 133 Ballet 1 (1 hour)
- MTHR 101 Introduction to Musical Theatre Profession (2 hours)
- MTHR 102-103-202-203-302-303-402-403 Musical Theatre Workshop (1 hour)
- MTHR 336 Musical Theatre Performance (3 hours)
- MTHR 340 Musical Theatre History (3 hours)
- MUS 112 Music Theory 1 (2 hours)
- MUS 126 Class Piano 1 (1 hour)
- MUS 127 Class Piano 2 (1 hour)
- MUS 162 Aural Skills & Sight Singing 1 (1 hour)
- MUS 211 Music Theory 2 (2 hours)
- MUS 230V Private Voice Lessons (every semester) (.5 hours)
- MUS 233 A Cappella Choir (every semester) (1 hour)
- MUS 261 Aural Skills & Sight Singing 2 (1 hour)
- MUS 492 Sight Singing Proficiency (enroll semester of anticipated completion of proficiency requirement) (0 hour)
- MUS 493 Piano Proficiency (enroll semester of anticipated completion of proficiency requirement). If not completed with MUS 127, enroll in MUS 230M until complete (0 hour)

### Emphasis in Technical Theatre

#### Requirements:

- THTR227 Make-Up for the Stage (3 hours)

## Main Campus Undergraduate Academic Programs 93

THTR301	Lighting Design (3 hours)
THTR324	Arts Management (3 hours)
THTR325	Design for the Stage (3 hours)
THTR327	Costuming (3 hours)
THTR332	Theatre History 1 (3 hours)

### Cognate requirements:

ART 123	Basic Drawing (3 hours)
ART 215	Painting Studio (3 hours)

### Emphasis in Theatre Performance

#### Requirements:

THTR223	Creative Dramatics (3 hours)
THTR234	The Expressive Voice (3 hours)
THTR314	Stage Combat (3 hours)
THTR330	Stage Movement (3 hours)
THTR332	Theatre History 1 (3 hours)
THTR424	Directing 1 (3 hours)
THTR425	Directing 2 (3 hours) <i>or</i> THTR201 Acting 2: Scene Study and Collaboration (3 hours)

#### Cognate requirements:

DANC130	Jazz 1 (1 hour)
DANC131	Tap 1 (1 hour)
DANC132	Musical Theatre 1 (1 hour)

### 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:

THTR200	Acting 1: Acting Foundations (3 hours)
THTR224	Stagecraft (3 hours)
THTR234	The Expressive Voice (3 hours)
THTR333	Theatre History 2 (3 hours)
THTR424	Directing 1 (3 hours)
THTR425	Directing 2 (3 hours)
COMM110	Media Writing 1 (3 hours) <i>or</i> 250 Media Law and Ethics (3 hours)
COMM203	Interpersonal Communication <i>or</i> 215 Intercultural Communication (3 hours)
COMM208	Critical Thinking and Argumentation <i>or</i> 401 Debate Question Analysis and Case Construction (If 208 is taken as a general education course, then 401) (3 hours)
COMM317	Advanced Presentational Speaking (3 hours)
	Completion of Theatre experience checklist
	Completion of Speech experience checklist
	Plus twelve additional hours in Communication and/or Theatre – consult your advisor.

#### Teacher Education Licensure Requirements:

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 credit)
EDUC220	Educational Technology (3 hours)
EDUC238T	Teaching and Directing Theatre, Forensics, and Debate in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*

## Main Campus Undergraduate Academic Programs 94

EDUC440 Student Teaching Seminar (1 hours)\*

EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)\*

\*Taken *after* formal admittance to the Teacher Education Program

### Cognate requirements:

MATH215 Introduction to Statistics and Probability (3 hours)

PSYC112 General Psychology (3 hours)

PSYC218 Child Psychology (3 hours)

### Minor in Theatre Arts

#### Minor requirements:

THTR111 The Theatre Experience (3 hours)

THTR200 Acting 1: Acting Foundations (3 hours)

THTR224 Stagecraft (3 hours)

THTR234 The Expressive Voice (3 hours)

THTR332 Theatre History 1 (3 hours) *or* 333 Theatre History 2 (3 hours)

THTR454 Senior Project (1-3 hours)

Four hours in Goal and Career Development

# Main Campus Undergraduate Course Descriptions

**ACCT281 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.

**ACCT283 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.

**ACCT330 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.

**ACCT331 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 3 hour.

**ACCT383 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.

**ACCT385 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.

**ACCT386 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.

**ACCT391 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.

**ACCT392 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.

**ACCT445 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.



**ACCT446      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.

**ANTH201      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 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.

**ART 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.

**ART 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.

**ART 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.

**ART 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.

**ART 215 Painting Studio 1**

The practice of painting techniques. Several media such as acrylic, oil, water color, and mixed media. Credit 3 hours.

**ART 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.

**ART 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.

**ART 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.

**ART 227 Advanced Drawing**

Advanced principles of drawing utilizing a variety of drawing mediums. Prerequisite: ART 123. Credit 3 hours.

**ART 236      Ceramics 1**

A shop class in beginning pottery-making; hand-building and throwing. Credit 3 hours.

**ART 315 Painting Studio 2**

A continuation of ART 215. Prerequisite: ART 215. Credit 3 hours.

**ART 316 Composing With Paint & Draw Programs 2**

A continuation of ART 216. Cross-listed with Communication. Prerequisite: ART 216. Credit 3 hours.

**ART 336      Ceramics 2.**

A shop class in intermediate pottery-making; hand-building and throwing. Prerequisite: ART 236. Credit 3 hours.

**ATEP230      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.

**ATEP236      Care and Prevention of Athletic Injuries**

The study of the care and prevention of common athletic injuries and illnesses. Credit 3 hours.

**ATEP332      Musculoskeletal Assessment**

This course is designed for students interested in an allied health care career. The course will discuss basic musculoskeletal assessment techniques of both the upper and lower extremities. Credit 3 hours.

## Main Campus Undergraduate Course Descriptions 97

### **ATEP342 Therapeutic Interventions**

This course is designed for students interested in an allied health care career. The course will discuss basic therapeutic modalities with emphasis on heat, cold, electrical, sound, and manual strength modalities. Rehabilitation techniques will be covered including regaining range of motion, strength, proprioception, and functional ability. Credit 3 hours.

### **BIOL101 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.

### **BIOL111 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.

### **BIOL112 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.

### **BIOL216 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.

### **BIOL230 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.

### **BIOL241 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.

### **BIOL242 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.

### **BIOL245 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.

### **BIOL305 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.

### **BIOL306 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.

### **BIOL310 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.

### **BIOL322 Animal Behavior**

## Main Campus Undergraduate Course Descriptions 98

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.

### **BIOL325 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.

### **BIOL331 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.

### **BIOL334 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.

### **BIOL336 Ecology**

The relation, formation, and associations of animals and plant communities. Lecture and laboratory. Prerequisites: BIOL 111 and 112. Credit 5 hours.

### **BIOL340 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.

### **BIOL342 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.

### **BIOL352 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.

### **BIOL353 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.

### **BIOL361 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.

### **BIOL430 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.

### **BIOL461 Seminar in Biology**

While content will vary from year to year, the general theme of this seminar will be evolutionary biology. Credit 1 hour.

### **BIOL464 Senior Research**

Library research, development of methodologies, data collection, data analysis, and writing of the scientific paper. Credit 3 hours.

### **BUS 115 Business Basics**

## Main Campus Undergraduate Course Descriptions 99

This class is an exploration of college life and a true transition course that gives opportunities to learn life-long skills for college and for life. The student will explore career options based on proven personality and career surveys, learn time management, study and test-taking skills, Microsoft Office basics, and investigate real world scenarios such as taxes, loans, house hunting, car buying, relationships, marriage, and spiritual identity. Credit 3 hours.

### **BUS 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.

### **BUS 130 Introduction to Entrepreneurship**

This course is designed to create an experiential learning environment to present the concept of organizing, managing, and assuming the risk of a business or enterprise. In a practical learning environment, special attention will be given to creating entrepreneurial ideas using a business project logic model. Special emphasis will be given to entrepreneurial action designed to transform lives and create a more sustainable world. The course includes the development and delivery of an entrepreneurial presentation based on the project logic model. The coursework requires extensive exploration into entrepreneurial careers and the development of fundamental skills that enhance the opportunity to find an entrepreneurial career. The coursework requires working in teams, case studies, oral presentations, and group interaction. Credit 3 hours.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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)

### **BUS 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

## Main Campus Undergraduate Course Descriptions 100

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.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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 325. Credit 3 hours.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 340 Professional Selling**

This course is designed to examine sales as a key 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. Prerequisite: BUS 325. Credit 3 hours.

### **BUS 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.

## Main Campus Undergraduate Course Descriptions 101

### **BUS 375 Human Resources Management**

This course covers the general functions of human resources management as applied to today's corporations and entities. It presents human resource management concepts and analytical methods of handling problems in manufacturing and service operations. Credit 3 hours.

### **BUS 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, or consent of instructor. Credit 3 hours.

### **BUS 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.

### **BUS 401 Advanced Business Law**

This course is a study of legal topics relating to business, including internet law, creditor-debtor relations, bankruptcy, legal business entities, agency law, employment discrimination, consumer protection, immigration, and antitrust laws. Recommended as preparation for the Kansas Certified Public Accountant Licensing Examination. Prerequisite: BUS 350. Credit 3 hours

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 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

## Main Campus Undergraduate Course Descriptions 102

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.

### **BUS 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.

### **CHEM111 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.

### **CHEM112 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.

### **CHEM131 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.

### **CHEM132 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.

### **CHEM221 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.

### **CHEM222 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.

### **CHEM324 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.

### **CHEM345 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. Lecture and laboratory. Prerequisites: CHEM 112, MATH 222, or consent of instructor. PHYS 201 or 211 recommended. Credit 4 hours.

### **CHEM421 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.

### **CHEM430 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.

### **CHEM461 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.

### **CHEM464 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.

## Main Campus Undergraduate Course Descriptions 103

### **COMM101 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.

### **COMM102 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.

### **COMM103 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.

### **COMM104 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.

### **COMM110 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.

### **COMM114 Basic Video 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.

### **COMM115 Radio Operations and Production**

This course explores the broadcast radio industry, including operations, programming, production, marketing, and promotions. The course will also explore the digital element of the radio industry incorporating online streaming, podcasting, and use of websites and social media. Students will gain an understanding of how a radio station operates with instructions in building radio programming clocks, writing radio copy, and developing radio marketing strategies. Credit 3 hours.

### **COMM201 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. Credit 3 hours.

### **COMM202 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.

### **COMM203 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.

### **COMM205 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.

### **COMM206 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.

### **COMM208 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.

### **COMM211 Introduction to the Cinema**



## Main Campus Undergraduate Course Descriptions 104

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.

### **COMM213 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. Credit 2 hours. May be repeated for credit.

### **COMM214 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. Credit 3 hours.

### **COMM215 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.

### **COMM216 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.

### **COMM220 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.

### **COMM221 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.

### **COMM231 Radio Experience**

Practical experience on air at KSWC-FM. Enrollment contingent on shift availability. Prerequisite: 2.0 GPA. Course graded S/U. Credit 1 hour. May be repeated for credit.

### **COMM233 Television Experience**

Practical emphasis for communication majors in television production with experience in preparing videotaped shows and features. Prerequisite: 2.0 GPA. Course graded S/U. Credit 1 hour. May be repeated for credit.

### **COMM234 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. Course graded S/U. Credit 1 hour. May be repeated for credit.

### **COMM246 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.

### **COMM248 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.

### **COMM250 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.

### **COMM262 Science Fiction Television**

## Main Campus Undergraduate Course Descriptions 105

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.

### **COMM294 Public Relations**

Students will explore the major concepts and strategies of public relations for business and other organizations. Credit 3 hours.

### **COMM312 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. Credit 3 hours.

### **COMM315 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.

### **COMM316 Composing With Paint & Draw Programs 2**

A continuation of COMM 216. Cross-listed with Art. Prerequisite: COMM 216. Credit 3 hours.

### **COMM317 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. Credit 3 hours.

### **COMM320 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.

### **COMM321 Convergent News Experience**

Practical experience in working on staff of campus newspaper, television news, radio news, and student media online news site. Course graded S/U. Credit 2 hours. May be repeated for credit.

### **COMM325 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. Credit 1 to 2 hours. May be repeated for credit.

### **COMM340 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.

### **COMM341 Radio Management**

Learning and practical application of management and supervisory skills for KSWC. Available only to radio management staff. Graded S/U. Credit 2 hours. May be repeated for credit.

### **COMM343 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.

### **COMM347 Editing and Design**

The course will help students to learn copy editing fundamentals, design and layout skills and the legal and professional responsibilities of journalists. They will practice specific elements of design and communication for each medium and examine how different media help interpret the message for an audience. Credit 3 hours.

### **COMM348 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.

### **COMM349 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

## Main Campus Undergraduate Course Descriptions 106

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.

### **COMM362 Experience in Public Relations**

A practical, hands-on experience with the Southwestern College Communications Office, under the supervision of the office staff. Credit 3 hours.

### **COMM401 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 and COMM208. Credit 3 hours.

### **COMM410 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. Credit 3 hours.

### **COMM421-422 Journalism Management**

Available only to the chief editor of *The Collegian*. Course graded S/U. Credit 2 hours. May be repeated for credit.

### **CPTR104 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.

### **CPTR110 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.

### **CPTR112 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. Programming will be taught in a modern programming language. The topics covered: data structures, algorithms, procedural abstraction, functions, I/O streams, objects and classes. Lecture and laboratory. Prerequisite: MATH 110 or higher level math course. Credit 4 hours.

### **CPTR200 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.

### **CPTR205 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.

### **CPTR211 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. Credit 3 hours.

### **CPTR212 Programming 2**

Object-oriented programming (OOP), including OOP concepts such as inheritance encapsulations, and polymorphism. Data structures (list, stack, queue, tree, graph), and fundamental algorithms will be covered in this class. Programming will be taught in a modern programming language. Lecture and laboratory. Prerequisites: CPTR 110 and 112. Credit 4 hours.

### **CPTR220 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. Credit 3 hours.

### **CPTR234 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. Course is graded S/U. Credit 1 hour. May be repeated for credit.

### **CPTR240 3D Modeling and Animation 1**

## Main Campus Undergraduate Course Descriptions 107

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. Credit 3 hours.

### **CPTR250 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.

### **CPTR306 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.

### **CPTR315 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.

### **CPTR320 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.

### **CPTR321 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.

### **CPTR324 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 and MATH 223. Credit 3 hours.

### **CPTR334 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.

### **CPTR341 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.

### **CPTR345 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.

### **CPTR346 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. Credit 3 hours.

### **CPTR350 3D Modeling and Animation 3**

A continuation of CPTR 250. Prerequisite: CPTR 250. Credit 3 hours.

### **CPTR415 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.

### **CPTR430 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,

## Main Campus Undergraduate Course Descriptions 108

optimization algorithms including genetic algorithms, and logic programming. Prerequisites: CPTR 212 and MATH 222. Credit 3 hours.

### **CPTR440 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.

### **CPTR452 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.

### **CPTR453 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.

### **CPTR454 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.

### **CPTR459 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. Credit 1 to 5 hours.

### **CPTR475 Database Management Systems 2**

Functional dependencies, normalization, query optimization, concurrency control, object-oriented database, and database security. Prerequisite: CPTR 320. Credit 3 hours.

### **DANC130 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.

### **DANC131 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

### **DANC132 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.

### **DANC133 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.

### **DANC230 Jazz 2**

A continuation of DANC130 involving broadening the movement studied and increasing terminology. Pivot steps and turns, pencil turns, triplets, and turns will be emphasized. Prerequisite: DANC 130 or consent of instructor. Credit 1 hour.

### **DANC231 Tap 2**

A continuation of DANC131 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: DANC131 or consent of instructor. Credit 1 hour.

### **DANC232 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. Prerequisite: DANC132 or consent of instructor. Credit 1 hour.

### **DANC233 Ballet 2**

A continuation of DANC133 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.

## Main Campus Undergraduate Course Descriptions 109

### **DANC330 Jazz 3**

A continuation of DANC230 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.

### **DANC331 Tap 3**

A continuation of DANC231 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.

### **DANC332 Musical Theatre 3**

A continuation of DANC232 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. Course includes recreations of iconic musical theatre choreography routines. Prerequisite: DANC232 or consent of instructor. Credit 1 hour.

### **DANC333 Ballet 3**

A continuation of DANC233 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.

### **DANC375 Choreography**

A basic introduction to the craft of choreography in theory and practice of the essential ingredients and tools necessary for composing dance for the stage. Credit 1 hour.

### **DANC430 Jazz 4**

A continuation of DANC330 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: DANC330 or consent of instructor. Credit 1 hour.

### **DANC431 Tap 4**

A continuation of DANC331 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.

### **DANC432 Musical Theatre 4**

A continuation of DANC332 with an emphasis on contemporary styles relevant to current Broadway musical titles. Course includes recreations of iconic musical theatre choreography routines. Prerequisite: DANC332 or consent of instructor. Credit 1 hour.

### **DANC433 Ballet 4**

A continuation of DANC333 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: DANC333 or consent of instructor. Credit 1 hour.

### **DANC435 Advanced Dance Techniques**

The capstone dance course for Musical Theatre majors. This course will concentrate on dance styles and disciplines previously unexplored in the rest of the curriculum, such as contact improvisation, hip-hop, and others. Prerequisites: DANC231, DANC330, DANC333, DANC432, or consent of instructor. Credit 1 hour.

### **ECON101 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.

### **ECON102 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.

### **ECON317 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.

### **ECON334 Environmental Economics**

## Main Campus Undergraduate Course Descriptions 110

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.

### **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.

### **EDUC215 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.

### **EDUC216 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.

### **EDUC220 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 International Society for Technology in Education (ISTE) standards and apply the ISTE standards for teachers to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the ISTE standards for students. 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.

### **EDUC223 Fine Arts in the Elementary School**

The course provides students 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. While designed for prospective teacher education candidates, this course would benefit any student who might spend time working with or mentoring children in the arts. Cross-listed with Integrative Arts. Credit 3 hours.

### **EDUC238 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. Credit 3 hours.

238E Teaching English in the Secondary Schools

238H Teaching History and Government in the Secondary Schools

238M Teaching Math in the Secondary Schools

238P Teaching Health and Physical Education in the Secondary Schools

238S Teaching Science in the Secondary Schools

238T Teaching and Directing Theatre, Forensics, and Debate in the Secondary Schools

### **EDUC280 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.

### **EDUC312 Introduction to Inclusive Early Childhood Education**

## Main Campus Undergraduate Course Descriptions 111

This is an introductory course for those preparing for licensure to teach in the early childhood setting. 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 inclusive 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. Candidates will be grounded in a child development knowledge base and will understand and value learner differences. They will use their understanding of young children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each learner. Credit 4 hours.

### **EDUC318      Numbers, Computation, and Mathematical Processes**

A course focusing on number sense, number systems, and their properties with an emphasis on analyzing age-appropriate standards (State Early Learning Standards and State Math Standards). 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.

### **EDUC322      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. Lecture and clinical field experience.

Prerequisite: PSYC 112 and admission to Teacher Education program. Credit 4 hours.

### **EDUC323      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. Lecture and clinical field experience. Prerequisite: Admission to the Teacher Education program. Credit 4 hours.

### **EDUC325      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.

### **EDUC328      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.

### **EDUC329      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.

### **EDUC335      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.

### **EDUC336      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

### **EDUC337      Science in the Elementary School**

A course focusing on age-appropriate standards (State Early Learning Standards and State Science Standards) with methods of science instruction, organizing and presenting science materials for instruction, observation of



## Main Campus Undergraduate Course Descriptions 112

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.

### **EDUC338 Math in the Elementary School**

A course focusing on principles and methods of mathematics instruction at the elementary level organized around the age-appropriate standards (State Early Learning Standards and State Math Standards). 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.

### **EDUC340 Assessment Strategies in Inclusive Early Childhood**

This course prepares early childhood teacher candidates to understand that child observation, documentation, and other forms of assessment are central to the practice of early childhood professionals. They will know about and understand the goals, benefits and use of assessment. They will know about and use systematic observation's, 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 4 hours.

### **EDUC343 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.

### **EDUC344 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.

### **EDUC345 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.

### **EDUC349 Reading in the Elementary School**

This course will emphasize the various methods of teaching and assessing reading in the elementary and provide candidates with an opportunity to work directly with K through 6th grade students in schools, providing literacy help through assessment, data analysis, intervention, and remediation. 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. Candidates will spend 20 hours in the field tutoring young students, and then reflect on their effectiveness as teachers of literacy. Lecture and clinical field experience. Credit 4 hours.

### **EDUC352 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.

### **EDUC362 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.

## Main Campus Undergraduate Course Descriptions 113

### **EDUC363 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.

### **EDUC420 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.

### **EDUC425 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.

### **EDUC432 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.

### **EDUC436 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. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

### **EDUC437 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. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

### **EDUC439 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. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

### **EDUC440 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.

### **EDUC446 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.

### **EDUC447 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.

### **EDUC448 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.

## Main Campus Undergraduate Course Descriptions 114

### **EDUC449 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.

### **EDUC450 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.

### **EDUC490 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.

### **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.

### **ENG 112 Beyond Google**

This course is designed to introduce a framework from 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.

### **ENG 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.

### **ENG 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. Credit 3 hours.

### **ENG 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. Credit 3 hours.

### **ENG 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. Credit 3 hours.

### **ENG 213 Survey of English Literature**

Study of major English texts from the beginnings of English literature to the present. Credit 3 hours.

### **ENG 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

### **ENG 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.

## Main Campus Undergraduate Course Descriptions 115

### **ENG 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.

### **ENG 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.

### **ENG 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.

### **ENG 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.

### **ENG 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.

### **ENG 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.

### **ENG 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.

### **ENG 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.

### **ENG 347 Mythology and Literature**

A critical study of the structure and function of mythology in various cultures of the world. Credit 3 hours.

### **ENG 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.

### **ENG 425-427-429-430 Literary Genre Block**

Includes 425 Short Story, 427 Genre: Poetry, 429 The Novel, and 430 Drama. One course in a literary genre is taught each semester. Credit 3 hours per course.

### **ENG 426 Professional Writing**

Professional writing combines the study and practice of rhetoric in a variety of academic and professional contexts. It includes the 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). Processes taught include collaboration and problem solving, and case study analysis. In addition, it considers the use of both traditional forms of written communication and emerging media; the study of employment-related communication forms; and the skills needed for the writing professional in various forms of employment.

Prerequisites: ENG 110, ENG 120, and COMM102. Credit 3 hours.

### **ENG 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.

### **ENG 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

## Main Campus Undergraduate Course Descriptions 116

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.

