

# **Southwestern College**

## **Professional Studies**

## **Graduate Programs**

**Catalog for 