### **ENG 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.

### **ENG 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.

### **ESKL079 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. 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. A grade of “Unsatisfactory” in Essential Skills may be grounds for suspension. Credit 0 hours. Graded S/U.

### **ESKL080 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

### **GEOG201 World Geography**

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

### **HIST121 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.

### **HIST122 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.

### **HIST131 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.

### **HIST132 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.

### **HIST332 Kansas History**

A detailed investigation of the history of Kansas: the land, peoples, cultures, and political, social, and economic development. Credit 3 hours.

### **HIST333 Class and Race in American History**

The course uses class and race as perspectives on American history and American society, to challenge the assumption that everyone is “middle class,” to examine how class identity shapes our perception, and our classes’ perceptions of the world, and how race complicates class distinctions across race lines and within racial communities. Credit 3 hours.

### **HIST335 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.

### **HIST337 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

## Main Campus Undergraduate Course Descriptions 117

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.

### **HIST342 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.

### **HIST343 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.

### **HIST345 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.

### **HIST355/455 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.

### **HIST361/461 Advanced History Seminar**

A course utilizing the seminar approach to specialized topics of historical investigation, combining individual research with traditional classroom discussion. Credit 3 hours.

### **HIST364 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.

### **HIST372 Pirates!**

A close examination of the history of maritime piracy around the world from the ancient world to the present, with special emphasis on the Barbary Coast and the Caribbean in the “golden age of piracy,” also analyzing the romantic mythology constructed in literature and film, and pirate sexuality. Credit 3 hours.

### **HIST373 Vikings!**

A close examination of the historical reality of the Viking empires from the 8<sup>th</sup> to the 11<sup>th</sup> centuries, and the historical events that brought the Age of the Vikings to a close. We will examine their impact on the British Isles, the French and Mediterranean coast, and early Russia; their religious pantheon; and their interpretation in literature and film. Credit 3 hours.

### **HIST374 World War I Firsthand**

This course will examine the larger cultural significance and historical impact of the first modern industrial war, its stamp on individual experience and memory, social attitudes, literary expression, and political beliefs through literary history, personal memoir and first-hand recollections, cultural history, and subjective experience of the war. Credit 3 hours.

### **HIST375 World War II Firsthand**

This course is a critical introduction to World War II through firsthand accounts of diverse participants across both European and Pacific theaters, challenging American myths of World War II as a “good war,” fought by the “great generation,” and won single-handedly. Credit 3 hours.

### **HIST383 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.

### **HIST385 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.

### **HIST459 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.

### **HIST464 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.

## Main Campus Undergraduate Course Descriptions 118

### **HSCI100 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.

### **HSCI200 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.

### **HSCI359 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.

### **HSCI461 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.

### **IART150 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.

### **IART156 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.

### **IART223 Fine Arts in the Elementary School**

The course provides students 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. While designed for prospective teacher education candidates, this course would benefit any student who might spend time working with or mentoring children in the arts. Cross-listed with Education. Credit 3 hours.

### **IART231 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.

### **LANG121 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.

### **LANG131 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.

### **LANG141 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.

## Main Campus Undergraduate Course Descriptions 119

### **LANG151 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.

### **LANG161 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.

### **LANG331 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.

### **LANG422 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.

### **LEAD101 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.

### **LEAD206 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.

### **LEAD225 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.

### **LEAD307 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.

### **LEAD408 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.

### **MATH099 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.)

### **MATH105 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.



## Main Campus Undergraduate Course Descriptions 120

### **MATH110 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.

### **MATH112 Trigonometry**

A basic course in plane trigonometry. Prerequisite: MATH 110 or consent of instructor. Credit 3 hours.

### **MATH215 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.

### **MATH216 Intermediate Statistics**

This course is a continuation of Introduction to Statistics and Probability with continued emphasis on application for data analysis. The course includes further development of inferential statistical methods and probability distributions, multiple regression, and analysis of variance, and an introduction to nonparametric methods. Prerequisite: MATH 215 with a grade of C- or better or consent of instructor. Credit 3 hours.

### **MATH222 Calculus 1**

Limits, differentiation, and antidifferentiation of elementary and transcendental functions with applications. Prerequisite: MATH110 with a grade of C- or better or consent of instructor. Credit 5 hours.

### **MATH223 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 5 hours.

### **MATH224 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 5 hours.

### **MATH319 Linear Algebra**

A study of systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, and their applications. MATH lab or comparable computer algebra system will be used to enhance student learning. Prerequisite: MATH 110 with a grade of C- or better or consent of instructor. Credit 3 hours.

### **MATH320 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.

### **MATH321 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.

### **MATH331 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.

### **MATH353 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.

### **MATH444 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.

### **MATH445 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.

## Main Campus Undergraduate Course Descriptions 121

### **MATH447**            **Complex Variables**

Study of the algebraic properties of complex numbers, complex functions, analytic and harmonic functions, complex integration, and series representations. Prerequisite: MATH320 with a grade of C- or better. Credit 3 hours.

### **MTHR101**            **Introduction to Musical Theatre Profession**

This course endeavors to introduce students to the rudimentary elements of the field of musical theatre. Topics covered include resume creation, creation and maintenance of websites, reels, and other professional materials as well as audition techniques. Prerequisites: Consent of instructor. Credit 2 hours.

### **MTHR102-103-202-203-302-303-402-403**    **Musical Theatre Workshop**

Every semester, musical theatre students will be introduced to a different topic to meet the ever-changing needs of the job market. Possible topics include pop/rock audition techniques, new musical development, acting through Song, Golden Age, and others. While B.F.A. students in musical theatre are given priority, the course is open to others when space permits. Required each semester for B.F.A. students in musical theatre. Credit 1 hour.

### **MTHR336**            **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.

### **MTHR340**            **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.

### **MTHR356**            **Junior Cabaret**

This is an advanced level performance showcase featuring repertory chosen by students in conference with an instructor based on guidelines established by the B.F.A committee. Development of the showcase challenges the student to create, rehearse, and perform a twenty to twenty-five minute sampling of his/her repertoire.

Prerequisite: Consent of instructor. Credit 0 hours.

### **MTHR454**            **Senior Showcase**

Student will participate in a staged showcase that will be presented in a major theatre market for industry professionals. Prerequisite: Consent of instructor. Credit 1hour.

### **MUED118**            **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.

### **MUED210**            **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.

### **MUED215**            **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.

### **MUED216**            **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.

## Main Campus Undergraduate Course Descriptions 122

### **MUED217      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.

### **MUED218      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.

### **MUED219      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.

### **MUED220      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 (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. Credit 2 hours.

### **MUED221      Pedagogy Forum**

This course provides continuous professional development to student currently teaching through the Community Music School. Students meet weekly to share experiences and receive feedback. Other professional topics are reviewed throughout the semester based on the interests and needs of the class Prerequisite: MUED215. Credit 0 hours.

### **MUED224      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.

### **MUED325      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.

### **MUED351      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.

### **MUED438C     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.

### **MUED438I     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.

### **MUS 099Performance 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.

## Main Campus Undergraduate Course Descriptions 123

### **MUS 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.

### **MUS 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.

### **MUS 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.

### **MUS 126 Class Piano 1**

Beginning group piano. Credit 1 hour.

### **MUS 127 Class Piano 2**

Beginning group piano. Credit 1 hour.

### **MUS 150 Concert Band**

Credit 0-1 hour. May be repeated for credit.

### **MUS 151 Small Ensembles**

Various ensembles are available to students as laboratory groups, with or without credit. Prerequisite: Consent of instructor. Credit 0-1 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 World Ensemble
- 151K SC Drumline
- 151M Musical Theatre Ensemble
- 151N Broadway Builders
- 151P Percussion Ensemble

### **MUS 152 College Chorus**

Credit 0-1 hour. May be repeated for credit.

### **MUS 153 Pep Band**

Credit 0-1 hour. May be repeated for credit.

### **MUS 160 Orchestra**

Credit 0-1 hour. May be repeated for credit.

### **MUS 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.

### **MUS 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.

### **MUS 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.

## Main Campus Undergraduate Course Descriptions 124

### **MUS 213Band 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.

### **MUS 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.

### **MUS 215Beginning 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.

### **MUS 226Class Piano 3**

Intermediate group piano. Credit 1 hour.

### **MUS 227Class Piano 4**

Intermediate group piano. Credit 1 hour.

### **MUS 230Private 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

### **MUS 233A 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 0-1 hour. May be repeated for credit.

### **MUS 234Jazz Band**

Credit 0-1 hour. May be repeated for credit.

### **MUS 261Aural 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.

## Main Campus Undergraduate Course Descriptions 125

### **MUS 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.

### **MUS 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.

### **MUS 313 Music History 1**

A survey of music from the Christian era to the Pre-Classical. A study of accompanying literature, historical and social background, principal figures, both political and musical. Credit 3 hours.

### **MUS 314 Music History 2**

A survey of music from the Pre-Classical 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.

### **MUS 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 advanced 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. Students will observe, prepare, and conduct choral and instrumental rehearsals in both peer and faculty/cooperative micro-teaching experiences. Prerequisite: MUS 215. Credit 2 hours.

### **MUS 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 hour.

### **MUS 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.

### **MUS 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.

### **MUS 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.

### **MUS 394 Junior Recital/Project**

Course will not be included on official transcript until completed. Credit 0 hours

### **MUS 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.

### **MUS 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.

### **MUS 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.

### **MUS 492 Sight Singing Proficiency**

Course will not be included on official transcript until completed. Credit 0 hours.

### **MUS 493 Piano Proficiency**

Course will not be included on official transcript until completed. Credit 0 hours.

## Main Campus Undergraduate Course Descriptions 126

### **MUS 494 Senior Recital/Project**

Course will not be included on official transcript until completed. Credit 0 hours.

### **NSCI170 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.

### **NSCI180 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.

### **NSCI190 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.

### **NSCI201 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.

### **NSCI230 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.

### **NSCI240 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.

### **NSCI280 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.

### **PESS100 Intercollegiate Athletics**

Participation on a varsity, reserve or junior varsity sport team. Students participating in football, volleyball, men's and women's soccer, and men's and women's cross-country would enroll in the fall. Students participating in baseball, men's and women's basketball, softball, men's and women's golf, and men's and women's tennis, men's and women's track and field, and women's wrestling would enroll in the spring. Corequisite: Academic and Athletic eligibility in an NAIA associated athletic program. Course graded S/U. Credit 0-1 hour. May be repeated for a maximum of 4 credit hours.

### **PESS101 Intercollegiate Athletics Conditioning**

Presents the fundamentals of conditioning, and includes general physical preparation sport fitness, plyometrics, agility drills and sport specific conditioning. Students will learn about the principle of year-round conditioning, competition period. Corequisite: Membership in an NAIA associated athletic program. Course graded S/U.

Credit 0-1 hour. May be repeated for a maximum of 4 credit hours.

### **PESS102 Fundamentals of Bowling**

Credit .5 hour

### **PESS103 Fundamentals of Weightlifting**

Credit .5 hour

## Main Campus Undergraduate Course Descriptions 127

### **PESS104 Fundamentals of Gymnastics**

Credit .5 hour

### **PESS105 Fundamentals of Golf**

Credit .5 hour

### **PESS106 Fundamentals of Archery**

Credit .5 hour

### **PESS107 Fundamentals of Badminton**

Credit .5 hour

### **PESS108 Fundamentals of Tennis**

Credit .5 hour

### **PESS109 Fundamentals of Volleyball**

Credit .5 hour

### **PESS110 Fundamentals of Soccer**

Credit .5 hour

### **PESS111 Fundamentals of Basketball**

Credit .5 hour

### **PESS112 Fundamentals of Softball**

Credit .5 hour

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

### **PESS126 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.

### **PESS202 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.

### **PESS203 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.

### **PESS212 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.

### **PESS213 Principles of Physical Education**

Basic concepts and theories of physical education. Credit 3 hours.

### **PESS215 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.

### **PESS220 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.

### **PESS225 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.

### **PESS302 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.



## Main Campus Undergraduate Course Descriptions 128

### **PESS314 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.

### **PESS323 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.

### **PESS325 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.

### **PESS326 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.

### **PESS332 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.

### **PESS335 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.

### **PESS341 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.

### **PESS344 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.

### **PESS414 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.

### **PESS415 Theory of Coaching Football**

Study of fundamentals, individual and team offense and defense, formations, plays and field generalship. Credit 2 hours.

### **PESS416 Theory of Coaching Volleyball**

An analysis of the coaching techniques and strategies of volleyball. Credit 2 hours.

### **PESS417 Theory of Coaching Basketball**

Study of the different systems of basketball, individual and team offense and defense. Credit 2 hours.

### **PESS418 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.

### **PESS419 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.

### **PESS420 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.

### **PESS421 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.

## Main Campus Undergraduate Course Descriptions 129

### **PESS435 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.

### **PHIL101 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.

### **PHIL120 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.

### **PHIL221 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, Existentialism, Pragmatism, and Postmodern philosophy. Attention will be given to the historical and cultural context of each system of thought. Credit 3 hours.

### **PHIL227 Logic**

Methods of language analysis and deductive inference. Credit 3 hours.

### **PHIL320 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.

### **PHIL322 Ecology and Ethics**

This course introduces students to the discipline of environmental ethics. In particular, this course provides philosophical reflections on human and non-human animals, nature, and technology. We will consider what it means to act and think morally within the natural world, and we will explore models and narratives aimed to provoke our moral imaginations. Credit 3 hours

### **PHIL324 Sports Ethics**

Sports ethics is a scholarly discipline that investigates questions regarding the moral frameworks required for thinking about the actions and motivations of athletes and coaches within sports, as well as spectators who enjoy watching and talking about sports. Credit 3 hours.

### **PHIL331 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.

### **PHIL437 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.

### **PHYS201 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.

### **PHYS202 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.

### **PHYS211 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.

## Main Campus Undergraduate Course Descriptions 130

### **PHYS212 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.

### **POLS100 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.

### **POLS101 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.

### **POLS102 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.

### **POLS120 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.

### **POLS205 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.

### **POLS213 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.

### **POLS215 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.

### **POLS216 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.

### **POLS217 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.

### **POLS218 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.

## Main Campus Undergraduate Course Descriptions 131

### **POLS222 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.

### **POLS241 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.

### **POLS306 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.

### **POLS322 Climate Change, Global Warming, and Politics**

This course examines the basic science of climate change, the evidence for its human fingerprint, and the role or politics in its origins, public perception and mitigation. It will analyze the role of politics for questions concerning climate, ecology and the environment, with special emphasis on the debates and differences across the various schools of thought on environmental affairs. Credit 3 hours.

### **PREP499 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.

### **PSYC112 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. Credit 3 hours.

### **PSYC218 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. Credit 3 hours.

### **PSYC219 Social Psychology**

Social factors in behavior of individuals and groups, including attitudes, leadership, and personality and culture. Credit 3 hours.

### **PSYC242 Personality**

Contemporary approaches to the psychological study of personality. Credit 3 hours.

### **PSYC301 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.

### **PSYC320 Abnormal Psychology**

An introduction to personality disorders. Emphasis on theories of pathology and treatment. Credit 3 hours.

### **PSYC321 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.

### **PSYC325 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.

### **PSYC328 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

## Main Campus Undergraduate Course Descriptions 132

include oral and written communications, group interaction in class, and a major presentation. Cross-listed with Business. Credit 3 hours.

**PSYC330 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.

**PSYC333 Cognition**

The psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity. Credit 3 hours.

**PSYC335 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.

**PSYC356 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.

**PSYC419 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.

**PSYC421 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.

**PSYC422 Learning**

A survey of current learning theories and research in learning. Prerequisites: PSYC 112. Credit 3 hours.

**PSYC454 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

**PSYC459 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.

**PSYC460 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.

**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.

**REL 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.

**REL 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.

**REL 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 0-1 hour.

**REL 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 0-1 hour.

## Main Campus Undergraduate Course Descriptions 133

- REL 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.
- REL 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.
- REL 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.
- REL 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.
- REL 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.
- REL 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.
- REL 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.
- REL 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 0-1 hour.
- REL 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.
- REL 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.
- REL 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.
- REL 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.
- REL 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.

## Main Campus Undergraduate Course Descriptions 134

### **REL 359            Practicum in Music Worship**

Students gain experience in planning and leading worship. Prerequisite: Consent of department head. Credit 1 to 5 hours.

### **REL 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.

### **SES 103            Sustainability: Concepts and Applications**

This course will provide meaning to the term “sustainability” in terms of its basic principles and its applications. It will provide a broad overview of challenges posed by environmental degradation, resource depletion, overpopulation, and energy consumption. The course will examine the environmental, economic, and social dimensions of sustainable development by looking into relevant local, regional, and global environmental issues. It will focus on potential ways that societies can respond to ensure that these problems are not neglected and allowed to grow for future generations to solve. A keystone component of the course will be for students to investigate sustainable solutions to environmental problems and present them through a variety of media formats. Credit 3 hours.

### **SES 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.

### **SOCS102           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.

### **SOCS230           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.

### **SOCS301           Global Culture**

A concentrated study of selected major countries and culture areas outside Western culture. Credit 3 hours.

### **SOCS302           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.

### **SOCS330           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. Prerequisite: Consent of instructor. Credit 3 hours. May be repeated for credit.

### **SOCS460           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.

### **THTR111           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.

### **THTR112-113-212-213-312-313-412-413   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.

## Main Campus Undergraduate Course Descriptions 135

### **THTR115-116-215-216-315-316-415-416 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

### **THTR128-129-228-229-328-329-428-429 Theatre Practicum**

Practicum experience in technical theatre for students participating in the current theatre season. Prerequisite: 2.0 GPA. Credit 0 to 1 hour.

### **THTR200 Acting 1: Acting Foundations**

An introductory exploration of objective driven acting techniques focusing on developing truthful human behavior on stage, largely working with the ideas of Stanislavski, but also incorporating the work of some of his adherents, such as Stella Adler and Uta Hagen. Credit 3 hours.

### **THTR201 Acting 2: Scene Study and Collaboration**

Students will continue to build on the techniques and requirements introduced in THTR200 while also introducing the work of Sanford Meisner as a means of exploring reaction-based acting terminology. The focus in this class will be primarily focused on scene work. Prerequisite: THTR200 or consent of instructor. Credit 3 hours.

### **THTR223 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.

### **THTR224 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.

### **THTR227 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.

### **THTR234 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.

### **THTR301 Lighting Design**

Study and application of lighting technology and design as they relate to other production elements and event settings. Prerequisites: THTR224, MATH110, or consent of instructor. Credit 3 hours.

### **THTR311 Acting 3: Styles and Periods**

Students will utilize the concepts introduced in THTR200 and 201 to explore scene work outside of the contemporary canon. Students will have opportunities to explore a variety of texts. This could include classic Greek and Roman texts, Early-Modern texts including Elizabethan, Jacobean, and Carolinean, Restoration-era comedy and sentimentalism, and various avant-garde texts, including Expressionism and Surrealism. Prerequisite: THTR201 and THTR234 or consent of instructor. Credit 3 hours.

### **THTR314 Stage Combat**

This course will focus on the study of safe choreographed stage violence. Though based in movement training, this course is also considered a physical acting and performance class suitable for actors, directors, stage managers, and theatre technicians. Credit 3 hours.

### **THTR324 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.

### **THTR325 Design for the Stage**

Study of stage design as it relates to scenic elements, lighting and sound. Prerequisite: THTR224. Credit 3 hours.

### **THTR327 Costuming**

An examination of the history, development, basic principles of design and construction of stage costumes. Laboratory with current productions. Credit 3 hours.

### **THTR330 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.



## Main Campus Undergraduate Course Descriptions 136

### **THTR331 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.

### **THTR332 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.

### **THTR333 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.

### **THTR343 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.

### **THTR410 Acting 4: Studies in Acting**

Students will take part in a rotating topics course. The topics will be derived from the instructor's specialization(s) and the interest of students. Possible topics include Acting Shakespeare, Viewpoints, Physical Theatre, Devised Theatre, etc. Prerequisite: THTR311 or consent of instructor. Credit 3 hours. May be repeated for credit.

### **THTR424 Directing 1**

Theory and practice of directing. Play choice, analysis, and rehearsal techniques. Prerequisites: THTR224, THTR200, COMM202, or consent of the instructor. Credit 3 hours.

### **THTR425 Directing 2**

A continuation of THTR424. This course requires the production of a one-act play. Prerequisite: Consent of instructor. Credit 3 hours.

### **THTR454 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 hours.

# Main Campus Graduate Academic Programs

## MBA, Masters in Business Administration

The Master of Business Administration program at Southwestern provides relevant, real-world knowledge, applicable to today's globalized companies. Students pursuing an MBA must earn a grade of "C" or better in each course required for the program.

### Requirements (36 hours):

In Management:

- MGMT605 Global Economics (3 hours)
- MGMT615 Financial Management, Analysis and Decision Making (3 hours)
- MGMT620 Marketing Strategies (3 hours)
- MGMT625 Financial and Managerial Accounting (3 hours)
- MGMT630 Organizational Behavior and Human Resources (3 hours)
- MGMT635 Organizational Dynamics and Change (3 hours)
- MGMT637 Business Law and Ethics (3 hours)
- MGMT640 Global Operations (3 hours)
- MGMT645 Organizational Charactership (3 hours)
- MGMT681 International Business Strategies (3 hours)
- MGMT700 Graduate Project (3 hours)
- MGMT710 Global Strategies (3 hours)

## Master of Education (M.Ed.)

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). Degrees in curriculum and instruction and early childhood education are offered.

### Master of Education in Curriculum and Instruction

The master of education 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. The master of education requires 36 hours of coursework in curriculum and instruction (M.Ed. in C&I) for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment grounded in the core propositions of the National Board for Professional Teaching Standards (NBPTS).

### Major Requirements:

In the Professional Core:

- EDUC501 Current Educational Trends (3 hours)
- EDUC518 Educational Practice and Innovation (3 hours)
- EDUC530 Curriculum Development (3 hours)
- EDUC542 Instructional Design (3 hours)
- EDUC549 Race, Class, and Power in Schools (3 hours)

In Research and Assessment:

- EDUC512 Action Research (3 hours)
- EDUC543 Assessments, Tests and Measurements (3 hours)

Portfolio:

- EDUC562 Portfolio (3 hours)

Generalist:

- EDUC520 Instruction and English Language Learners (3 hours)
- EDUC540 Creating Community in the Classroom (3 hours)
- EDUC560 Investigating Student Work (3 hours)
- EDUC615 Literacy Assessment and Intervention (3 hours)

## Main Campus Graduate Academic Programs 138

### Area of Emphasis or Courses in ESOL:

- EDUC520 Instruction and English Language Learners (3 hours)
- EDUC560 Investigating Student Work (3 hours)
- EDUC550 Introduction to Language and Linguistics (3 hours)
- EDUC590 Teaching English as a Second Language and Assessing Language Competency (3 hours)

### Area of Emphasis in Early Childhood Education:

- EDUC525 Collaboration with Families and Communities (3 hours)
- EDUC614 Advanced Theory and Practice for Early Childhood Education (3 hours)
- EDUC618 Classroom Management and Organization--Early Childhood Settings (3 hours)
- EDUC622 Teaching Methods and Practice in Early Childhood Education (3 hours)

### Area of Emphasis in Special Education (Toward Additional Licensure\*):

- EDUC514 Introduction to Special Education: Individual Educational Plan Development\* (1 hour)
  - EDUC523 Instructional Strategies: Learning Difficulties\* (3 hours)
  - EDUC524 Introduction to Special Education\* (2 hours)
  - EDUC558 (K-6) or 559 (6-12) Initial Practicum in Adaptive Special Education\* (3 hours)
- Candidates not seeking additional licensure may substitute one or more of the following for above courses:

- EDUC615 Literacy Assessment and Intervention (3 hours)
- EDUC522 Instructional Strategies: Behavior Difficulties (3 hours)
- EDUC528 Collaboration with Parents and Professionals (3 hours)

### Area of Emphasis in School Improvement Planning and Technology Integration:

- EDUC502 School Improvement Planning (3 hours)
- EDUC505 Creating Networks of Collaborative Practice (3 hours)
- EDUC510 Integrating Technology across Disciplines (3 hours)
- EDUC532 Technology in Special Education (3 hours)

### In Research and Assessment:

- EDUC512 Action Research (3 hours)
- EDUC543 Assessments, Tests and Measurements (3 hours)

### Portfolio:

- EDUC562 Portfolio (3 hours)

## Master of Education in Early Childhood Education

The master of education with a major in early childhood requires 33 credit hours and consists of courses to prepare 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).

### Major Requirements: (33 credit hours)

#### In the Professional Core:

- EDUC525 Collaboration with Families and Communities (3 hours)
- EDUC612 Advanced Child Development (3 hours)

#### Emphasis in Early Childhood:

- EDUC532 Technology in Special Education (3 hours)
- EDUC614 Advanced Theory and Practice for Early Childhood Education (3 hours)
- EDUC618 Classroom Management and Organization--Early Childhood Settings (3 hours)
- EDUC622 Teaching Methods and Practice in Early Childhood Education (3 hours)
- EDUC624 Early Childhood Education through Different Cultural Perspectives (3 hours)

#### In Research and Assessment:

- EDUC512 Action Research (3 hours)
- EDUC543 Assessments, Tests and Measurements (3 hours)

#### Capstone Experience:

- EDUC626 Professionalism in Early Childhood Education 1 (3 hours)
- EDUC630 Professionalism in Early Childhood Education 2 (3 hours)

## Doctor of Education in Educational Leadership (Ed.D.)

**PK-12 Educational Leadership**

The PK-12 educational leadership track offers Kansas licensure programs in building administration and district administration.

Students admitted to the Ed.D. program without a master's degree must complete a minimum of 90 credit hours, including a minimum of 24 credit hours in the dissertation core. One master's degree can be conferred within the program. Students admitted with a master's degree must complete one emphasis and 15 hours of electives (or second emphasis) for a minimum of 54 credit hours, including a minimum of 24 credit hours in the dissertation core.

A Master's degree 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. Students must declare a degree pathway within the first semester they take courses.

**M.Ed. in School Leadership (36 Credit Hours)**

- EDUC518 Educational Practice and Innovation<sup>BL</sup> (3 hours)
- EDUC808 The Principalship<sup>BL</sup> (3 hours)
- EDUC811 Building, District and Personal Liability<sup>BL</sup> (3 hours)
- EDUC813 Human Resources<sup>BL</sup> (3 hours)
- EDUC815 Information Strategies and Professional Practice<sup>BL</sup> (3 hours)
- EDUC816 Values, Ethics, and Professionalism<sup>BL</sup> (3 hours)
- EDUC817 Power and Politics of Education<sup>BL</sup> (6 hours)
- EDUC818 Multicultural Education<sup>BL</sup> (3 hours)
- EDUC819 Classroom Inquiry through Action Research<sup>BL</sup> (3 hours)
- EDUC820 Multi-Tier System of Supports (MTSS) <sup>BL</sup> (3 hours)
- EDUC824 Mission and Vision for Student Learning<sup>BL</sup> (3 hours)
- EDUC859A Building Leader Practicum<sup>BL</sup> (1 hour)

**Educational Emphases**

Emphases are intended for graduate students to be able to apply for a second leadership endorsement.

**Emphasis in District Leadership**

All courses in this emphasis are required for District License:

- EDUC802 Educational Law <sup>DL</sup> (3 hours)
- EDUC809 District Level Leadership <sup>DL</sup> (3 hours)
- EDUC812 School Finance <sup>DL</sup> (3 hours)
- EDUC814 Environmental Scanning <sup>DL</sup> (3 hours)
- EDUC821 Introduction to Special Education Law <sup>DL</sup> (3 hours)
- EDUC859C District Leader Practicum <sup>DL</sup> (1 hour)

The following courses may be required for district licensure, if not previously completed:

- EDUC811 Building, District and Personal Liability <sup>BL</sup> (3 hours)
- EDUC813 Human Resources <sup>BL</sup> (3 hours)
- EDUC815 Information Strategies and Professional Practice <sup>BL</sup> (3 hours)
- EDUC816 Values, Ethics, and Professionalism <sup>BL</sup> (3 hours)
- EDUC817 Power and Politics of Education <sup>BL</sup> (6 hours)
- EDUC819 Classroom Inquiry through Action Research <sup>BL</sup> (3 hours)
- EDUC824 Mission and Vision for Student Learning <sup>BL</sup> (3 hours)

**Emphasis in School Leadership**

- EDUC811 Building, District and Personal Liability <sup>BL</sup> (3 hours)
- EDUC813 Human Resources <sup>BL</sup> (3 hours)
- EDUC815 Information Strategies and Professional Practice <sup>BL</sup> (3 hours)
- EDUC816 Values, Ethics, and Professionalism <sup>BL</sup> (3 hours)
- EDUC817 Power and Politics of Education <sup>BL</sup> (6 hours)
- EDUC859A Building Leader Practicum <sup>BL</sup> (1 hours)

The following courses may be required for building licensure, if not previously completed:

- EDUC518 Educational Practice and Innovation (3 hours)
- EDUC808 The Principalship <sup>BL</sup> (3 hours)

## Main Campus Graduate Academic Programs 140

- EDUC818 Multicultural Education <sup>BL</sup> (3 hours)
- EDUC819 Classroom Inquiry through Action Research <sup>BL</sup> (3 hours)
- EDUC820 Multi-Tier System of Supports (MTSS) <sup>BL</sup> (3 hours)
- EDUC824 Mission and Vision for Student Learning <sup>BL</sup> (3 hours)

### Emphasis in Teacher Leadership

- EDUC819 Classroom Inquiry through Action Research (3 hours)
- EDUC820 Multi-Tier System of Supports (MTSS) (3 hours)
- EDUC822 Cultivating a Collaborative Culture of Learning (3 hours)
- EDUC823 Differentiated Program Planning & Professional Development (3 hours)
- EDUC845 Teaching Methods for Adult Learners (3 hours)
- EDUC847 Assessment and Evaluation in Adult Education (3 hours)

### Emphasis in Educational Leadership

- EDUC819 Classroom Inquiry Through Action Research (3 hours)
- EDUC824 Mission and Vision for Student Learning (3 hours)
- EDUC825 Conflict in Education (3 hours)

Two or more EDUC doctoral electives to account for a minimum of 15 hours.

### Dissertation Core Requirements (Minimum of 24 credit hours)

- EDUC804 Research Methods 1 (3 hours)
- EDUC805 Statistical Methods 1 (3 hours)
- EDUC806 Advanced Qualitative Methods 2 (3 hours)
- EDUC901 Dissertation Writing 1 (3 hours)
- EDUC902 Dissertation Writing 2 (3 hours)
- EDUC903 Academic Writing (3 hours)
- EDUC904 Dissertation Writing 3 (3 hours)
- EDUC905 Dissertation Defense (3 hours)
- EDUC865 Educational Leadership Portfolio (1 hour)

\* 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.

### Higher Education Leadership

Entrance into the higher education educational doctorate track requires that a master’s degree has been completed, prior to admission. Hours earned while completing a master’s degree cannot be applied toward the doctoral degree. Thirty (30) hours in selected higher education content categories are required in addition to 24 minimum credit hours in dissertation core requirements.

### Higher Education Change Management & Accreditation

6 hours selected from:

- EDUC815 Information Strategies and Professional Practice (3 hours)
- EDUC825 Conflict in Education (3 hours)
- EDUC847 Assessment and Evaluation in Adult Education (3 hours)

### Higher Education Leadership

12 hours selected from:

- EDUC816 Values, Ethics, and Professionalism (3 hours)
- EDUC817 Power and Politics of Education (6 hours)
- EDUC824 Mission and Vision for Student Learning (3 hours)
- EDUC822 Cultivating a Collaborative Culture of Learning (3 hours)

### Professional Learning in Higher Education

3 hours selected from:

- EDUC823 Differentiated Program Planning & Professional Development (3 hours)
- EDUC845 Teaching Methods for Adult Learners (3 hours)

### Higher Education Operations in Context

- EDUC830 Student Affairs and Enrollment Management in Higher Education (3 hours)
- EDUC833 Administration, Governance and Accreditation in Higher Education (3 hours)
- EDUC835 Finance, Policy, Legal and Ethical Issues in Higher Education (3 hours)

EDUC859D Higher Education Practicum (1 hour)

**Dissertation Core Requirements**

EDUC804 Research Methods 1 (3 hours)  
EDUC805 Statistical Methods 1 (3 hours)  
EDUC806 Advanced Qualitative Methods 2 (3 hours)  
EDUC819 Classroom Inquiry through Action Research (3 hours)  
EDUC901 Dissertation Writing 1 (3 hours)  
EDUC902 Dissertation Writing 2 (3 hours)  
EDUC903 Academic Writing (3 hours)  
EDUC904 Dissertation Writing 3 (3 hours)  
EDUC905 Dissertation Defense (3 hours)  
EDUC865 Educational Leadership Portfolio (1 hour)

**Academic Policies**

**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

**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.

**Continuous Enrollment.** The candidate must maintain continuous enrollment to program to retain candidacy in the program. 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.

**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.

**Professional Portfolio and Oral Presentation for Licensure.** The professional portfolio and an oral presentation of the dissertation is a requirement for graduation.

**Residency.** 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 with the approved exception of a one-year extension of the normal seven-year dissertation completion time limit. All courses conferring a master's degree must be completed within five years of beginning the program.

**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.

# Main Campus Graduate Course Descriptions

## **EDUC501      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.

## **EDUC502      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.

## **EDUC505      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.

## **EDUC510      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.

## **EDUC512      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.

## **EDUC514      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.

## **EDUC518      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.

## **EDUC520      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.

## **EDUC522      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.

## **EDUC523      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.

**EDUC524 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.

**EDUC525 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 through respectful, reciprocal relationships, and involve families and communities in their children's development and learning. Credit 3 hours.

**EDUC528 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.

**EDUCS530 Curriculum Development**

Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.

**EDUC532 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.

**EDUC540 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.

**EDUC542 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.

**EDUC543 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.

**EDUC549 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.

**EDUC550 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.

**EDUC558 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.

**EDUC559 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.

**EDUC560 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.



## Main Campus Graduate Course Descriptions 144

### **EDUC562 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.

### **EDUC590 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.

### **EDUC612 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.

### **EDUC614 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.

### **EDUC615 Literacy Assessment and Intervention**

This course is designed to provide an understanding of the critical elements of language and literacy by supporting learners in the identification and use of evidence-based interventions to meet diverse instructional needs specific to reading and writing. The course includes a study of the principles of universal design for learning (UDL) and technology tools to support literacy to make data-based decisions about literacy interventions. Credit 3 hours

### **EDUC618 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.

### **EDUC622 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.

### **EDUC624 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.

### **EDUC626 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.

### **EDUC630 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.

### **EDUC802 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.

### **EDUC804 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.

**EDUC805            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.

**EDUC806            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.

**EDUC808            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.

**EDUC809            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.

**EDUC810            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:

**EDUC811            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.

**EDUC812            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.

**EDUC813            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.

**EDUC814            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.

**EDUC815            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

## Main Campus Graduate Course Descriptions 146

behavior. It includes improving nonverbal communication for enhancing interpersonal relationships with colleagues and constituents. Media communication is emphasized. Credit 3 hours.

### **EDUC816 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.

### **EDUC817 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.

### **EDUC818 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.

### **EDUC819 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.

### **EDUC820 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.

### **EDUC821 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.

### **EDUC822 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.

### **EDUC823 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.

### **EDUC824 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.

### **EDUC825 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.

### **EDUC830 Student Affairs and Enrollment Management in Higher Education**

## Main Campus Graduate Course Descriptions 147

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.

### **EDUC833 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.

### **EDUC835 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.

### **EDUC845 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.

### **EDUC847 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.

### **EDUC859A 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.

### **EDUC859C 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.

### **EDUC859D 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.

### **EDUC865 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 hour.

### **EDUC901 Dissertation Writing 1**

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.

### **EDUC902 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.

### **EDUC903 Academic Writing**

## Main Campus Graduate Course Descriptions 148

This course provides structured training to successful academic writing and use of the APA style guide. Credit 3 hours.

### **EDUC904      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.

### **EDUC905      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.

### **MGMT605      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.

### **MGMT615      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.

### **MGMT620      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.

### **MGMT625      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.

### **MGMT630      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.

### **MGMT635      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.

### **MGMT637      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.

## Main Campus Graduate Course Descriptions 149

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.

### **MGMT640 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.

### **MGMT645 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.

### **MGMT681 International Business Strategies**

The course will provide student with the knowledge, skills, and abilities to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business and assess the special roles of an international business's various functions. Using case studies, it will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business. Credit 3 hours.

### **MGMT700 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.

### **MGMT710 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.

# Professional Studies 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 curriculum consists of 36 credit hours.

## 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 version 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 identify and compare different cultural, linguistic, or religious communities of world.

## General Education Requirements

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

## Professional Studies General Education 151

### Basic Skills:

Information Literacy\*, three hours:

CORE110 Information Literacy

Composition, six hours:

ENGL101 Composition 1 and ENGL102 Composition 2

Speech, three hours:

COM 125 Speech

Mathematics, three hours:

MASC115 College Algebra or MASC110\*\* Statistics and Probability or higher level math course

### Ethical Reasoning:

Three or more hours:

HUM 201 Ethics

### 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 cognate requirement for a major course of study.

Natural Science, three or more hours:

MASC150 Science of Our World (4 hours)

MASC200 Culture, Society, and the Environment (3 hours)

Social Science, three or more hours:

HIS 120 World History (3 hours)

HIS 332 Kansas History (3 hours)

PSY 110 General Psychology (3 hours)

PSY 252 Developmental Psychology (3 hours)

SOC 131 Sociology (3 hours)

SSC 133 Geography (3 hours)

STL 185 Introduction to Leadership (3 hours)

The Humanities, three or more hours:

COM 208 Critical Thinking and Argumentation (3 hours)

ENGL202 Introduction to Literary Studies (3 hours)

THEO215 Understanding the Old Testament (3 hours)

THEO216 Understanding the New Testament (3 hours)

THEO320 Philosophy of Religion (3 hours)

The Arts, three or more hours:

ARTS 110 Theater Appreciation (3 hours)

ARTS 124 Art Appreciation (3 hours)

Other Cultures, three or more hours:

HUM 210 Cultural Diversity in North America (3 hours)

LAN 124 Elementary Spanish (3 hours)

LAN 131 Spanish Language and Cultures I (3 hours)

### Capstone Requirement:\*\*\*

CAPS495 Senior Capstone (3 hours) OR Major capstone course (3 hours)

\*CORE 110 Information Literacy general education course is not required for education majors.

\*\* Education majors should complete MASC110

\*\*\*All education students satisfy the capstone requirement by completing EDUC440 Student Teaching Seminar and one of EDUC447 Observation and Supervised Teaching in Early Childhood Programs, EDUC447 Observation and Supervised Teaching in the Elementary School, EDUC448 Observation and Supervised Teaching in the Middle School, or EDUC449 Observation and Supervised Teaching in the Secondary School.

### 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



## **Professional Studies General Education 152**

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. Any student with a bachelor's degree is waived from all general education requirements.

# Professional Studies Undergraduate Academic Programs

## Accounting

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**

#### **Student Learning Outcomes**

Graduates in accounting will:

- Explain contemporary accounting theories, concepts, and practices and their respective applications.
- Prepare accounting transactions, journals, general ledgers, financial statements, and other financial reports according to generally accepted accounting principles [GAAP].
- Analyze financial data and related information using appropriate quantitative and qualitative methods.
- Evaluate the impact of regulatory requirements and tax guidelines for individuals and corporations.
- Recommend effective accounting processes, internal controls, audit processes, strategies, and accounting information systems and technologies.
- Collaborate effectively with individuals, teams, organizational partners, and other stakeholders in diverse, multicultural, and multidisciplinary environments.
- Employ ethical, legal, and socially responsible accounting practices.
- Communicate effectively in a variety of business contexts.

#### **Major requirements:**

ACCT285	Financial Accounting (3 hours)
ACCT305	Corporate Finance (3 hours)
ACCT303	Analyzing Data (3 hours)
ACCT320	Ethics for Accounting Professionals (3 hours)
ACCT325	Managerial Accounting (3 hours)
ACCT380	Intermediate Accounting I (3 hours)
ACCT381	Intermediate Accounting II (3 hours)
ACCT382	Federal Income Taxation - Personal (3 hours)
ACCT482	Federal Income Taxation - Corporate (3 hours)
ACCT483	Cost Accounting (3 hours)
ACCT484	Accounting Information Systems (3 hours)
ACCT490	Auditing Theory and Practice (3 hours)
ACCT493	Forensic Accounting (3 hours)
ACCT497	Accounting Capstone (3 hours)
BSAD340	Legal Environment of Business (3 hours)
COM 125	Speech (3 hours)
MASC115	College Algebra (3 hours)
SSC 110	Principles of Microeconomics (3 hours)

SSC 111 Principles of Macroeconomics (3 hours)

## Business Administration

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

#### Student Learning Outcomes

Graduates in business administration will:

- Explain contemporary leadership and management theories, concepts, and practices and their respective applications.
- Evaluate the appropriateness of management and administrative methods and practices for routine administrative operations and functions, and for addressing change and other challenges presented in domestic and global organizations.
- Collaborate effectively with individuals, teams, organizational partners, and other stakeholders in diverse, multicultural, and multidisciplinary environments.
- Analyze domestic and global market, economic, financial, organizational, and other related circumstances using appropriate qualitative and quantitative methods.
- Apply best practices for knowledge-based strategic, operational, and functional decision making.
- Use appropriate technologies to support functional and administrative processes.
- Employ sustainable, ethical, legal, and socially responsible business practices.
- Communicate effectively in a variety of business contexts.

#### Major requirements:

ACCT285	Financial Accounting (3 hours)
BSAD340	Legal Environment of Business (3 hours)
BSAD394	Marketing (3 hours)
BSAD410	Global Business (3 hours)
BSAD415	Negotiation and Conflict Resolution (3 hours)
BSAD430	Financial Management (3 hours)
BSAD440	Strategic Management (3 hours)
BSAD497	Business Administration Capstone (3 hours)
HRD 301	Principles of Human Resource Management and Development (3 hours)
HUM 201	Ethics (3 hours)
MASC115	College Algebra (3 hours)
SSC 110	Principles of Microeconomics (3 hours)
SSC 111	Principles of Macroeconomics (3 hours)

## Business Innovation and Entrepreneurship

The Bachelor of Science in business innovation and entrepreneurship program will prepare students for the most challenging aspects in the business world. Students will study how innovation and creativity affect positive change in an organization through new or reimagined products, services, and internal processes. The program is directed towards those that are looking to transform organizations by

solving problems or start new ventures to drive growth. Students will not only gain knowledge on the specific subject matter but will also demonstrate critical thinking and apply knowledge to existing and pioneering business challenges. Courses concentrate on business strategies and planning, innovation, entrepreneurship, product and service development, and overall project management.

## **B.S., Major in Business Innovation and Entrepreneurship**

### **Student Learning Outcomes**

Graduates in business innovation and entrepreneurship will:

- Explain innovative theories, concepts, and practices used to create positive change in an organization.
- Develop and use methods, practices, and plans that bring value to and align with the organization's strategic goals and objectives.
- Evaluate existing structures or problems and provide innovative changes and solutions based on analysis of qualitative and quantitative data appropriate to the challenge.
- Apply best practices for knowledge-based innovation decision making.
- Employ sustainable, ethical, legal, and socially responsible business innovation practices in domestic and global environments.

### **Major requirements:**

BSAD394	Marketing (3 hours)
BSBI200	Business Innovation (3 hours)
BSBI201	Entrepreneurship (3 hours)
BSBI310	Design Thinking (3 hours)
BSBI315	New Product Development (3 hours)
BSBI320	Venture Management (3 hours)
BSBI400	Business Plan Preparation (3 hours)
HUM 201	Ethics (3 hours)
OMGT444	Project Management (3 hours)
STL 425	Strategic Risk and Leading Change (3 hours)

## **Undergraduate Certificate in Business Innovation and Entrepreneurship**

### **Certificate requirements:**

BSB1200	Business Innovation (3 hours)
BSBI201	Entrepreneurship (3 hours)
BSBI400	Business Plan Preparation (3 hours)

Three credit elective from BSAD or BSBI courses.

## **Business Quality Management**

The quality of a service or product that meets or exceeds customers' expectations is a critical success factor for an organization in an increasingly competitive domestic or global environment. Effective quality management and leadership increase the potential for organizations to achieve this goal. The Bachelor of Science in business quality management program provides students the opportunity to develop competencies in quality management practices related to change management, team engagement, international standards, quality management systems and systems, negotiation and conflict resolution, and data analysis and reporting. Emphasis is placed on quality management as an organizational strategy and the ethical, legal, and socially responsible behaviors expected from individuals and organizations. Throughout the program, students are offered opportunities to explore the application of quality management in different service and manufacturing industries, and they select one type of organization and/or industry as a focus for their Capstone project. Graduates have practical, marketable quality management knowledge and 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 Quality Management**

### **Student Learning Outcomes**

Graduates in business quality management will:

- Explain contemporary business quality and risk management theories, concepts, and practices and their respective applications in service and manufacturing environments.
- Use business quality management methods and practices in service and manufacturing environments that bring value to and align with the organization's strategic goals and objectives.
- Evaluate solutions to potential or presenting risk or quality problems based on analysis of qualitative and quantitative data appropriate to the problem.
- Apply best practices for knowledge-based business quality management decision making.
- Appraise successful methods for engagement and collaboration with executives, managers, employees, customers, and other stakeholders in diverse and multidisciplinary environments that enable the organization to meet or exceed customers' and other stakeholders' expectations for quality.
- Employ sustainable, ethical, legal, and socially responsible business quality management practices in domestic and global environments.
- Communicate effectively with diverse audiences about complex business quality management concerns using various types of media.

### **Major requirements:**

BQM 305	Principles of Quality Management (3 hours)
BQM 323	Quality, Organizational Behavior, and Change Leadership (3 hours)
BQM 325	Quality through Effective Teams (3 hours)
BQM 363	ISO Standards and Applications (3 hours)
BQM 365	Six Sigma Principles and Applications (3 hours)
BQM 367	LEAN Principles and Applications (3 hours)
BQM 480	Quality as an Essential Competitive Strategy (3 hours)
BQM 497	Business Quality Management Capstone (3 hours)
BSAD415	Negotiation and Conflict Resolution (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
ISM 465	Data Acquisition and Analytics (3 hours)
ISM 475	Data Visualization and Reporting (3 hours)
OMGT444	Project Management (3 hours)

### **Required Prerequisites:**

MASC110	Statistics and Probability (3 hours)
---------	--------------------------------------

### **Recommended Electives:**

ACCT325	Managerial Accounting (3 hours)
BSAD394	Marketing (3 hours)
COT 330	Microsoft Office Applications (3 hours)

## **Christian Ministries**

The Bachelor of Arts in Christian ministries program links theological reflection to contemporary ministry contexts. The program provides 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

### Student Learning Outcomes

Graduates in Christian ministries will:

- Demonstrate a sufficient understanding of the background, context, and interpretation of Scripture for ministry.
- Explain Christian theology and tradition for ministry.
- Demonstrate knowledge of current church practices along with ethical and social impact suitable to a variety of ministry settings.
- Communicate effectively essential elements of theology, biblical teaching and other messages in a ministry setting.
- Apply critical thinking and evaluate arguments for service in ministry.

### Major requirements:

MIN 110	Introduction to Ministry (3 hours)
MIN 332	Caring in the Christian Community (3 hours)
MIN 420	The Church and Mission (3 hours)
MIN 454	Practicum in Ministry (3 hours)
THEO215	Understanding the Old Testament (3 hours)
THEO216	Understanding the New Testament (3 hours)
THEO225	Christian Ministry in a Pluralist Context (3 hours)
THEO301	Systematic Theology 1 (3 hours)
THEO302	Systematic Theology 2 (3 hours)
THEO333	The Church: Origins to the Middle Ages (3 hours)
THEO334	The Church: Renaissance to the Present (3 hours)
HUM 301	Critical Thinking (3 hours)

### Pastoral Studies emphasis requirements:

MIN 425	Church Administration and Finance (3 hours)
THEO340	Hermeneutics (3 hours)
THEO401	Theological Systems and Issues (3 hours)
THEO415	Denominational Heritage and Structure (3 hours)

### Youth Ministry emphasis requirements:

MIN 124	Introduction to Youth Ministry (3 hours)
MIN 224	Adolescent Spirituality (3 hours)
MIN 324	Teaching Methods in Youth Ministry (3 hours)
MIN 424	Applications in Youth Ministry (3 hours)

### Electives:

MIN 325	Public Speaking in Ministry (3 hours)
MIN 354	United Methodist History (3 hours)
THEO320	Philosophy of Religion (3 hours)

## Computer Science

Computer Science learners will take a hands-on approach to algorithms, data structures, software design, the concepts of computer programming. The program stresses software development through assignments covering the design and implementation of systems in modern programming languages to meet up-to-date computing and data needs of business, education, and industry.

## B.S., Major in Computer Science

### Student Learning Outcomes

Graduates in computer science will:

- Demonstrate an understanding of key computer programming concepts and generally accepted theories and practices.

- Analyze, plan, develop and implement secure business programming solutions in data and user-oriented programming technologies.
- Communicate the needs and impacts of a computational system to effectively lead, educate, and inform organizational stakeholders.
- Demonstrate an understanding and appreciation of the ethical and social impacts of computational technologies and solutions.

### Major requirements:

CSCI290	Computer Science Essentials (3 hours)
CSCI322	SQL Fundamentals (3 hours)
CCI1324	Advanced SQL (3 hours)
CSCI421	Java Programming Principles 1 (3 hours)
CSCI423	Project: Designing and Programming an Application (3 hours)
CSCI431	Java Programming Principles 2 (3 hours)
CSCI432	Visual Basic Net Programming Essentials (3 hours)
CSCI434	Web Programming (3 hours)
CSCI497	Computer Science Capstone (3 hours)
MASC110	Statistics and Probability (3 hours)
SMGT341	Principles of Information Security (3 hours)

## Criminal Justice

The criminal justice program focuses on the social and operational aspects of criminal justice, as the contemporary demands of the discipline requires a strong ethical foundation, along with critical thinking, leadership and innovative approaches towards public safety. The multidisciplinary nature of our program provides students with the knowledge and skills they can apply immediately in various criminal justice careers. In addition, students are afforded an understanding of the nature of crime and the personnel, institutions, and community involvement processes that assists in the response to, and prevention of crime. Students learn both the theory and the operational practice of the criminal justice system. With specific emphasis on fostering community relationships, diversity, ethics, communication, leadership, psychological, and sociological aspects of the criminal justice environment. The curriculum covers crime and criminal behavior, policing, criminal investigation, cybercrime, criminal law and procedure, courts, corrections, criminal justice careers, and administration and management of criminal justice organizations

### B.S., Major in Criminal Justice

#### Student Learning Outcomes

Graduates in criminal justice will:

- Recognize the historical development, philosophy and operation of the criminal justice system, criminal justice careers, and the various skills and attributes of a successful criminal justice professional.
- Apply community-based policing strategies, investigative techniques, case law, practices and procedures of criminal investigations, and criminal data analysis processes to the prediction and prevention of crime.
- Incorporate the historical perspectives of corrections, alternatives to imprisonment, institutional corrections, and the types of correctional clients.
- Integrate the various components and procedures of the juvenile justice system and the theories of criminology and victimology with emphasis on the sociological aspects of various types of criminals.

- Demonstrate knowledge of constitutional and criminal law, principles of search and seizure, evidence, criminal prosecution and defense, trial process, sentencing, and other criminal procedures.
- Evaluate contemporary management problems and issues confronting criminal justice organizations, and their respective organizational structures, leadership philosophies, and governing policies and procedures.
- Appraise the application of various strategies for policing and communicating in diverse environments in the workplace and communities.
- Assess the moral and ethical dilemmas present throughout the criminal justice system.

### Major requirements:

CJUS301	Introduction to Criminal Justice (3 hours)
CJUS311	Careers and Perspectives in Criminal Justice (3 hours)
CJUS321	Criminology (3 hours)
CJUS330	Criminal Law and Procedure (3 hours)
CJUS341	Juvenile Justice Systems (3 hours)
CJUS356	Correctional Theory and Practice (3 hours)
CJUS362	Criminal Investigations (3 hours)
CJUS401	Ethics and Diversity in Criminal Justice (3 hours)
CJUS411	Cybercrime (3 hours)
CJUS421	Policing and The Community (3 hours)
CJUS431	Criminal Justice Organizations: Administration & Management (3 hours)
CJUS441	Contemporary Issues in Criminal Justice (3 hours)
CJUS497	Criminal Justice Capstone (3 hours)

## Cybercrime Investigation

The cybercrime investigation certificate provides individuals a bridge between criminal justice foundational knowledge and the growing law enforcement and business challenges of cybercrime. Students have an opportunity to learn about the investigative challenges and societal impact of cybercrime, criminal investigative methods, legal and regulatory issues, and how the wide-ranging scope of threats manifests themselves across cyberspace. Students will also analyze mitigation measures from an enterprise level perspective. Our program is aligned with academic and industry wide technical competencies illustrated in American Society for Industrial Security (ASIS's) Enterprise Security Model.

### Undergraduate Certificate in Cybercrime Investigation

#### Certificate requirements:

SMGT341	Principles of Information Security (3 hours)
CJUS362	Criminal Investigations (3 hours)
CJUS411	Cybercrime (3 hours)
COT 420	Enterprise Forensics (3 hours)
ISM 431	Enterprise Security (3 hours)

## Education

This Kansas State Department of Education (KSDE) approved and Council for the Accreditation of Educator Preparation (CAEP) accredited teacher education program provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license.



## Admission to the Teacher Education Program

Admission to the Teacher Education Program is a two-stage admission process. First, students meet requirements in their program of study up to the time of application. Second, students must meet the following criteria:

- Sophomore standing with a GPA of at least 3.00.
  - Submission of formal application to Teacher Education Committee.
  - Successful completion of Peer Jury or Initial Teacher Interview.
- Curricular requirements:
- A grade of “C” or better in: PSYC 112 General Psychology, EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar, EDUC 215 Foundations of Education, and PSYC218 Child Psychology or PSY 252 Developmental Psychology.
  - A 2.50 *cumulative* G.P.A. in the following three general education courses: ENG 110 College Writing 1, ENG 120 College Writing, and COMM 102 Elements of Oral Communication.
  - Core Assessment Skills for Educators (CORE) with scores at or above: Reading (CORE 156), Math (CORE 150), and Writing (CORE 162).
  - All transfer credits applied to the major must be a “C” or better.

For additional information concerning teacher education, refer to the Teacher Education Handbook, available in the education department.

## Licensure Requirements

In addition to successfully completing a program of study, Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement (consult with the education department for exam details) after:

- passing the Kansas Performance Teaching Portfolio, pass one or more KSDE identified licensure exam(s) at or above the level of performance specified by KSDE.
- passing the Principles of Learning and Teaching test (PLT). Candidates are responsible for arranging to be tested before applying for state licensure.

## 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.

### Major requirements:

EDUC212	Education Seminar (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC280	The Other Literacies (3 hours)
EDUC312	Introduction to Inclusive Early Childhood Education (4 hours)
EDUC318	Numbers, Computation, and Mathematical Processes (3 hours)
EDUC322	Educational Psychology (4 hours)★
EDUC323	Introduction to Exceptionalities (4 hours)★
EDUC325	Methods for Teaching Motor Development, Expressive Arts, Social Studies (3 hours)
EDUC329	Children’s and Adolescents’ Literature (2 hours)
EDUC335	Infant Development (3 hours)
EDUC336	Introduction to the Reading Process (3 hours)
EDUC337	Science in the Elementary School (3 hours)
EDUC338	Math in the Elementary School (3 hours)

## Professional Studies Undergraduate Programs 161

EDUC340	Assessment Strategies in Inclusive Early Childhood (4 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC349	Reading in the Elementary School (4 hours)
EDUC420	Oral Language Development (3 hours)
EDUC425	Administration, Guidance, and Behavior (3 hours)
EDUC432	Technology in Special Education (3 hours)
EDUC436	Early Childhood Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 credit)*
EDUC446	Observation and Supervised Teaching in Early Childhood Programs (12 hours)*

### Cognate requirements:

MASC110	Introduction to Statistics and Probability (3 hours)
PSY 110	General Psychology (3 hours) with grade of "C" or better.
PSY 252	Developmental Psychology (3 hours) with grade of "C" or better

\*Taken only after formal admittance to the Teacher Education Program.

## B.A., Major in Elementary Education

The elementary education program of prepares candidates to fulfill roles in contemporary schools, kindergarten through sixth grade. For additional information concerning the Southwestern College teacher education program, candidates should refer to the Teacher Education Handbook and four year advising plans, available in the education department and from an education advisor.

### Major requirements:

EDUC212	Education Seminar (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC223	Fine Arts in the Elementary School (3 hours)
EDUC280	The Other Literacies (3 hours)
EDUC318	Numbers, Computation, and Mathematical Processes (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC328	Instructional Strategies in Physical Education for the Elementary Classroom Teacher (2 hours)
EDUC329	Children's and Adolescents' Literature (2 hours)
EDUC336	Introduction to the Reading Process (3 hours)
EDUC337	Science in the Elementary School (3 hours)
EDUC338	Mathematics in the Elementary School (3 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC345	Social Science in the Elementary School (3 hours)
EDUC349	Reading in the Elementary School (4 hours)
EDUC437	Elementary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC447	Observation and Supervised Teaching in the Elementary School (12 hours)*
EDUC450	Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition (3 hours)
EDUC490	Teaching English as a Second Language and Assessing Language Competency (3 hours)

### Cognate requirements:

MASC110	Introduction to Statistics and Probability (3 hours)
PSY 110	General Psychology (3 hours)
PSY252	Developmental Psychology (3 hours)

\*Taken only after formal admittance to the Teacher Education Program.

## Emergency Management and Business Continuity

The emergency management and business continuity certificate is designed to address a multitude of issues and challenges facing the increasing complex nature of today's private and public organizations. Students will examine best practices and lessons learned and analyze a wide range of topics and issues within the emergency management and business continuity discipline. Students will analyze national standards in corroboration with assessing the skills needed for the formulation of emergency and business continuity plans, in order to maintain organizational and business functions. Related courses are supported by resources from FEMA's Emergency Management Higher Education (EM Hi-Ed) Program. Our program is also aligned with academic and industry wide technical competencies illustrated in American Society for Industrial Security (ASIS's) Enterprise Security Model.

### Undergraduate Certificate in Emergency Management and Business Continuity

#### Certificate requirements:

SMGT350	Homeland Security: All-Hazards (3 hours)
SMGT332	Corporate Risk Management (3 hours)
SMGT462	Emergency Planning (3 hours)
SMGT463	Crisis and Risk Communication (3 hours)
SMGT464	Business Continuity Management (3 hours)

## General Studies

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.

#### Student Learning Outcomes

Graduates in general studies will:

- Effectively analyze and synthesize the relationship between multiple disciplines of study.
- Identify and recognize cultural differences and the impact of an educated citizen and responsible member in global society.
- Demonstrate the ability to effectively communicate ideas using a variety of different media (oral, written, visual) and basic information technologies.
- Develop and identify the academic preparation, opportunities, and potential contributions to careers in their major field.

### A.G.S., Associate of General Studies

#### Major requirements:

A minimum of 24 hours in three different disciplines.

### B.G.S., Bachelor of General Studies

#### Major requirements:

A minimum of 36 upper division hours in 2 to 3 approved areas of study and CAPS495 Senior Capstone.

## Healthcare Administration

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

#### Student Learning Outcomes

Graduates in healthcare administration will:

- Explain contemporary leadership and management theories, concepts, and practices and their respective applications to healthcare organizations within the context of organizational mission and patient care needs.
- Evaluate the appropriateness of management and administrative methods and practices for routine administrative operations and functions, and for addressing change and other challenges presented in healthcare organizations.
- Collaborate effectively with individuals, teams, organizational partners, communities, and other stakeholders in diverse, multicultural, and multidisciplinary environments.
- Analyze market, economic, financial, organizational, and other related circumstances using appropriate qualitative and quantitative methods.
- Apply best practices for knowledge-based strategic, operational, and functional decision making.
- Use appropriate technologies to support functional and administrative processes.
- Employ sustainable, patient-centric, ethical, legal, and socially responsible business practices.
- Communicate effectively in a variety of healthcare organizational, professional, and stakeholder contexts.

#### Major requirements:

HCA 280	The Healthcare Industry (3 hours)
HCA 305	Healthcare Policy, Law, Regulation, and Accreditation (3 hours)
HCA 306	Accounting in Healthcare (3 hours)
HCA 315	Economics of Healthcare (3 hours)
HCA 340	Managing Healthcare Human Resources (3 hours)
HCA 405	Healthcare Marketing and Development (3 hours)
HCA 410	Healthcare Information Systems (3 hours)
HCA 430	Financial Management in Healthcare Services (3 hours)
HCA 438	Quality Management of Healthcare Services (3 hours)
HCA 480	Strategic Management of Healthcare Services (3 hours)
HCA 497	Healthcare Administration Capstone (3 hours)

#### Required Prerequisites:

HUM 201	Ethics (3 hours)
MASC115	College Algebra (3 hours)
MASC110	Statistics and Probability (3 hours)

## Human Resource Management and Development

In an increasingly competitive environment, organizations must compete for resources that include human capital. Roles associated with human resource management and talent development have increased in importance in recent decades with some elevated to key strategic management functions. Those seeking a comprehensive and relevant foundation for a career in human resources have the

opportunity in the human resource management and development program to integrate knowledge of contemporary theory, concepts, and practice, and develop relevant skills in demand by employers. The program provides knowledge and skills that encompass topics such as performance management, compensation and benefits, developing and recruiting workforce talent, human resource information systems and technologies, human resource analytics, ethical and legal issues in human resource management, and negotiation and conflict resolution. Empowered with success in the program and understanding the strategic importance of human resources to the organization, the graduate will be on the cutting edge and prepared for professional advancement in the field.

### **B.S., Major in Human Resource Management and Development**

#### **Student Learning Outcomes**

Graduates in human resource management and development will:

- Explain contemporary human resource management and development theories, principles, and best practices, and their respective applications to organizations.
- Use appropriate human resources methods, practices, and tools for human resource management and talent development that align with the organization's strategic goals and objectives.
- Evaluate solutions to human resource problems based on analysis of qualitative and quantitative data appropriate to the problem.
- Apply best practices for knowledge-based human resources decision making.
- Appraise successful methods for engagement and collaboration with executive, managers, employees, and other stakeholders in diverse and multidisciplinary environments.
- Evaluate existing human resource legal and regulatory requirements and the use of ethical, and socially responsible policies and procedures.
- Communicate effectively with diverse audiences about complex human resource management and development topics using multiple types of media.

#### **Major requirements:**

HRD 301	Principles of Human Resource Management and Development (3 hours)
HRD 310	Legal and Regulatory Environment of Human Resources (3 hours)
HRD 321	Compensation and Benefits (3 hours)
HRD 324	Performance Management (3 hours)
HRD 335	Understanding Personnel Characteristics and Group Dynamics (3 hours)
HRD 420	Developing Workforce Talent for Current and Future Roles (3 hours)
HRD 430	Recruiting Workforce Talent for Current and Future Roles (3 hours)
HRD 440	Human Resource Information Systems (3 hours)
HRD 497	Human Resource Management and Development Capstone (3 hours)
BSAD415	Negotiation and Conflict Resolution (3 hours)
ISM 465	Data Acquisition and Analytics (3 hours)
ISM 475	Data Visualization and Reporting (3 hours)
OMGT444	Project Management (3 hours)

#### **Required Prerequisites:**

HUM 201	Ethics (3 hours)
MASC110	Statistics and Probability (3 hours)

#### **Recommended Electives:**

ACCT325	Managerial Accounting (3 hours)
BSAD394	Marketing (3 hours)
COT 330	Microsoft Office Applications (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
OMGT320	Managing Group Dynamics (3 hours)

## Information Systems Management

The information systems management 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, this 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.

### B.S., Major in Information Systems Management

#### Student Learning Outcomes

Graduates in information systems management will:

- Use an interdisciplinary approach to effectively integrate, manage, and support information systems in an organization.
- Employ successful information systems management and administration best practices that support the major strategic, operational, and functional challenges encountered by complex organizations.
- Select and implement appropriate technologies to support organizational initiatives and processes.
- Approach information and technology management decisions in an ethical, legal, and socially responsible manner.
- Communicate effectively in a variety of business and technology-oriented contexts.

#### Major requirements:

ISM 200	Management of Information Systems (3 hours)
ISM 240	Introduction to Problem Solving (3 hours)
ISM 367	Business Intelligence and Analytics (3 hours)
ISM 400	Database Management Systems (3 hours)
ISM 401	Managing Innovation (3 hours)
OMGT444	Project Management (3 hours)
BSAD420	Information Systems Analysis and Design (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
SMGT341	Principles of Information Security (3 hours)
ISM 497	Information Systems Management Capstone (3 hours)

#### Required Prerequisites:

HUM 201	Ethics (3 hours)
---------	------------------

## Operational Leadership

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

#### Certificate requirements:

BSAD415	Negotiation and Conflict Resolution (3 hours)
OMGT320	Managing Group Dynamics (3 hours)
STL 307	Leadership Theories and Practical Application (3 hours)
STL 425	Strategic Risk and Leading Change (3 hours)
STL 430	Multi-Cultural Perspectives and Global Trends (3 hours)

## Operations Management

Operations that meet or exceed customers' and other stakeholders' expectations are critical to both service and manufacturing organizations' success. This is especially true in increasingly complex domestic and global environments. Realizing this goal requires effective leadership and management from those with operations-specific knowledge and skills. The Bachelor of Science in operations management program provides students the opportunity to develop competencies in operations management practices some of which include logistics management, workforce and performance management, quality and risk management, supply chain management, negotiation and conflict resolution, and data analysis and reporting. Emphasis is also placed on operations management as an organizational strategy and the ethical, legal, and socially responsible behaviors expected of operations managers. Throughout the program, students are offered opportunities to explore the application of operations management in different service and manufacturing industries, and they select one type of organization and/or industry as a focus for their capstone project. Graduates have practical, marketable operations management knowledge and 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 Operations Management

#### Student Learning Outcomes

Graduates in operations management will:

- Use an interdisciplinary approach to effectively integrate, manage, and support information systems in an organization.
- Employ successful information systems management and administration best practices that support the major strategic, operational, and functional challenges encountered by complex organizations.
- Select and implement appropriate technologies to support organizational initiatives and processes.
- Approach information and technology management decisions in an ethical, legal, and socially responsible manner.
- Communicate effectively in a variety of business and technology-oriented contexts.

#### Major requirements:

OMGT304	Principles of Operations Management (3 hours)
OMGT315	Operations Logistics Management (3 hours)
OMGT325	Operations Workforce and Performance Management (3 hours)
OMGT415	Integrated Supply Chain Management (3 hours)
OMGT423	Operations Risk Management (3 hours)
OMGT444	Project Management (3 hours)
OMGT497	Operations Management Capstone (3 hours)
BSAD415	Negotiation and Conflict Resolution (3 hours)
BSAD490	Essential Economics of Business (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
ISM 465	Data Acquisition and Analytics (3 hours)
ISM 475	Data Visualization and Reporting (3 hours)
BQM 305	Principles of Quality Management (3 hours)

#### Required Prerequisites:

MASC110	Statistics and Probability (3 hours)
MASC115	College Algebra (3 hours)

#### Recommended Electives:

ACCT325	Managerial Accounting (3 hours)
BSAD394	Marketing (3 hours)
BQM 325	Quality Through Effective Teams (3 hours)
BQM 367	LEAN Principles and Applications (3 hours)

COT 330 Microsoft Office Applications (if unfamiliar with Microsoft Office) (3 hours)

## Organizational Communication

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

#### Certificate requirements:

BQM 325 Quality Through Effective Teams (3 hours)  
COM 301 Professional Communication (3 hours)  
COT 330 Microsoft Office Applications (3 hours)  
OMGT320 Managing Group Dynamics (3 hours)  
HRD 335 Understanding Personal Characteristics and Group Dynamics (3 hours)

## Organizational Psychology

The Bachelor of Science in organizational psychology focuses on an essential and fundamental understanding of the major elements in the field of psychology with additional focus on organizational psychology and its impact in the workplace. Students in this major will evaluate psychological theories and research, apply psychological theories and principles to organizations, and examine ethical issues in the practical application of psychological theories. Individuals enrolled in this major can enrich their skills and abilities to solve problems in the workplace and improve productivity and workplace quality. The organizational psychology major is designed for both individuals who wish to complete a general degree in organizational psychology or prepare for an advance degree in psychology.

### B.S., Major in Organizational Psychology

#### Student Learning Outcomes

Graduates in organizational psychology will:

- Apply psychological theories, principles and best practices to organizations and individuals within those organizations.
- Develop critical thinking abilities to effectively apply, summarize and evaluate psychological theories and principles to human behavior.
- Demonstrate an understanding of human affects, human behavior and human cognitions as they relate to the field of psychology.
- Be able to examine contemporary research, theories and principles through the use of science and scientific methods as it applies to the field of psychology.
- Apply ethical standards to help evaluate psychological principles, theories and practice.

#### Major requirements:

MASC110 Statistics and Probability (3 hours)  
PSY 110 General Psychology (3 hours)  
PSY 202 Industrial and Organizational Psychology (3 hours)  
PSY 252 Developmental Psychology (3 hours)  
PSY 262 Social Psychology (3 hours)  
PSY 301 Case and Crisis Management (3 hours)  
PSY 352 Cognition (3 hours)  
PSY 362 Personality Theories (3 hours)  
PSY 400 Psychological Research Methods (3 hours)



PSY 410	Emotion (3 hours)
PSY 420	Abnormal Psychology (3 hours)
PSY 440	Psychological Assessment (3 hours)
PSY 497	Psychology Capstone (3 hours)

## Quality Management

The quality management certificate affords professionals an opportunity to gain a comprehensive understanding of quality management. Whether a manager, project leader, healthcare practitioner, service provider, or other professional, participants in this certificate program explore the principles of quality management, the role of and effective use of teams in quality management practice, three of the major quality management approaches in the field, and quality management's application to their respective professional fields. ISO, Six Sigma, and LEAN are the three quality management approaches explored. Successfully acquiring this knowledge enhances a professional's ability to make contributions to the success of his or her own organization as well as his or her professional development.

### Undergraduate Certificate in Quality Management

#### Certificate requirements:

BQM 305	Principles of Quality Management (3 hours)
BQM 325	Quality through Effective Teams (3 hours)
BQM 363	ISO Standards and Applications (3 hours)
BQM 365	Six Sigma Principles and Applications (3 hours)
BQM 367	LEAN Principles and Applications (3 hours)

## Security Management

With the dynamic security challenges of the 21st century, the need for security professionals with expertise in all aspects of security management and operational administration are in high demand. Security professionals enable private and public organizations to strengthen existing security measures and develop policies and procedures to ensure a safe and secure working environment, as well as prevent or mitigate organizational losses. The security management major is designed for those pursuing employment opportunities or for advancement in managerial roles in private or government security. With specific emphasis on the integration of contemporary security practices and administration, information security, ethics, continuity, risk management, investigations, and industry best practices, this degree offers the knowledge required to enter into this dynamic and competitive field. Those completing the security management program are prepared for a diverse group of security management and related industry jobs in physical security, loss prevention and investigations, information and homeland security, emergency management, and crime prevention. Related courses are also supported by resources from FEMA's Emergency Management Higher Education (EM Hi-Ed) Program. Our security management program is aligned with academic and industry wide technical competencies illustrated in American Society for Industrial Security (ASIS's) Enterprise Security Model.

### B.S., Major in Security Management

#### Student Learning Outcomes

Graduates in security management will:

- Recognize the historical development of security, the management function, the fundamentals of defense, homeland security strategy, critical infrastructure sectors and protection, and the coordination and communication between government and criminal justice agencies and private entities.
- Construct a physical protection plan that demonstrates knowledge of physical security design concepts, and the roles of policies, communication, metrics within the security function, and the ability to effectively assess risk.
- Produce an information security systems protection plan proposal that demonstrates the ability to effectively assess information security risks and mitigate that risk with appropriate use of

organizational policies and procedures, human resources, and information systems and technologies.

- Assess the security function from a loss and crime prevention perspective, along with countermeasures and strategies, emerging contemporary technologies, privacy, and management issues.
- Analyze legal issues and criminal justice concepts, such as the law of arrest, search and seizure, detention, surveillance, and related legal and ethical consequences that affect security professionals and organizations.
- Evaluate disaster and emergency planning, preparedness, mitigation, response, business continuity and recovery concepts and practices.
- Appraise the histories, motivations, groups, types, tactics and trends of terrorism involved in international, domestic and cyber terrorism.

### Major requirements:

SMGT310	Introduction to Security: Operations & Management (3 hours)
SMGT322	Physical Security Systems (3 hours)
SMGT332	Corporate Risk Management (3 hours)
SMGT341	Principles of Information Security (3 hours)
SMGT350	Homeland Security: All-Hazards (3 hours)
OMGT444	Project Management (3 hours)
SMGT440	Loss and Crime Prevention, and Investigations (3 hours)
SMGT450	Legal and Ethical Aspects of Security (3 hours)
SMGT462	Emergency Planning (3 hours)
ISM 431	Enterprise Security (3 hours)
SMGT472	Contemporary Issues in Security Management (3 hours)
SMGT480	Understanding Terrorism: Tactics and Trends (3 hours)
SMGT497	Security Management Capstone (3 hours)

## Strategic Leadership

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

#### Student Learning Outcomes

Graduates in strategic leadership will:

- Demonstrate breadth and depth of key strategic leadership concepts and generally accepted theories and practices (such as leadership theories, group and individual behavior theories, and talent management).
- Describe the skills necessary for competency in understanding and working with people, including personality types and group dynamics applicable to preparation for a career in a strategic leadership position.
- Apply critical thinking to the completion of class projects and assignments associated with the strategic leadership field.
- Show an understanding of how to effectively lead people and processes in a variety of business environments.
- Craft documents that showcase an understanding of the use of technological tools associated with strategic leadership
- Explain an understanding and appreciation of ethical reasoning in the application of strategic leadership skills.
- Prepare strategic leadership related documents using effective written communication skills.

## Professional Studies Undergraduate Programs 170

### Major requirements:

- BSAD415 Negotiation and Conflict Resolution (3 hours)
- HRD 335 Understanding Personnel Characteristics and Group Dynamics (3 hours)
- OMGT320 Managing Group Dynamics (3 hours)
- STL 307 Leadership Theories and Practical Applications (3 hours)
- STL 425 Strategic Risk and Leading Change (3 hours)
- STL 430 Multi-Cultural Perspectives and Global Trends (3 hours)
- STL 435 Strategic Planning (3 hours)
- STL 497 Strategic Leadership Capstone (3 hours)

# Professional Studies Undergraduate Course Descriptions

**ACCT285 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.

**ACCT303 Analyzing Data**

Accounting technologies are becoming more automated and the role of the new accountant is shifting into that of a business advisor, which requires new skill-sets. Accountants use data analytics to help businesses uncover valuable insights within their financials, identify process improvements that can increase efficiency, and better manage risk. This course covers the use of data analytics to drive strategy. Credit 3 hours

**ACCT305 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. Credit 3 hours.

**ACCT320 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.

**ACCT325 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.

**ACCT380 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.

**ACCT381 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

## Professional Studies Undergraduate Course Descriptions 172

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.

### **ACCT382 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. Prerequisite: ACCT381. Credit 3 hours.

### **ACCT482 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.

### **ACCT483 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: MASC110. Credit 3 hours.

### **ACCT484 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.

### **ACCT490 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.

### **ACCT493 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. Credit 3 hours.

### **ACCT497 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.

### **ARTS110 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

## Professional Studies Undergraduate Course Descriptions 173

learners' individual theatrical interests; and optional attendance at theatrical events will offer firsthand experience in theatre arts. Credit 3 hours.

### **ARTS124 Art Appreciation**

This course is designed to develop a personal appreciation of art. By combining a study of concepts and artist's work, students will increase their knowledge and ability to understand art critically. Credit 3 hours.

### **BQM 305 Principles of Quality Management**

The quality of a service or a product is a high expectation of the customer, and a core value of the organization and its stakeholders. Quality is an integral component of the organization's competitive strategy. Managing for a quality outcome is essential. Learners explore the principles and practices of managing quality within service and manufacturing organizations including ISO standards, quality management systems, and practices such as benchmarking, statistical process control, continuous improvement, and quality audits. Learners also examine such practices within the context of sustainable, ethical, legal, and socially responsible quality management in domestic and global environments. In addition, learners assess the complementary relationship of quality management and risk management. Credit 3 hours.

### **BQM 323 Quality, Organizational Behavior, and Change Leadership**

The characteristics of an organization's culture, its behaviors, and its introduction and management of change affect an organization's ability to deliver quality services and products to their customers. Learners evaluate the impact that organizational behavior and change leadership have on the success of quality initiatives in the short and long term through examination of the organization as a system and the complex factors that influence quality outcomes. Learners assess best practices and identify what quality managers might recommend to executives and other managers as well as practice themselves to promote positive change, develop new ideas and methods for measurement, and help facilitate the success of quality initiatives. Credit 3 hours.

### **BQM 325 Quality through Effective Teams**

Achieving quality outcomes is a cooperative effort and effective teamwork is an essential element for success. Learners explore the organization as a network of interactive teams with emphasis on their respective roles related to quality initiatives. Best practices and methods for organizing and developing empowered teams, measuring team progress, plotting and recognizing team accomplishments, resolving team performance concerns, and other team management practices are examined. Prerequisite: BQM 305. Credit 3 hours.

### **BQM 363 ISO Standards and Applications**

The International Standards Organization (ISO) is a global force in setting quality standards. Learners examine ISO standards, quality management systems, such as the ISO 9000 series and AS9100, and the conduct of quality audits, and their respective applications to all types of service and manufacturing organizations. Learners have the opportunity to explore ISO's application to a type of organization of particular interest in this course. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take ISO certification preparation courses. Credit 3 hours.

### **BQM 365 Six Sigma Principles and Applications**

Six Sigma is one of several widely used quality management methods used in service and DMAIC (Design, Measure, Analyze, Improve, and Control) process, CTQ (Critical to Quality) characteristics, and continuous improvement, and their respective applications. Learners have the opportunity to explore Six Sigma's application to a type of organization of particular interest in this course. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take Six-Sigma certification preparation courses. Prerequisite: MASC110. Credit 3 hours.

### **BQM 367 LEAN Principles and Applications**

LEAN is one of several widely used quality management methods used in service and manufacturing industries, with a specific focus on minimizing waste. Learners thoroughly examine LEAN principles, methodologies, and concepts, such as removal of the eight wastes, Just in Time, value stream mapping, and lean supplier relationships, and their respective applications. In addition, Hoshin planning and standardized work will be explored. Learners have the opportunity to explore LEAN's application to a process improvement of particular interest in this course. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take LEAN-related certification preparation courses. Prerequisite: MASC110. Credit 3 hours.

### **BQM 480 Quality as an Essential Competitive Strategy**

Whether a private or public company, profit or non-profit, many successful companies base their organizational strategy on providing superior quality. Learners explore quality in the context of an organization's competitive strategy and how it is executed throughout its operational initiatives. Learners examine competitive strategies and competitive forces, organizational and market evaluation methods, and the roles that the promotion of positive change, development of new ideas, and quality management plays in the crafting and execution of a successful

## Professional Studies Undergraduate Course Descriptions 174

competitive strategy. Learners also examine competitive strategies within the context of sustainable, ethical, legal, and socially responsible practices in domestic and global environments. Prerequisite: BQM 305. Credit 3 hours.

### **BQM 497 Business Quality Management Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Business Quality Management. 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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **BSAD340 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. Credit 3 hours.

### **BSAD394 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. Credit 3 hours.

### **BSAD410 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. Credit 3 hours.

### **BSAD415 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. Prior study of professional communication recommended. Credit 3 hours.

### **BSAD420 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.

### **BSAD430 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. Credit 3 hours.

### **BSAD440 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.

### **BSAD490 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

## Professional Studies Undergraduate Course Descriptions 175

quantitative tools and techniques. Topics will illustrate the application of economic thinking to a wide variety of practical situations. Credit 3 hours.

### **BSAD495 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.

### **BSAD497 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.

### **BSBI200 Business Innovation**

Business innovation introduces the examination of new processes, services, or products to affect positive change within an organization. Learners will approach the subject of innovation as a strategic process with a core value for lasting competitive advantage. Topics will include types, process and models of innovation along with the roles played by organizational systems that impact total innovation. Developing new business models to disrupt the marketplace and updating outdated models will also be examined. Credit 3 hours.

### **BSBI201 Business Entrepreneurship**

Entrepreneurship is the process of designing, launching and running a new business venture. This class takes a look at the risks and rewards associated with starting a new business. Learners will study the basis of starting a business, small business paths and plans, operating and managing a small business. Credit 3 hours.

### **BBI310 Design Thinking**

Design thinking examines creative and critical thinking that enables sharing information and the organization of ideas for problem solving. It promotes better decision making and improved knowledge management. In this course students are challenged to question the status quo and rethink transformative solutions and business processes. Topics will include the design thinking approach, systems thinking, data analysis, and the design thinking stages. Credit 3 hours.

### **BSBI315 New Product Development**

This course will explore taking a product or service from concept all the way to market while examining the important stages in between. Students will study the new product process and the development of opportunity. Concept generation and concept testing will also be introduced as students do analysis on the market demand and potential profitability. Finally, students will examine the importance of solid product development and the essentials of a successful new product launch. Credit 3 hours.

### **BSBI320 Venture Management**

Venture management is a business management discipline that explores strategic planning and execution of strategy. There is a focus on innovation and support for individuals and organizations in growth areas such as new products or new and emerging markets. Key topics will include new venture opportunities, planning, and growth management. Credit 3 hours.

### **BSBI400 Business Plan Preparation**

In order to launch a new business, operate a current organization or expand operations, a solid business plan is needed. Students will study and create a fully integrated business plan. Areas covered will include product or service overview, establishing and defining goals, market and situational analysis, strategy and implementation, financial plan and forecasting, and organization and management team. Prerequisite: Successful completion of all major courses. Credit 3 hours.

### **CAPS495 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. Credit 3 hours.

### **CJUS300 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



## Professional Studies Undergraduate Course Descriptions 176

system. Additional issues and challenges in the criminal justice system such as juvenile crime, terrorism, and transnational organized crime are reviewed. Credit 3 hours.

### **CJUS301 Introduction to Criminal Justice**

This course surveys the concepts of crime and justice, the rule of law, and provides an overview of how crime impacts society. Learners will be introduced to criminal justice theory, law enforcement and the Constitution, criminal courts, and the correctional system. Additional issues and challenges affecting modern policing are also discussed. Credit 3 hours.

### **CJUS311 Careers and Perspectives in Criminal Justice**

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 and attributes of a successful criminal justice practitioner, and the nature of police work. Learners will also discuss the stressors and psychological factors involved in criminal justice, and well as discussing wellness principles and concepts. Credit 3 hours.

### **CJUS321 Criminology**

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.

### **CJUS330 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, evidentiary procedures and the identification and processing of suspects and defendants throughout the pretrial, trial, and post-trial stages. Credit 3 hours.

### **CJUS341 Juvenile Justice Systems**

This course will focus on the analysis of juvenile justice practices, policies and delinquency theories. Learners will examine topics to include, but not limited to juvenile crime prevention and treatment strategies, gangs, case law, juvenile court procedures, probation, and emerging trends in the administration of juvenile justice. Credit 3 hours.

### **CJUS356 Correctional Theory and Practice**

This course will introduce learners to 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 issues including the death penalty, restorative justice, the disproportionate incarceration rate of minorities, and the expansion of the corrections industry, including privatization and community surveillance. Credit 3 hours.

### **CJUS362 Criminal Investigations**

This course surveys the principles, practices, concepts, and theories applicable to the investigation procedures of law enforcement agents and agencies. Learners will assess the skills necessary for the effective conduct and management of criminal investigations, not limited to, but including 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 case law, legal standards and procedures 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 successful courtroom demeanor and testimony and techniques for effective prosecution of criminal cases. Credit 3 hours.

### **CJUS401 Ethics and Diversity in Criminal Justice**

This course will focus on the ethical issues and moral dilemmas commonly found across the criminal justice discipline. The importance of gender, sex and racial diversity in the administration of criminal justice will be discussed. Learners will also examine cultural and communication issues encountered in policing multicultural communities. Credit 3 hours.

## Professional Studies Undergraduate Course Descriptions 177

### **CJUS411 Cybercrime**

In today's technology centered society and business environment cybercrime is a major concern. This course introduces learners to the many different types of cybercrime and the challenges facing the criminal justice system in the investigation and prosecution of such. Learners will analyze issues including, but not limited to hacking, digital forensics, cyber security policy and legal principles, fraud, and internet schemes, and cyber-bullying. Learners will also examine investigative techniques and mitigation strategies. Credit 3 hours.

### **CJUS421 Policing and The Community**

This course will focus on policing models that focus on prevention measures, community engagement, partnerships in crime reduction and problem solving. Evaluation of community and problem-oriented programs and strategies are analyzed, as well as other crime reduction initiatives and social aspects of policing. Credit 3 hours.

### **CJUS431 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 leadership and management functions, and concepts significant to criminal justice organizations will be reviewed. Credit 3 hours.

### **CJUS440 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.

### **CJUS441 Contemporary Issues 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 substance abuse, gangs, race, hate groups, women in the criminal justice system, leadership, domestic violence, human trafficking, social media, domestic violence, terrorism, homeland security, civil liberties, crime prevention through environmental design (CPTED), use of force, body cameras, forensics, electronic crimes, GIS, and other criminal justice trends and related technologies. Credit 3 hours.

### **CJUS497 Criminal Justice Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Criminal Justice. 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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **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.

### **COM 208 Critical Thinking and Argumentation**

Students enrolled in this course will learn the theoretical principles of critical thinking and argument as they apply it to interpersonal organizational, public and political concerns. Student will be guided in subject analysis, data gathering, evidence building, and evaluation of critical arguments. Credit 3 hours.

### **COM 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.

### **CORE110 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

## Professional Studies Undergraduate Course Descriptions 178

sources, determining the credibility of Internet information, logically organizing sources and finally presenting the information professionally. Credit 3 hours.

### **COT 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.

### **COT 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.

### **CPT 285 Introduction to Computer Programming**

Students learn fundamental logic, design and applications software. An overview of computer programming logic, structures, documentation, design and the planning process is presented. Students install and configure programming tools and software for programming. The course exposes the learner to the general object oriented 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.

### **CSCI290 Computer Science Essentials**

This course presents algorithms, data structures, secure coding, and software design. Learners will learn to analyze program requirements, construct, and analyze and algorithmic solution. Learners identify and implement data structures within a software application to create optimized code. Learners explore various facets of information security, particularly relating to coding practices. Credit 3 hours.

### **CSCI322 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.

### **CSCI324 Advanced SQL**

Using modern database technologies, students learn advanced SQL queries, including database administration, security, and optimization. This course will also introduce non-relational databases and modern big-data applications. Credit 3 hours.

### **CSCI421 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.

### **CSCI423 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: 3 CSCI courses. Credit 3 hours.

### **CSCI431 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: CSCI421. Credit 3 hours.

### **CSCI432 Visual Basic Net Programming Essentials**

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.

### **CSCI434 Web Programming**

In this course, students will learn the latest web development techniques implementing code using HTML, CSS, and browser-based scripting language. Topics include the structural elements, styling, and interactive web development in alignment with current standards and techniques. Credit 3 hours.

### **CSCI497 Computer Science Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Computer Science. Through application and assessment, learners examine the

## Professional Studies Undergraduate Course Descriptions 179

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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours

### **EDUC212 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.

### **EDUC215 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.

### **EDUC216 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: EDUC215 (or concurrent enrollment.) Credit 1 hour.

### **EDUC220 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 International Society for Technology in Education (ISTE) standards and apply the ISTE standards for teachers to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the ISTE standards for students. 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.

### **EDUC223 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. Cross-listed with Integrative Arts. Credit 3 hours.

### **EDUC280 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.

### **EDUC312 Introduction to Inclusive Early Childhood Education**

This is an introductory course for those preparing for licensure to teach in inclusive early childhood setting. 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 inclusive education. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in early childhood education, and developing an understanding of how all children develop and learn successfully. Candidates will be grounded in a child development knowledge base and will understand and value learner differences. They will use their understanding of young children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each learner. Credit 4 hours.

### **EDUC318 Numbers, Computation, and Mathematical Processes**

A course focusing on number sense, number systems, and their properties with an emphasis on analyzing the age-appropriate standards (State Early Learning Standards and State Math Standards). An introduction of theorist, 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 applications 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.

### **EDUC322 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

## Professional Studies Undergraduate Course Descriptions 180

preferences. Attention is also given to character education and attitudes. Directed observation and participation in the public schools provide practical application of course theory. Lecture and clinical field experience.

Prerequisite: PSY 110 and admission to Teacher Education program. Credit 4 hours.

### **EDUC323 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. Lecture and clinical field experience. Prerequisite: Admission to the Teacher Education program. Credit 4 hours.

### **EDUC325 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.

### **EDUC328 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.

### **EDUC329 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.

### **EDUC335 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.

### **EDUC336 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

### **EDUC337 Science in the Elementary School**

A course focusing on age-appropriate standards (State Early Learning Standards and State Science Standards) with the 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.

### **EDUC338 Math in the Elementary School**

A course focusing on principles and methods of mathematics instruction at the elementary level organized around the age appropriate standards (State Early Learning Standards and State Math Standards). 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: EDUC318. Credit 3 hours.

### **EDUC340 Assessment Strategies in Inclusive Early Childhood**

This course prepares early childhood teacher candidates to understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They will know about and understand the goals, benefits and use of assessment. They will know about and use systematic observations, documents, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner. Credit 4 hours.

### **EDUC341 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

## Professional Studies Undergraduate Course Descriptions 181

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.

### **EDUC343 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.

### **EDUC344 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.

### **EDUC345 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.

### **EDUC349 Reading in the Elementary School**

This course will emphasize the various methods of teaching and assessing reading in the elementary and provide candidates with an opportunity to work directly with K through 6th grade students in schools, providing literacy help through assessment, data analysis, intervention, and remediation. 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. Candidates will spend 20 hours in the field tutoring young students, and then reflect on their effectiveness as teachers of literacy. Lecture and clinical field experience. Credit 4 hours.

### **EDUC352 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.

### **EDUC362 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.

### **EDUC363 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.

### **EDUC420 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.

### **EDUC425 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.

## Professional Studies Undergraduate Course Descriptions 182

### **EDUC432 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.

### **EDUC436 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. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

### **EDUC437 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. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

### **EDUC438 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**

### **EDUC439 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. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

### **EDUC440 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.

### **EDUC446 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.

### **EDUC447 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.

### **EDUC448 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.

## Professional Studies Undergraduate Course Descriptions 183

### **EDUC449 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.

### **EDUC450 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.

### **EDUC490 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.

### **ENGL101 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.

### **ENGL102 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.

### **ENGL202 Introduction to Literary Studies**

Emphasizes literature as a source of pleasure and knowledge about human experience while investigation 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. Credit 3 hours.

### **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.

### **HCA 304 Emerging Trends in Health Care Administration**

This course explores the current and potential future impacts of new, emerging, and rapidly evolving trends and technologies in the field of health care administration. Credit 3 hours.

### **HCA 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



## Professional Studies Undergraduate Course Descriptions 184

organizations, individual practitioners, and consumers. Prior study of professional communication is recommended. Prerequisites: HCA 280 and HUM 201. Credit 3 hours.

### **HCA 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.

### **HCA 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. Credit 3 hours.

### **HCA 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. Prior study of healthcare legal, regulatory, and accreditation requirements is highly recommended. Credit 3 hours.

### **HCA 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. Prior study of professional communication recommended. Prerequisites: HCA 280 and HUM 201. Credit 3 hours.

### **HCA 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. Prior study of healthcare legal and regulatory requirements regarding information systems, security, and patient privacy is highly recommended. Prerequisites: HCA 280 and HUM 201. Credit 3 hours.

### **HCA 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. Prior study of professional communication recommended. Prerequisites: HCA 306 and HCA 315. Credit 3 hours.

### **HCA 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

## Professional Studies Undergraduate Course Descriptions 185

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. Credit 3 hours.

### **HCA 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. Prior study of professional communication recommended. Prerequisites: All major courses with the exception of HCA 497. Credit 3 hours.

### **HCA 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. Credit 3 hours.

### **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.

### **HIS 332 Kansas History**

A detailed investigation of the history of Kansas: the land, peoples, cultures, and political, social, and economic development. Credit 3 hours.

### **HRD 301 Principles of Human Resource Management and Development**

The strategic role of the human resource function in today's organizations is aligned and integrated with the overall mission and key objectives of the broader organization. Having a solid foundation in the areas of managerial and legal responsibilities, current trends in HR, performance management, recruitment, succession planning, training and development, labor relations, and other key areas, is critical for the entry and mid-level employee. These topics and more are covered with a specific focus on their application in real-world scenarios. Credit 3 hours.

### **HRD 310 Legal and Regulatory Environment of Human Resources**

The legal and regulatory environment that the modern human resource department has to operate within is now more complicated and litigious than ever. Understanding how to implement best practices throughout the organization to prevent frivolous lawsuits, applying ethically and legally defensible hiring practices, and eliminating perceived employee discrimination, are all primary requirements. Topics covered include laws relating to ADA, EEO, FMLA, Title VII and many others with a focus on current rulings and findings in those areas. Additional themes include how to recruit and hire in an ethically and legally defensible manner, the development of human resources policies and procedures that adhere to acceptable ethical principles and do not violate federal law, and legal termination, all of which prepare the learner with a solid background in this important field. Prerequisite: HUM201. Credit 3 hours.

### **HRD 321 Compensation and Benefits**

Attracting and retaining top talent is highly competitive and requires an effective, equitable, and motivating wage and salary program. Learners examine topics such as current labor markets, how to develop an effective compensation program, benefits options, current laws and regulations, job evaluation techniques, incentive pay plans, forecasting future workforce requirements, and many more. This course prepares the learner with a solid framework in the role of compensation and its strategic role in the overall mission of the organization. Credit 3 hours.

### **HRD 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,

## Professional Studies Undergraduate Course Descriptions 186

the cost of capital, and capital budgeting. In addition, the financial impacts of international operations will be explored. Credit 3 hours.

### **HRD 324 Performance Management**

Affecting change in individual and organizational performance to optimize operational outcomes is key to maximizing employee output. Learners gain and apply essentials of performance management. They develop an understanding of the use of theories and current best practices, positive and negative behavior modification, the ABC concept, and pay for performance. This combination of knowledge and skills prepares the learner to affect positive change. Learners also assess the use of performance metrics to evaluate success in performance improvement. Credit 3 hours.

### **HRD 335 Understanding Personnel Characteristics and Group Dynamics**

Individuals bring their unique personalities, strengths, and challenges to the workplace. Each of these characteristics influence the dynamics of the interactions between individuals and groups. Learners will explore the major personality assessments commonly used in the workplace and their individual and group applications. Through research and experience, learners will examine how individuals and groups can benefit by learning about personality traits. Credit 3 hours.

### **HRD 420 Developing Workforce Talent for Current and Future Roles**

The workforce is not static, and to remain competitive in the global economy, organizations must allocate scarce resources to develop talent and foster an environment of innovation. Learners explore the assessment of strengths, weaknesses, skills, and abilities to create personnel development plans that can be used to build career paths for individuals. These development plans assist in organizational staffing, leadership, and succession planning within the context of current and future organizational needs. Credit 3 hours.

### **HRD 430 Recruiting Workforce Talent for Current and Future Roles**

Recruiting top talent is a strategic long-term success factor for organizations. Learners evaluate best practices for creating job specifications, recruiting, assessing applications, interviewing, pre-employment testing, assessing references and background checks, selecting potential employees, and closing employment agreements. Emerging trends and associated challenges and legal concerns are examined such as those related to the use of social media. Learners also assess the use of hiring metrics to evaluate successful recruiting. Prerequisites: HRD 310 and HRD 321. Credit 3 hours.

### **HRD 440 Human Resource Information Systems**

Business technology continues to evolve and remains an integral part of organizations, including human resource management and development. Learners explore technologies related to Human Resource Information Systems (HRIS) for use with data collection and analytics in support of operational and strategic decision making. Other systems including Applicant Tracking Systems (ATS) and Learning Management Systems (LMS) are examined as they relate to recruiting and talent development. Various types of HRIS system delivery platforms including cloud-based, in-house, and external vendor-based systems are also researched. Prerequisite: HRD 301. Credit 3 hours.

### **HRD 497 Human Resource Management and Development Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of human resource management and development. 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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **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. Credit 3 hours.

### **HUM 210 Cultural Diversity in North America**

This course examines the traditions, beliefs, social structures, and other attributes of select indigenous and other cultures in North America today. Contrasting these cultures, learners gain an understanding of the diverse cultures that make up the communities, territories, states, and nations of North America. Learners also gain comprehension of the complexities of the interrelationships of these cultures to form these multi-cultural social and political structures. Credit 3 hours.

## Professional Studies Undergraduate Course Descriptions 187

### **HUM 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.

### **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.

### **ISM 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.

### **ISM 301 Emerging Trends in Information Security Management**

This course explores the current and potential future impacts of new, emerging, and rapidly evolving trends and technologies in the field of information security management. Credit 3 hours.

### **ISM 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 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. Prior knowledge of Excel required. Credit 3 hours.

### **ISM 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.

### **ISM 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.

### **ISM 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.

### **ISM 465 Data Acquisition and Analytics**

Whether an inventory, nursing, quality, or human resources manager, or a professional in another field, knowing what information is needed to make a decision and how to analyze that information is critical. Learners explore methods to determine what information is needed and the types and sources of information required for different types of decisions encountered in their major field of study. Utilizing pre-selected or researched qualitative and quantitative sources of data relevant to their fields, learners select appropriate data, apply qualitative and quantitative analytics, and interpret the initial results. Microsoft Excel and Word are required for this course. Proficiency in the routine functions of Microsoft Excel and Word are highly recommended. Prerequisite: MASC110. Credit 3 hours.

### **ISM 475 Data Visualization and Reporting**

The data has been acquired and analyzed. The manager or professional must visualize the results for his or her own benefit, anticipate the questions that will be asked by others about the results, and visualize, present, and report on the results to others in ways that the results will be well received. Learners use visualization tools to present data in a manner that end-users readily understand, and presentation and document tools to present the results in a variety of formats that meet expectations ranging from one-page targeted summaries to professional presentations and analytical reports. Microsoft Excel, PowerPoint, and Word are required for this course. Proficiency in the routine functions of Microsoft Excel, PowerPoint, and Word are highly recommended. Other industry recognized visualization software may be provided as part of the course. Prerequisite: ISM 465. Credit 3 hours.

## Professional Studies Undergraduate Course Descriptions 188

### **ISM 497 Information Systems Management Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Information Systems Management. 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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **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.

### **LAN 131 Spanish Language and Culture I**

Designed to impart 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.

### **MASC105 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.

### **MASC110 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.

### **MASC115 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.

### **MASC150 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.

### **MASC200 Culture, Society, and the Environment**

This course examines the dynamic relationship between culture, society and the environment. Learners investigate how culture, society, and related political and economic factors affect the environment, and how, in turn, environmental changes impact culture and society. Learners apply various research methods, including scientific inquiry in one or more lab assignments, while exploring a relevant environmental problem and its potential solution. 3 credit hours.

### **MASC350 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.

### **MASC395 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

## Professional Studies Undergraduate Course Descriptions 189

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.

### **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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **MIN 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.

### **OMGT304 Principles of Operations Management**

As operations management encompasses the core processes that enable delivery of an organization's services and products, their effective management that meets or exceeds customers' and other stakeholders' expectations is desired. Learners explore the salient aspects of operations management related to process analysis, product and

## Professional Studies Undergraduate Course Descriptions 190

service delivery design, work measurement, reliability, and quality. Operations strategies within the context of domestic and global environments are examined. Credit 3 hours.

### **OMGT311 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.

### **OMGT312 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.

### **OMGT315 Operations Logistics Management**

A key element of success to operations management is the ability to manage the intricacies of operational logistics effectively. Learners explore layout, forecasting, constraint, planning, and scheduling strategies, and associated methods and practices in various service and manufacturing situations. In turn, learners apply this knowledge in simulated scenarios. Credit 3 hours.

### **OMGT320 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.

### **OMGT325 Operations Workforce and Performance Management**

Human resources are a key element, if not the most critical element for operational and organizational success. Learners explore essentials such as job analysis and design, performance management, compensation and benefits, developing and recruiting workforce talent, and job performance assessment including reviews, rewards, and disciplinary actions. Employee health and safety is also addressed. Credit 3 hours.

### **OMGT415 Integrated Supply Chain Management**

Whether providing a service or product, the supply chain represents the integration of many different people, partners, materials, processes, technologies, and other components. Learners conduct in-depth examinations of the functioning of all aspects of integrated services and manufacturing supply chains. The examination includes components such as strategies, business processes, facility layouts, capacity and forecasting (including sales and operations planning), procurement, logistics, and inventory control. Sustainable, ethical, legal, and socially responsible operations management in domestic and global environments are also part of this examination. Prerequisite: OMGT315. Credit 3 hours.

### **OMGT423 Operations Risk Management**

Risk management is a definitive strategy for mitigating or reducing operational risk. Learners examine operational risk management principles and practices from the perspectives of service and manufacturing operations, differentiating them from those of quality management. Learners evaluate and apply models and methods for identifying, analyzing, measuring, and managing risks in simulated scenarios. In addition, learners assess best practices for integrating operational risk management and quality management processes, procedures, and controls. Credit 3 hours.

### **OMGT444 Project Management**

Project management is applicable to all types of service and manufacturing settings where a specialized task, job, or venture has been presented. Learners study project management as a general practice and method, as well as its application within the context of the specific task, job, or venture and the environment in which the project is realized. Learners apply project management practices and methods within the context of various projects. Emphasis is given to the role of human resources and communication in a project's success. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take project management certification preparation courses. Credit 3 hours.

### **OMGT497 Operations Management Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Operations Management. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as

## Professional Studies Undergraduate Course Descriptions 191

individual responsible citizens and in encouraging corporate responsible citizenship, and their preparation for leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **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.

### **PSY 202 Industrial and Organizational Psychology**

Organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Learners will be provided a foundation within the ethical, cognitive, and social systems at the organizational level and have the opportunity to understand and manage employment and organizational relationships. This field concentrates on applying theories for the betterment of the organization and workplace. Topics will include but are not limited to increasing workplace productivity, and the physical and mental well-being of employees. Credit 3 hours.

### **PSY 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. Credit 3 hours.

### **PSY 262 Social Psychology**

The course explores the social factors in behavior of individuals and groups, including attitudes, leadership, personality, and culture. Credit 3 hours.

### **PSY 301 Crisis and Case Management**

Managing the routine as well as in times of crisis are essential skills in the field of organizational psychology. This course will examine the roles and responsibilities of a mental health case manager. Case Management is a collaborative process of assessment, treatment planning, facilitation, care coordination, and advocacy for options and services to meet an individual's needs. During times of crisis, effective strategies during any event that might have an impact on the business, its customer base, or even the local neighborhood, is critical. Students will learn strategies to operate effectively and efficiently. Credit 3 hours.

### **PSY 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.

### **PSY 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.

### **PSY 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.

### **PSY 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.

### **PSY 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.

### **PSY 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.

### **PSY 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.

### **PSY 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.



## Professional Studies Undergraduate Course Descriptions 192

### **PSY 497 Psychology Capstone**

Learners engage in a set of projects that assess their preparedness for pursuit of their professional aspirations in the field of Psychology and related fields. Through application and assessment, learners examine the knowledge and skills gained throughout the program, career opportunities and plans and, their roles as individual responsible citizens and in encouraging corporate responsible citizenship, and their preparation for leadership in their discipline. Prerequisites: All major courses. Prior study of professional communication recommended. Credit 3 hours.

### **SMGT310 Introduction to Security: Operations & Management**

This course includes a detailed review of the representative duties of the professionals engaged in private and public security. It focuses on the latest trends, challenges, issues and diverse roles of the 21st Century security industry and includes essential functions, legal issues, threats, the security function, and fundamentals of security within the all-hazards methodology. The course also incorporates security leadership and managerial principles and an overview of the historical development of security. Credit 3 hours.

### **SMGT320 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,

### **SMGT322 Physical Security Systems**

Learners examine Crime Prevention Through Environmental Design (CPTED) principles, risk assessment, security surveys, barriers, locks, lighting, alarms, entry control, closed circuit television, and digital recording systems. Learners also analyze the overall process of physical protection system design and integration. Credit 3 hours.

### **SMGT332 Corporate Risk Management**

The risks to businesses today are wide ranging in scope, including but not limited to, natural and man-made disasters, terrorism and crime. Learners review the theories and practical applications of risk analysis. Learners examine a holistic approach to risk management, identifying the many internal and external risks facing today's enterprises and mitigation strategies. Learners also analyze the effectiveness of security programs via metrics and business continuity principles. Credit 3 hours.

### **SMGT341 Principles of Information Security**

This course introduces learners to the fundamentals of information security management to prepare them to plan, implement, and maintain the information security function within an organization. Learners examine the technical components of information security and security planning, legal and ethical issues, and the impact of emerging issues surrounding information security. They explore various strategies to identify, assess, and mitigate information security risks within an organization. Learners are introduced to security technology, intrusion detection, cryptography, and physical security. Credit 3 hours.

### **SMGT350 Homeland Security: All-Hazards**

This course introduces learners to a diverse group of topics and issues within the homeland security enterprise. Topics include, but are not limited to, historical perspectives of homeland security, all-hazards methodology, critical infrastructure sectors and protection, weapons of mass destruction, emergency planning and response strategies, national security, civil liberties, legislation, and public management. Learners also examine the essential coordination and communication between government agencies and private entities. Credit 3 hours.

### **SMGT440 Loss and Crime Prevention, and Investigations**

Learners examine the security function and issues from a loss prevention and crime prevention perspective. Learners also learn investigative methods and examine the relationship between security and law enforcement. This course specifically illustrates how to avoid or mitigate losses with diverse philosophies from both disciplines. It includes community-oriented policing, workplace violence, internal theft controls, executive protection, retail security and investigations, designing crime risk management systems, and various personnel and asset protection strategies. Credit 3 hours.

### **SMGT450 Legal and Ethical Aspects of Security**

This course provides a thorough overview of the legal issues and concepts, regulatory and ethical standards 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. In addition, the role of policies and procedures, contracts, outsourcing, laws of arrest, search and seizure, detention, surveillance, and legal consequences are also examined. Credit 3 hours.

## Professional Studies Undergraduate Course Descriptions 193

### **SMGT462      Emergency Planning**

The course provides learners with a practical process of disaster response planning and mitigation used by security professionals working in both public and private organizations. Learners explore the National Incident Management System (NIMS), and assess emergency management best practices, along with an analysis of the phases of emergency management. In addition, 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. At the conclusion of this course, learners will also seek FEMA certification in Introduction to Incident Command System(ICS100) and ICS for Single Resources and Initial Action Incidents (ICS200). Credit 3 hours..

### **SMGT463      Crisis and Risk Communication**

The dynamic nature of threats facing our private and public organizations and communities' demands the rapid dissemination of information across many spectrums for the consumption and action of affected stakeholders. Learners will analyze various forms of risk communication proficiencies, and pre and post incident internal and external communication strategies. Learners will also examine the growing influence of social media strategies and their successful employment before, during and after an event. Credit 3 hours.

### **SMGT464      Business Continuity Management**

This course focuses on the procedures, practices and functions of continuity planning to mitigate disruptions to the enterprise from a wide variety of hazards. Learners will examine best practices, disaster recovery principles, industry standards, and how to build resilience across the enterprise. In addition, learners will examine critical business functions and develop a business continuity plan. Credit 3 hours.

### **SMGT472      Contemporary Issues in Security Management**

This course will incorporate emerging issues and trends within the security management discipline. The ability to critically analyze emerging issues and trends is a key function of the security enterprise. Learners research and analyze topics to include, but are not limited to geographic information science, privacy issues, social media, governance, globalization, policy, social responsibility, and personnel management issues. Credit 3 hours.

### **SMGT480      Understanding Terrorism: Tactics and Trends**

Learners review the events, ideas, motivations, and histories that result in terrorist acts. In addition, learners examine the theories that help explain the volatile behavior surrounding international and domestic terrorism, as well as domestic extremist groups in the United States. Learners also discuss current terrorist tactics and strategies, the use of social networks, and internet surveillance. Learners apply a focused analysis of terrorists, emerging organizations, counterterrorism, asymmetric warfare, and cyberterrorism. Credit 3 hours.

### **SMGT497      Security Management Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Security Management. 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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **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.

### **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.

## Professional Studies Undergraduate Course Descriptions 194

### **SSC 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.

### **SSC 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.

### **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.

### **STL 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.

### **STL 425 Forecasting and Leading Change**

This course is designed to introduce learners to the tools, concepts, and applications that assist in forecasting, predicting, and leading change as applied through a strategic risk perspective. Utilizing new research and findings, the framework of Enterprise Risk Management (ERM) will provide the student with a working knowledge of business strategy based on emerging risks, predictive analytics, forecasting, and macro business trends. Credit 3 hours.

### **STL 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.

### **STL 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.

### **STL 497 Strategic Leadership Capstone**

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of Strategic Leadership. 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 leadership in their discipline. Prerequisites: All major courses. Credit 3 hours.

### **THEO215 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.

### **THEO216 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.

### **THEO225 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.

### **THEO301 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

## Professional Studies Undergraduate Course Descriptions 195

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.

### **THEO302 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.

### **THEO320 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.

### **THEO333 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.

### **THEO334 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. Credit 3 hours.

### **THEO340 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. Credit 3 hours.

### **THEO401 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.

### **THEO415 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 Programs

## Business Administration

The Professional Masters 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. 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, Professional Masters of Business Administration

#### Student Learning Outcomes

Graduates in business administration will:

- Integrate theories, practices, and tools from multiple disciplines (i.e., finance, marketing, and operations, etc.) to solve business problems.
- Employ effective leadership, management, and administration practices to address strategic, operational, and functional challenges encountered by dynamic domestic and global organizational environments.
- Use qualitative and quantitative methods to investigate and solve business problems.
- Apply appropriate technologies to support organizational initiatives and processes.
- Create an environment that fosters, supports, and successfully leads and manages innovation.
- Approach business decision-making in an ethical, legal, and socially responsible manner.
- Communicate effectively in a variety of business contexts.

#### Major requirements:

MBA 505	Business Law and Ethics (3 hours)
MBA 512	Financial Management, Analysis, and Decision Making (3 hours)
MBA 514	Global Economics (3 hours)
MBA 530	Marketing Strategies (3 hours)
MBA 535	Knowledge-based Decision Making (3 hours)
MBA 540	Global Operations (3 hours)
MBA 544	Organizational Dynamics and Change (3 hours)
MBA 545	Technology and Innovation Management (3 hours)
MBA 580	Globalization and Organizations (3 hours)
MBA 585	Global Strategies (3 hours)
CAPS590	Graduate Project (3 hours)

## Education

### Master of Arts in Teaching (M.A.T.)

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 requires a minimum of 36 hours of courses toward licensure for grades P–12 for graduates who have received baccalaureate or higher degrees in music and physical education.

## Professional Studies Graduate Programs 197

The graduate program does not include a pathway to early childhood or elementary licensure. A transcript review is conducted to determine if additional graduate 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. Two pathways to licensure exist within the M.A.T. program: *restricted* and *traditional*. Candidates pursuing the M.A.T. under the restricted pathway, have been hired to teach in their content area while they are pursuing initial teaching license. The traditional pathway allows students to pursue licensure after achieving their undergraduate degree.

### Required Courses

EDUC512	Action Research (3 hours)
EDUC524	Introduction to Special Education (2 hours)*
EDUC549	Race, Class, and Power in Schools (3 hours)*
EDUC601	Seminar (1 hours)*
EDUC602	Education Foundations (3 hours)*
EDUC603	Educational Psychological/Learning Theories (3 hours)*
EDUC604	Content Area Literacy (3 hours)*
EDUC605	Teaching in the Content Areas (3 hours)*
EDUC606	Teaching Methods (3 hours)*
EDUC607	Student Teaching Practicum (3 hours)* (for <i>traditional</i> licensure pathway while concurrently enrolled in EDUC 609) <b>OR</b>
EDUC608	Restricted Licensure Practicum (1 credit)* (for candidate under <i>restricted licensure</i> pathway repeated credit-required each semester the candidate is teaching under a restricted license.)
EDUC609	Teacher Portfolio (3 hours)* ( <i>restricted licensure</i> candidates must complete during their last semester of enrollment)
EDUC526	Classroom Management (3 hours) *

Choose from one of the following:

EDUC610	Developmental Psychology (3 hours)*
EDUC518	Educational Practice and Innovation (3 hours)

\*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.)

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). Programs in curriculum and instruction, special education, and early childhood education are offered. Additionally, school leadership is 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 in six-week, twelve-week, or sixteen-week sessions.

### M.Ed. in Curriculum and Instruction

The master of education 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. The master of education requires 36 hours of coursework in curriculum and instruction for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment grounded in the core propositions of the National Board for Professional Teaching Standards (NBPTS).

#### Major Requirements:

In the Professional Core:

EDUC501	Current Educational Trends (3 hours)
---------	--------------------------------------

## Professional Studies Graduate Programs 198

- EDUC518 Educational Practice and Innovation (3 hours)
- EDUC530 Curriculum Development (3 hours)
- EDUC542 Instructional Design (3 hours)
- EDUC549 Race, Class, and Power in Schools (3 hours)

### In Research and Assessment:

- EDUC512 Action Research (3 hours)
- EDUC543 Assessments, Tests and Measurements (3 hours)

### Portfolio:

- EDUC562 Portfolio (3 hours)

### Area of Emphasis - Generalist:

- EDUC520 Instruction and English Language Learners (3 hours)
- EDUC540 Creating Community in the Classroom (3 hours)
- EDUC560 Investigating Student Work (3 hours)
- EDUC615 Literacy Assessment and Intervention (3 hours)

### Area of Emphasis – English for Speakers of Other Languages (ESOL):

- EDUC520 Instruction and English Language Learners (3 hours)
- EDUC560 Investigating Student Work (3 hours)
- EDUC550 Introduction to Language and Linguistics (3 hours)
- EDUC590 Teaching English as a Second Language and Assessing Language Competency (3 hours)

### Area of Emphasis - Early Childhood Education:

- EDUC525 Collaboration with Families and Communities (3 hours)
- EDUC614 Advanced Theory and Practice for Early Childhood Education (3 hours)
- EDUC618 Classroom Management and Organization–Early Childhood Settings (3 hours)
- EDUC622 Teaching Methods and Practice in Early Childhood Education (3 hours)

### Area of Emphasis - Special Education (Toward Additional Licensure\*):

- EDUC514 Introduction to Special Education: Individual Educational Plan Development\* (1 hour)
- EDUC523 Instructional Strategies: Learning Difficulties\* (3 hours)
- EDUC524 Introduction to Special Education\* (2 hours)
- EDUC558 (K-6) or 559 (6-12) Initial Practicum in Adaptive Special Education\* (3 hours)

Candidates not seeking additional licensure may substitute one or more of the following for above courses:

- EDUC615 Literacy Assessment and Intervention (3 hours)
- EDUC522 Instructional Strategies: Behavior Difficulties (3 hours)
- EDUC528 Collaboration with Parents and Professionals (3 hours)

### Area of Emphasis - School Improvement Planning and Technology Integration:

- EDUC502 School Improvement Planning (3 hours)
- EDUC505 Creating Networks of Collaborative Practice (3 hours)
- EDUC510 Integrating Technology across Disciplines (3 hours)
- EDUC532 Technology in Special Education (3 hours)

## M.Ed. in Special Education, High-Incidence Disabilities

The master of education in special education, high-incidence disabilities (Learning Disabilities, Intellectual Disabilities, Emotionally Disturbed, Autism Spectrum Disorders, Developmental Delay, Other Health Impairments, etc.) requires a minimum of 36 credit hours. An endorsement in high incidence disabilities may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional endorsement. Kansas endorsement candidates must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. An appropriately licensed candidate may be hired, under a state-granted waiver, to work in a special education position while completing a state approved special education endorsement program. The waiver is a special arrangement between a hiring school district, Southwestern College and the candidate.

### Core Major Requirements:

- EDUC514 Introduction to Special Education: Individual Educational Plan Development\* (1 hour)

## Professional Studies Graduate Programs 199

- EDUC522 Instructional Strategies: Behavior Difficulties (3 hours)
  - EDUC523 Instructional Strategies: Learning Difficulties\* (3 hours)
  - EDUC524 Introduction to Special Education\* (2 hours)
  - EDUC528 Collaboration with Parents and Professionals (3 hours)
  - EDUC526 Classroom Management (3 hours)
  - EDUC529 Legal Issues in Special Education (3 hours)
  - EDUC534 Transitions in Education (3 hours)
  - EDUC535 Assessment Strategies (3 hours)
  - EDUC615 Literacy Assessment and Intervention (3 hours)
- For Endorsement in Elementary Special Education (Elementary; K-6)
- EDUC558 Initial Practicum in High-Incidence Special Education, K-6\* (3 hours)
  - EDUC658 Advanced Practicum in High-Incidence Special Education, K-6 (3 hours)
- For Endorsement in Secondary Special Education (Secondary; 6-12)
- EDUC559 Initial Practicum in High-Incidence Special Education, 6-12\* (3 hours)
  - EDUC659 Advanced Practicum in High-Incidence Special Education, 6-12 (3 hours)
- Research requirements:
- EDUC512 Action Research (3 hours)
- \*required for provisional certification

### M.Ed. in Special Education, Low-Incidence Disabilities

The master of education in special education, low-incidence disabilities (Multiple Disabilities, Intellectual Disabilities, Orthopedic Impairments, Autism Spectrum Disorders, etc.) requires a minimum of 36 credit hours. An endorsement in low incidence disabilities may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional endorsement. Kansas endorsement candidates must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. An appropriately licensed candidate may be hired, under a state-granted waiver, to work in a special education position while completing a state approved special education endorsement program. The waiver is a special arrangement between a hiring school district, Southwestern College and the candidate.

#### Core Major Requirements:

- EDUC514 Introduction to Special Education: Individual Educational Plan Development\* (1 hour)
  - EDUC528 Collaboration with Parents and Professionals (3 hours)
  - EDUC 529 Legal Issues in Special Education (3 hours)
  - EDUC534 Transitions in Education (3 hours)
  - EDUC714 Characteristics of Children & Youth with Low-Incidence Disabilities (2 hours)
  - EDUC722 Functional Behavioral Assessment and Positive Behavior Support (3 hours)
  - EDUC724 Advanced Methods: Strategies for Students with Significant Sensory, Motor, and Health Needs (3 hours)
  - EDUC725 Foundations of Autism Spectrum Disorder (3 hours)  
Health Needs (3 hours)
  - EDUC735 Assessment, Diagnosis, and Evaluation (3 hours)
  - EDUC757 Communication and Literacy (3 hours)
- One course from the following:
- EDUC748 Initial Practicum in Low-Incidence Special Education 6-12\* (3 hours)
  - EDUC758 Initial Practicum in Low-Incidence Special Education, K-6\* (3 hours)
- One course from the following:
- EDUC749 Advanced Practicum in Low-Incidence Special Education 6-12 (3 hours)
  - EDUC759 Advanced Practicum in Low-Incidence Special Education (3 hours)

#### Research requirements:

- EDUC 512 Action Research (3 hours)
- \*required for provisional certification



## Emergency Risk Management

The graduate certificate in emergency risk management emphasizes the executive analysis and assessment of organizations' security vulnerability. It is designed to prepare the manager with risk management responsibilities for contingency planning, mitigation, continuity, and investigation, in addition to systematic assessment of organization risk. Students will have an opportunity to examine various models and practices that help the management professional balance the costs and risks facing today's organizations.

### Graduate Certificate in Emergency Risk Management

#### Certificate requirements:

MSSE510	Enterprise Risk Management and Mitigation (3 hours)
MSSE520	Administration of Information Security (3 hours)
MSSE530	Insider Threats (3 hours)
MSSE531	Business Continuity Planning (3 hours)
MSSE565	Organizational Security Investigations (3 hours)

## Executive Leadership

The executive leadership 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

#### Certificate requirements:

LEAD520	Leadership Coaching (3 hours)
LEAD560	Leading Change in Organizations (3 hours)
LEAD565	Knowledge-Based Leadership (3 hours)
MGMT505	Project Management Fundamentals (3 hours)
MBA 500	Organizational Behavior and Human Resource Management (3 hours)

## Executive Quality Management

The executive quality management 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 certificate in executive quality management 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

#### Certificate requirements:

LEAD570	Leadership for the Future (3 hours)
LEAD585	Leading Quality Improvement Initiatives (3 hours)
MGMT505	Project Management Fundamentals (3 hours)
MBA 500	Organizational Behavior and Human Resource Management (3 hours)
MBA 535	Knowledge-Based Decision Making

## Leadership

The Master of Science in leadership (MSL) 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 leadership 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. 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

#### Student Learning Outcomes

Graduates in leadership will:

- Evaluate different leadership contexts by integrating knowledge of effective leadership practices and competencies for leading organizations.
- Distinguish themselves as excellent candidates for advancement and qualified for leadership positions within their industry or discipline.
- Articulate the importance and implication of ethical reasoning for today's leaders.
- Exhibit poise and confidence in effective verbal, interpersonal, and written communication.
- Demonstrate the ability to build and develop continuous learning opportunities in the key areas of leading organizations.

#### Major requirements:

LEAD500	Leadership Styles and Theories (3 hours)
LEAD510	Leadership in Context (3 hours)
LEAD515	Leadership Communication and Conflict Resolution (3 hours)
LEAD520	Leadership Coaching (3 hours)
LEAD560	Leading Change in Organizations (3 hours)
LEAD565	Knowledge Based Leadership (3 hours)
LEAD570	Leadership for the Future (3 hours)
LEAD575	Organizational Structures and Behavior (3 hours)
LEAD580	Practical Problem Solving for Today's Organizations (3 hours)
LEAD585	Leading Quality Improvement Initiatives (3 hours)
MGMT560	Ethics in the Global Marketplace (3 hours)
CAPS590	Graduate Project (3 hours)

## Management

The Master of Science in management program 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 management 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

#### Student Learning Outcomes

Graduates in management will:

- Demonstrate the ability to incorporate strategic, tactical, and operational skills to achieve organizational objectives for fiscal and human resource management.
- Exhibit the knowledge to analyze complex data for decision making and implementing solutions for real-world issues impacting the organization.
- Recognize the value of an organizational environment that embraces diversity and ethical behavior.
- Exhibit poise and confidence in verbal, interpersonal, and written communication.
- Demonstrate the ability to build and develop continuous learning opportunities in the management areas of planning, organizing, leading, and measuring organizational performance.

#### Major Core requirements (27 hours):

LEAD500	Leadership Styles and Theories (3 hours)
LEAD565	Knowledge Based Leadership (3 hours)
MGMT505	Project Management Fundamentals (3 hours)
MGMT560	Ethics in the Global Marketplace (3 hours)
MBA 500	Organizational Behavior and Human Resource Management (3 hours)
MBA 512	Financial Management, Analysis, and Decision Making (3 hours)
MBA 535	Knowledge-based Decision Making (3 hours)
CAPS580	Graduate Project (3 hours)

One of the following:

LEAD560	Leading Change in Organization (3 hours)
MBA 544	Organizational Dynamics and Change (3 hours)

#### Electives (12 hours):

LEAD510	Leadership in Context (3 hours)
LEAD515	Leadership Communication and Conflict Resolution (3 hours)
LEAD520	Leadership Coaching (3 hours)
LEAD570	Leadership For the Future (3 hours)
LEAD580	Practical Problem Solving for Today's Organizations (3 hours)
MBA 505	Business Law and Ethics (3 hours)
MBA 530	Marketing Strategies (3 hours)
MBA 540	Global Operations (3 hours)
MBA 545	Technology and Innovation Management (3 hours)

## Security and Emergency Studies

The Master of Science in security and emergency studies program prepares students using multidisciplinary curriculum to take on increasing levels of responsibility and leadership positions as mid-to-upper-level managers in today's integrated security, emergency and business continuity industry. In addition to knowledge in security-related subject matter, a focus on developing an organizational culture of resilience and continuity across both the public and private sectors is emphasized. Furthermore, the program is designed to develop existing critical thinking and decision-making skills, in order, to properly mitigate, manage and recover from the myriad of possible emergencies, natural and man-made facing public and private enterprises. Learners will learn problem solving techniques, leadership and critical thinking skills with a focus on the analysis of best practices and lessons learned. 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 and Emergency Studies

#### Student Learning Outcomes

Graduates in security and emergency studies will:

- Appraise the myriad of threats facing the security industry and the contemporary administration of the security and emergency function, homeland security enterprise, including private organizations, critical public and private infrastructure, in addition to the best practices from past emergencies and terrorist events.
- Evaluate the natural and emerging insider, criminal, cyber and terrorist threats that pose serious security and continuity challenges to public and private enterprises.
- Analyze community and enterprise-wide organizational risks, evaluate risk assessment processes, asset protection strategies, supply chain management, metrics, communication, convergence, information security systems and strategic planning.
- Critique past, current and possible legal issues, case law, ethical issues and organizational liabilities within the security, continuity, and emergency disciplines.
- Develop and critique disaster, emergency planning and business continuity systems and operationalize their application within public and private enterprises.
- Synthesize the best practices and applicable strategies in effective in crisis leadership and communication, media relations, disaster response and recovery.
- Examine and assess the core principles of planning and developing resilient communities and organizations.

#### Major requirements:

MSSE500	Contemporary Security Issues
MSSE570	Homeland Security
MSSE525	Issues in Security
MSSE530	Insider Threats
MSSE510	Enterprise Risk Assessments and Mitigation
MSSE560	Legal Issues in Security and Emergency Management
MSSE531	Business Continuity Planning
MSSE532	Crisis Management: Leadership Perspectives
MSSE533	Disaster Response and Recovery
MSSE534	Strategies in Crisis Communication
MSSE535	Organizational and Community Resilience
CAPS590	Graduate Project

## Specialized Ministries

The Master of Arts in specialized ministries program offers a robust theological education that is oriented to the opportunities, concerns, and challenges involved in the practice of ministry. Learners will engage traditional theological subjects like the interpretation of scripture or systematic theology with a primary objective to apply that theological learning to the practice of ministry. Instructors with both strong academic pedigrees and years of practical ministry experience help provide the needed balance in our classes. Programs require practicums providing ministry experience with guided theological reflection. This nondenominational, Wesleyan program is ideal for working or aspiring ministers who are called to lead others in various ministry settings. The program 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**

#### **Student Learning Outcomes**

Graduates in specialized ministries will:

- Demonstrate an understanding of old and new testaments teachings for application in the field of ministry.
- Explain Christian theology and tradition for ministry.
- Demonstrate the ability to design and deliver effective programming for various ministry settings.
- Communicate effectively essential elements of theology, biblical teaching and other messages in a ministry setting.
- Apply critical thinking and evaluate situations and challenges for service in ministry.

#### **Major requirements:**

SMIN501	Introduction to Ministry (3 hours)
SMIN503	Studies of the Old Testament (3 hours)
SMIN505	Studies of the New Testament (3 hours)
SMIN507	Theology (3 hours)
SMIN509	Survey of Church History (3 hours)
SMIN596	Practicum in Specialized Ministry Part 1 (3 hours)
SMIN597	Practicum in Specialized Ministry Part 2 (3 hours)

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

SMIN530	Theology of Youth Ministry (3 hours)
SMIN531	Ethical Issues in Youth Ministry (3 hours)
SMIN532	Faith and Formation in Developing Adults (3 hours)
SMIN533	Program Design and Development in the Local Church (3 hours)
LEAD570	Leadership for the Future (3 hours)

# Professional Studies Graduate Course Descriptions

## **CAPS590 Graduate Project**

Learners engage an applied research project that demonstrates their mastery of the knowledge and skills gained from the program and professional experience. Each learner will prepare a comprehensive report and presentation of the research findings by the conclusion of this course. Prerequisite: Successful completion of all other major courses. Credit 3 hours.

## **EDUC501 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.

## **EDUC502 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.

## **EDUC505 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.

## **EDUC510 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.

## **EDUC512 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.

## **EDUC514 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.

## **EDUC518 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.

## **EDUC520 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.

## **EDUC522 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,

## Professional Studies Graduate Course Descriptions 206

to modify curriculum materials, and to develop instructional materials for use with students with behavior disorders. Credit 3 hours.

### **EDUC523 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.

### **EDUC524 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.

### **EDUC525 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 through respectful, reciprocal relationships, and involve families and communities in their children's development and learning. Credit 3 hours.

### **EDUC526 Classroom Management**

A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.

### **EDUC528 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.

### **EDUC529 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.

### **EDUC530 Curriculum Development**

Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.

### **EDUC532 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.

### **EDUC533 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.

### **EDUC534 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.

### **EDUC535 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.

### **EDUC540 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.

## Professional Studies Graduate Course Descriptions 207

### **EDUC542 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.

### **EDUC543 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.

### **EDUC544 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.

### **EDUC546 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.

### **EDUC548 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.

### **EDUC549 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.

### **EDUC550 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.

### **EDUC558 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.

### **EDUC559 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.

### **EDUC560 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.

### **EDUC562 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.

### **EDUC590 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.

### **EDUC601 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.

### **EDUC602 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



## Professional Studies Graduate Course Descriptions 208

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.

### **EDUC603 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.

### **EDUC604 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.

### **EDUC605 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.

### **EDUC606 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.

### **EDUC607 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.

### **EDUC608 Restricted Licensure Practicum**

This course provides restricted licensure candidates with supervised practica throughout the teacher education program until they obtain their initial license. May be repeated for credit six times. Credit 1 hour.

### **EDUC609 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.

### **EDUC610 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.

### **EDUC614 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.

### **EDUC615 Literacy 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.

### **EDUC618 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.

### **EDUC622 Teaching Methods and Practice in Early Childhood Education (Field Experience)**

## Professional Studies Graduate Course Descriptions 209

This course develops professional teaching skills for the early childhood instruction and assessment. Credit 3 hours.

### **EDUC658      Advanced 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.

### **EDUC659      Advanced 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.

### **EDUC714      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 2 hours.

### **EDUC718      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.

### **EDUC722      Functional Behavioral Assessment and Positive Behavior**

This course provides a problem solving approach along with a framework for teaching in order to develop pro-social behavior for students with low incidence disabilities through a student-centered Functional Behavioral Assessment process. Through an emphasis on family and professional collaboration, learners identify problem behaviors, determine functions of the behavior, understand how to appropriately respond to challenging behavior, identify replacement skills and implement interventions that lead to pro-social behaviors in home, school and community settings. Credit 3 hours.

### **EDUC724      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.

### **EDUC725      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.

### **EDUC735      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.

### **EDUC748      Initial Practicum in Low-Incidence Special Education 6-12**

This is a field-based course relating theory to application. Candidates will obtain initial experiences working with students with low-incidence disabilities at the 6-12 grade level. Credit 3 hours.

### **EDUC749      Advanced Practicum in Low-Incidence Special Education 6-12**

This is an advanced field-based course relating theory to application. Candidates will obtain experiences working with students with low-incidence disabilities at the 6-12 grade level. Credit 3 hours.

### **EDUC757      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

## Professional Studies Graduate Course Descriptions 210

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.

### **EDUC758 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.

### **EDUC759 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.

### **EDUC819 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.

### **LEAD500 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.

### **LEAD510 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.

### **LEAD515 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.

### **LEAD520 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.

### **LEAD560 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.

### **LEAD565 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.

### **LEAD570 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.

### **LEAD575 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.

### **LEAD580 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.

## Professional Studies Graduate Course Descriptions 211

### **LEAD585      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.

### **MBA 500      Organizational Behavior and Human Resource Management**

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.

### **MBA 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.

### **MBA 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. Credit 3 hours.

### **MBA 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. Credit 3 hours.

### **MBA 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. Credit 3 hours.

### **MBA 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. Credit 3 hours.

### **MBA 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.

### **MBA 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. Credit 3 hours.

### **MBA 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

## Professional Studies Graduate Course Descriptions 212

global marketplace, and gain an understanding of the importance of aligning product development and system design. Credit 3 hours.

### **MBA 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.

### **MBA 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.

### **MBA 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.

### **MBA 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.

### **MBA 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.

### **MBA 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.

### **MBA 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.

### **MBA 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 MBA 590. Credit 3 hours.

### **MBA 590 Graduate Project**

Learners engage an applied research project that demonstrates their mastery of the knowledge and skills gained from the program and professional experience. Each learner will prepare a comprehensive report and presentation of the research findings by the conclusion of this course. Prerequisite: Successful completion of all other major courses. Credit 3 hours.

### **MGMT505 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.

### **MGMT560 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.

### **MGMT565 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.

### **MGMT575 Financial Analysis and Management 2**

## Professional Studies Graduate Course Descriptions 213

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.

### **MSSE500 Contemporary Security Administration**

Learners in this course will examine the issues surrounding the effective administration of a modern security organization. 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, communication, human resources and leadership competencies. Credit 3 hours.

### **MSSE510 Enterprise Risk Assessments and Mitigation**

Learners in this course will focus on the real and perceived risks 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 and organizational 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.

### **MSSE520 Administration of Information Security**

Learners in this course will examine the managerial 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.

### **MSSE525 Issues in Security**

Learners in this course will appraise current and emerging issues within the security architecture. Topics include, but not limited to, the role of technology, human resources, privacy, physical security, convergence, ethics, compliance, cybercrime, and organizational resilience will be explored. Credit 3 hours.

### **MSSE530 Insider Threats**

Learners in this course will analyze the myriad of insider threats facing today's public and private enterprises. Recognition, mitigation and communication strategies will be discussed, as well as a focus on the gaining the skills to develop and effectively manage an insider threat program. Credit 3 hours.

### **MSSE531 Business Continuity Planning**

Learners in this course will develop competencies to effectively recognize complex continuity issues faced by public and private organizations. Processes of impact analysis, workforce issues, infrastructure sustainability, supply chain, planning, incident response, assessment, training, and exposure mitigating strategies will be examined. Credit 3 hours.

### **MSSE532 Crisis Management: Leadership Perspectives**

Learners in this course will analyze effective crisis recognition strategies throughout the enterprise. A focus on the leadership roles and responsibilities of crisis managers, impact on organizational reputation, the management of internal and external stakeholders, liability, business, and political risks. Credit 3 hours.

### **MSSE533 Disaster Response and Recovery**

Learners in this course will synthesize the leadership roles, responsibilities and actions of effective disaster response and recovery operations within the public and private enterprise. Including, but not limited to the integration of available organizational and government resources, logistics, planning, role of technology, communication, and the collaboration of community, private and non-government organizational resources. Credit 3 hours.

### **MSSE534 Strategies in Crisis Communication**

Learners in this course will evaluate strategies, best practices and lessons learned in crisis communication. An emphasis on the effective leverage of traditional and social media and the recognition of public and private stakeholders and its relationship to the credibility of the organization and community and organizational resilience. Credit 3 hours.

### **MSSE535 Organizational and Community Resilience**

Learners in this course will examine and access the core principles of developing resilient communities and organizations. Within the framework of building a resilient culture in throughout the public and private enterprise, areas such as metrics, policies, planning, preparedness, implementation, and recovery strategies will be examined. Credit 3 hours.

### **MSSE560 Legal Issues in Security and Emergency Management**

## Professional Studies Graduate Course Descriptions 214

Learners in this course will review the legal issues surrounding the administration of security and emergency functions. Issues involving regulation, criminal liability, compliance, negligence, intentional torts, contracts, federal and state protections, and guidelines to minimize liability are also examined. Credit 3 hours.

### **MSSE565 Organizational Security Investigations**

Learners in this course assess 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, cybercrime, and private sector investigations. Credit 3 hours.

### **MSSE570 Homeland Security**

Learners in this course will critique America's homeland security enterprise, across agencies and jurisdictional levels including private organizations. Policy issues, technologies, legislation, preparedness strategies, and trends are analyzed. Threat assessments, critical infrastructure protection, pandemics, weapons of mass destruction, cyberterrorism, business preparedness, emergency response and public protection are also covered. Credit 3 hours.

### **SMIN501 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.

### **SMIN503 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.

### **SMIN505 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.

### **SMIN507 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.

### **SMIN509 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.

### **SMIN530 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.

### **SMIN531 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.

### **SMIN532 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.

### **SMIN533 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.

### **SMIN596 Practicum in Specialized Ministry Part 1**

## Professional Studies Graduate Course Descriptions 215

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.

### **SMIN597            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

## **Board of Trustees**

Chair, M. Kim Moore, Hutchinson, KS  
Vice Chair, Cheryl E. Gleason, Topeka, KS  
Secretary, Eric J. Kurtz, Ponca City, OK

Susan Andrews Winfield, KS  
Phyllis Bigler Winfield, KS  
Courtney Brown Bixby, OK  
Steve Cauble Wichita, KS  
Gregory Cole, Sr. Wichita, KS  
Marilyn Corbin Manhattan, KS  
Kathryne Delcarpio New Iberia, LA  
Bryan Dennett Winfield, KS  
Sandra Gasca-Gonzalez Washington, DC  
Cheryl Gleason Topeka, KS  
Scott Hecht Kansas City, KS  
Gregg Howell Wichita, KS  
Ted Hresko Queenstown, MD  
Robert Jewell Olathe, KS  
Rebecca Kill Creal Springs, IL  
Eric Kurtz Ponca City, OK  
Thad Leffingwell Stillwater, OK  
C. Michael Lennen Topeka, KS  
Hal W. McCoy Wichita, KS  
M. Kim Moore Hutchinson, KS  
David Muttiah Fairfax, VA  
Bradley Newell Wichita, KS  
F. David Peck Wellington, KS  
Michael Reece Wichita, KS  
Bishop Ruben Saenz Topeka, KS  
David Smith Overland Park, KS  
Rod Strohl Arlington, TX

## **Emeritus Trustees**

Craig L. Anderson, Greenwood Village, Colo.  
Kelly B. Bender, Phoenix, Ariz.  
Grace M. Brooks, Wichita  
William Brooks, Wichita  
George M. Cole, Amarillo, Texas  
Keith M. Dial, Wichita  
Larry D. Eason, Southlake, Texas  
Yvette Ehrlich, Bakersfield, Calif.  
A.J. (Jack) Focht, Wichita  
Margaret L. Gilger, Winfield  
Sue A. Lewis Hale, Oklahoma City, Okla.

Ronald W. Holt, Wichita  
 Brilla Highfill Scott, Lawrence  
 Robert P. Jewell, Olathe  
 Richard H. Leftwich, Bloomington, Ind.  
 Allan J. Lundeen, Austin, Texas  
 H. Leon Mattocks, Wichita  
 Steve A. McSpadden, Winfield  
 Michael T. Metcalf, Prairie Village  
 Albert F. (Fritz) Mutti, Topeka  
 David C. Parsons, Winfield  
 Candace J. Pettey, Winfield  
 James R. Reed, Manhattan  
 Kelly J. Rundell, Wichita  
 William T. Seyb, Johnson  
 John T. Smith, Liberal

### **Honorary Trustees**

Bruce P. Blake, Winfield

### **Administrative Officers**

#### **Administrative Council**

Brad Andrews, Ph.D., President  
 Lonnie Boyd, M.S.M., Director of Human Resources; Title IX Coordinator  
 Dean Clark, MBA, Executive Vice President  
 Tony Crouch, M.S.L, Vice President for Finance and Chief Financial Officer  
 Dan Falk, M.A., Vice President for Student Affairs; Dean of Students  
 Adam Jenkins, MBA, Vice President for Enrollment Management  
 Michael Leamy, Ed.D., Associate Vice President for Academic Affairs for Professional Studies/Online Education  
 Ross Peterson-Veatch, Ph.D., Vice President for Academic Affairs; Dean of the College  
 Dawn Pleas, Ed.D., Vice President for Retention and Student Success  
 Kaydee Riggs-Johnson, B.A., Vice President for Marketing and Communications  
 Patrick Wagner, B.A., Vice President for Institutional Advancement  
 Adrienne Wyatt, MBA, Associate Vice President for Academic Affairs

#### **Directors**

Alleigh Allen, MBA, Director of Enactus; Student Success Advisor  
 Katie Boyle, B.S., Library Director  
 Rebecca Burch, M.A., Director for Faculty Affairs and Academic Support, Professional Studies  
 Lori Carselowey, M.S., Director of Career Services  
 Anjaih Clemons-Williams, M.S.L, Director of Campus Life  
 Stephanie DeLong, MBA, Director of Admissions  
 Jessica Dibble, B.A. , Director of Annual Giving and Alumni Engagement  
 Brittany Donals, B.S., Director of Camps, Conferences, and Events  
 Doreen Fast, B.S., Executive Assistant to the President  
 Anthony Gropper, Director of Academic Technology  
 Sarah Hallinan, Ed.D., Director of Residence Life; Assistant Dean of Students  
 Brenda D. Hicks, M.A., Director of Financial Aid  
 Kristin A. Humphreys, B.S., Associate Vice President for Business Services  
 Robert S. Ireland, B.S., Director of Information Technology Infrastructure

Molly Just, M.Div., Director of Discipleship; Campus Minister  
 Zak Larson, B.S., Director of Administrative Computing  
 Edward Loeb, Ph.D., Interim Director of Athletics  
 Denny Marlin, B.A., Associate Vice President for Professional Studies  
 Amanda J. McKimson, M.S.L., Registrar  
 Keith McLaughlin, Director of Safety and Security  
 Alexis Miers, B.A., Director and Lead Teacher, SC Learning Center  
 Martin D. Rude, M.W.S., Director of Outreach Ministry  
 Bobby Smith, B.S., Director of Application Systems  
 Brendan Sweany, B.S., Sports Information Director  
 Steve Wilke, Ph.D., Executive Director of the Institute for Discipleship  
 Brae Wood, M.A., Director of Leadership  
 Rodney M. Worsham, MBA, Director of Admission Operations

## Faculty

**DeAnna Bay, 2021.** Assistant Professor of Psychology, B.S. M.Ed., Wagner College, Ph.D., Syracuse University.

**Alice Bendinelli, 2008.** Associate Professor of English. B.A., M.A., Ph.D., University of Verona – Italy.

**Jayna S. Bertholf, 2016.** Assistant Professor of Accounting and Finance. B.S., Kansas State University; M.S., Emporia State University.

**Michelle E. Boucher, 1993.** Associate Professor of English. Chair, Communication, Computer Science and English Division. 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.

**J.K. Campbell, 2018.** Associate Professor of Education. Chair, Education Division. B.A., Wichita State University; M.A., Friends University; M.A., Wichita State University; Ed.D., Wichita State University.

**Richard J. Cowlshaw, 2002.** Professor of Biology. B.S., Oregon State University; Ph.D., University of Oregon.

**Evan Daniel, 2019.** Assistant Professor of Digital Arts and New Media. B.F.A. Rhode Island School of Design; M.F.A. Rhode Island School of Design.

**William D. DeArmond, Jr., 1978.** Professor of Mass Communications and Film. B.A., M.A., Western Kentucky University; Ph.D., Southern Illinois University.

**Christopher D. Duszka, 2019.** Assistant Professor of Criminal Justice. B.A., Florida Gulf Coast University; M.S. Florida International University; Ph.D. Florida International University.

**Dilini Fonseka, 2020.** Instructor of Mathematics. B.S., University of Kelaniya – Sri Lanka; M.S., Sam Houston State University; M.S., Ph.D., Texas Tech University.

**Charles W. Ecenbarger II, 2021.** Assistant Professor of Journalism. B.S., Syracuse University; M.A., Ball State University; Ph.D., North Carolina State University.

**David W. Fritzen, 2019.** Instructor of Accounting. B.S., Baker University; M.S., University of Kansas.

**Robert F. Gallup, 1993.** Professor of Physics and Mathematics. B.S., California State University, Fresno; Ph.D., University of California, Davis.

**Srikanth K. Gampa, 2021.** Assistant Professor of Computer Science. B.Tech., M.Tech, Jawaharlal Nehru Technology University – India, M.C.S., Wichita State University.

**Jackie Glasgow, 2012.** Associate Professor of Education. B.S., Emporia State University; M.Ed., Wichita State University Ed.D., Wichita State University.

- Jacob L. Goodson, 2013.** Associate Professor of Philosophy. B.A., Oklahoma Baptist University; M.A., University of Virginia; Ph.D., University of Virginia.
- Reginald D. Jarrell, 2019.** Instructor of Communications. B.A., American University; M.S., Iowa State University; M. Div., American Baptist Seminary of the West; J.D., University of Iowa.
- Kurt J. Keiser, 2012.** Professor of Business. Chair, Business Division. B.A., Western State College; M.A., Ph.D., Colorado State University.
- Jeremy A. Kirk, 2013.** Associate Professor of Band. Chair, Performing Arts Division. B.A., Glenville State College; M.A., Marshall University.
- Jackson J. Lashier, 2012.** Associate Professor of Religion. Chair, Social Science Division. B.A., Iowa State University; M. Div., Asbury Theological Seminary; Ph.D., Marquette University.
- Amanda Li, 2019.** Assistant Professor of Music. B.A., Chinese University of Hong Kong; M. Mus., University of London; Ph.D., Indiana University.
- Edward A. Loeb III, 2006.** 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. B.A., Tongling Financial and Economical College; M.A., East Normal University, Shanghai; Ed.D., University of Massachusetts.
- Aruni P. Malalasekera, 2017.** Assistant Professor of Chemistry. B.Sc., University of Colombia – Sri Lanka, Ph.D., Kansas State University.
- Tamara J. McEwen, 2011.** Associate Professor of Biology. Chair, Natural Science Division. B.S., M.S., Pittsburg State University; Ph.D., University of Missouri.
- Allyson J. Moon, 1988.** Associate Professor of Theatre and Speech. Director of Theatre Program. B.A., Southwestern College; M.A., Emporia State University.
- Jacob H. 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.** Associate Professor of Teacher Education. B.S., Kansas State University, M.Ed., Southwestern College; Ed.D., Wichita State University
- Amber R. 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 K. Pettay, 2007.** Associate Professor of Business. B.A., MBA, Southwestern College; Ph.D., North Central University.
- Paula N. Rodriguez, 2021.** Assistant Professor of Education. B.S., Newman University, MBA, Southwestern College, M.Ed., Wichita State University.
- Joshua A. Robinson, 2019.** Assistant Professor of Musical Theatre. B.A. Kean University; M.A. Columbia University; Ph.D., Indiana University.
- Christine M. Rogers, 2010.** Associate 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. B.S., University of Wisconsin; M.A., Ph.D., University of California, Santa Barbara.
- Cheryl L. Rude, 1991.** Professor of Leadership Studies. Director, Leadership Southwestern Program. B.S., University of Kansas; M.Ed., Wichita State University; Ph.D., Union Institute and University.
- Timothy R. Shook, 1988.** Professor of Music. B.Mus., Kansas State University; M.Mus., Wichita State University; Ph.D., University of Oklahoma.
- Michael R. Tessmer, 1998.** Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.

**Suzanne Webb, 2021.** Associate Professor of English. B.A., Wichita State University, M.A., Ph.D., Michigan State University.

**Stephen M. Woodburn, 2003.** Professor of History. B.A., Wheaton College, M.A., Ph.D., Miami University in Ohio.

**David S. Youland, 2018.** Assistant Professor of Business. MBA, University of Minnesota.

## **Staff**

A searchable directory of Southwestern College staff can be found on the Web at [www.sckans.edu/directory](http://www.sckans.edu/directory).

## Index

**A**

Academic advising, 10  
 Academic calendar, 10  
 Academic forgiveness, 15, 26  
 Academic honors, 20  
 Academic information, 7  
 Academic integrity, 13, 24  
 Academic integrity violation, 13, 25  
 Academic policies, 13, 24  
 Academic probation, 18, 28  
 Academic societies, 39  
 Academic suspension, 18, 29  
 Academic suspension, 28  
 Accounting (Main Campus), 58  
 Accounting, Professional Studies, 160  
 Accounts, Past Due, 43  
 Accreditation, 5  
 Activity program, 39  
 Adding or dropping courses, 14, 25  
 Administrative officers, 222  
 Admission to the college, 31  
 Advanced placement scholars, 41  
 Advanced placement tests, 20  
 Advising, 10  
 Appeals, academic suspension, 18, 29  
 Appeals, Financial, 43  
 Appeals, grades, 16  
 Appeals, grades, 26  
 Art, 59  
 Assessment, 6  
 Associate of General Studies, Professional Studies, 167  
 Athletics, 39  
 Attendance policy, 14  
 Auditing of classes, 14, 25

**B**

Biochemistry, 66  
 Biology, 61  
 Board of Trustees, 221  
 Bookstore, 37  
 Broadcasting, 70  
 Business Administration, 64  
 Business Administration, Main Campus, 63  
 Business Administration, Professional Studies, 160  
 Business and Computer Information Systems, 65

Business Quality Management, 161

## C

Campus facilities, 53  
Campus life, 37  
Campus ministry, 37  
Cancellation of charges, 44  
Cancellation of courses, 14, 25  
Cancellation of financial aid, 44  
Career planning, 37  
Catalog, selection of, 11  
Certificate programs, Graduate, 10  
Certificate programs, Undergraduate, 9  
Change of enrollment status, 45  
Change of major, 10  
Charges and fees, 41  
Chemistry, 66  
Christian Discipleship, 90  
Christian Ministries, 162  
CLEP tests, 20  
Communication, 67  
Computer Game Development, 71, 72  
Computer Programming Technology, 162  
Computer Science, 71, 72  
Computer Science and Digital Arts, 70  
Consortium agreements, financial aid, 47, 50  
Course and registration policies, 14, 25  
Course descriptions, graduate (Professional Studies), 210  
Course descriptions, Main Campus graduate, 148  
Course descriptions, undergraduate (Main Campus), 98  
Course descriptions, undergraduate Professional Studies, 175  
Course designations, 21  
Course load, 14  
Course numbering system, 14, 25  
Course offerings: General Education, Main Campus, 56  
Course participation, 25  
Course selection guidelines, 14  
Cowley County Community College students, 41  
Credit by examination, 20  
Credit hour definition, 14, 25  
Criminal Justice, 163  
Curriculum and Instruction, 203  
Cybercrime Investigation, 163

## D

Dantes tests, 20  
Dean's Honor Roll, 20  
Declaration of Major, 10  
Declaration of minor, 10  
Deets Library, 38  
Degree, completion of, 25

Degrees offered, 7  
Departmental honors, 20  
Deposits, room, 45  
Digital Arts, 72  
Disability services, 38  
Discipleship Southwestern, 39  
Disclaimer and Compliance Statements, 52  
Domestic travel, 22, 48

## **E**

Education, 73, 164, 202  
Emergency Planning, 205  
Employment, student, 48  
Enactus, 38  
English, 75  
Enrollment status, 15, 26  
Enrollment status, change of, 45  
Enterprise Risk Management, 206  
Executive Leadership, 206  
Executive Quality Management, 207

## **F**

Facilities, campus, 53  
Faculty, 223  
Federal financial aid, 47  
Fellowships, 49  
FERPA, 51  
Finance, 64  
Financial aid, 46, 49  
Financial aid application process, 46  
Financial aid application process, graduate, 49  
Financial aid rights and responsibilities, 46, 49  
Financial Appeals Process, 43  
Forgiveness, academic, 15

## **G**

General Communication, 68  
General education program, Main Campus, 55  
General education program, Professional Studies, 156  
General education requirements, Main Campus, 56  
General Studies, 166  
General Studies (B.G.S.), 77, 167  
General Theatre Studies, 96  
Grade changes, 16, 26  
Grades, appealing, 16, 26  
Grades, satisfactory/unsatisfactory, 17  
Grading system, 15, 16, 27  
Graduate degree requirements, 11  
Graduate programs, 9  
Graduation with honors, 20



Graduation, conferring degrees, 12  
Graduation, requirements for, 11  
Grants, 47  
Green Team, 40

## H

Health Science, 77  
Healthcare Administration, 167  
HEOA, 52  
High school seniors, 41  
History, 78  
History of the college, 5  
Honorary societies, 39  
Honors, 20  
Housing, 38  
Human Resource Development, 167

## I

Incompletes, 17, 27  
Independent study, 22, 30  
Information Systems Management, 168  
International students, financial aid, 48  
International study, 22, 48  
Internship, Professional Studies, 23  
Internships and practica, main campus, 22

## J

Junior marshals, 21

## L

Leadership, 80, 207  
Leadership Southwestern, 40  
Liberal Arts and Sciences, 80  
Library, 38  
Life experience credit. *See* Prior learning credit  
Literature, 76

## M

Main Campus and Professional Studies, 15  
Major, change of, 10  
Major, declaration of, 10  
Majors and course offerings, Main Campus, 142  
Majors and minors, Main Campus, 58  
Majors, list of Main Campus, 7  
Majors, list of Professional Studies, 8  
Management, 64, 208  
Marine Biology, 81  
Marketing, 64  
Master of Arts in Teaching (M.A.T.), 202

Master of Business Administration, Professional Studies, 202  
Master of Education (M.Ed.), 142, 203  
Mathematics, 81  
Military tuition assistance, 43  
Ministry, campus, 37  
Minor, declaration of, 10  
Minors, list of Main Campus, 8  
Mission of the college, 4  
Music, 83  
Music Education, 85  
Music in Worship, 88  
Music organizations, 39  
Music Performance, 86  
Musical Theatre, 88

## **N**

Non-course credit, 19  
Notice of nondiscrimination, 51  
Notices and disclaimers, 51  
Notices and Disclaimers, 51

## **O**

Off-campus study, 22  
Operational Leadership, 170  
Operations Management, 171  
Order of the Mound, 21  
Organizational Communication, 172

## **P**

Parkhurst Lectures, 23  
Past Due Accounts, 43  
Payment of Accounts, 41  
Payment Plans, 42  
Payment policy, 41  
Payments, 42  
Philosophy, 89  
Philosophy and Religious Studies, 89, 90  
Physical Education, 91  
Physical Education and Sport Studies, 91  
Physical Performance and Sports Studies, 92  
Placement services, 37  
Plagiarism, 13, 24  
Policies, academic, 24  
Political Science and Legal Studies, 92  
Practica and internships, main campus, 22  
Practicum, Professional Studies, 23  
Prior learning credit, main campus, 19  
Prior learning credit, Professional Studies, 19  
Probation, 28  
Probation, academic, 18

Probation, academic, 28  
Probation, financial aid, 46, 49  
Professional Communication, 68  
Psychology (Professional Studies), 172  
Psychology, (Main Campus), 93  
Publications, student, 39

## Q

Quality Management, 172  
Quantitative Learning Center, 38

## R

Radio station, 39  
Readmission, 36  
Refunds, 45  
Regulations, academic, 13, 24  
Regulations, college, 37  
Religious activities, 37  
Religious studies, 89  
Repeating a course, 17, 27  
Requirements for graduation, 11  
Residential life, 38  
Room charges, 41  
Room deposits, 45  
Rosters, 221  
Roy L. Smith-Willson Lectures, 23

## S

Salutatorian, 21  
Satisfactory academic progress, financial aid, 46, 49  
Satisfactory/unsatisfactory grading, 17  
Scholar of the college, 21  
Scholarships, 47  
Secondary licensure: Biology, 62; Chemistry, 66; English, 76; History, 79; Middle Level Mathematics, 82; Music, 85;  
Physical Education, 91; Secondary Mathematics, 83  
Security Administration, 208  
Security Management, 173  
Selection of catalog, 11  
Senior citizens, 41  
Service learning, 39  
Social life, 37  
Social Science Honors Program, 23  
Special academic studies, 21, 30  
Special Education, High-Incidence Disabilities, 204  
Special Education, Low-Incidence Disabilities, 205  
Special lectures, 23  
Special tuition programs, 41  
Specialized Ministries, 209  
Speech and Theatre Education, 69, 95  
Staff, 225

Strategic Leadership, 174  
Student classification, 15  
Student employment, 48  
Student Foundation, 40  
Student Government Association, 40  
Student Life, 37  
Student organizations, 39  
Student publications, 39  
Student Success Center, 38  
Student wellness services, 38  
Study abroad, 22, 48  
Suspension, academic, 18  
Suspension, financial aid, 46, 49  
Sustainability and Environmental Studies, 63, 94

## T

Table of contents, 2  
Teacher education program, 73, 164  
Technical Theatre, 96  
Television, 39  
Textbook vouchers, 45  
Theatre activities, 40  
Theatre Arts, 94, 95, 97  
Theatre Performance, 97  
Theatre, interdisciplinary, 95  
Transfer credit, 19, 29  
Transfer students, degree requirements, 11  
Transfer students, general education requirements, 57  
Trustees, Board of, 221  
Tuition charges, 41  
Tuition, special programs, 41  
Tutoring. *See* Student Success Center

## U

Undergraduate degree requirements, 11

## V

VA educational benefits, 43  
Valedictorian, 21  
Validation of credits by examination, 20  
Vision of the college, 4

## W

Waitlist policy, 26  
Waitlists, 15  
Welcome to Southwestern College, 4  
Withdrawal from college, 18, 28  
Withdrawal from courses, 17, 28  
Withdrawal, administrative, 17, 28  
Writing, 76

# Y

Youth Ministry, 90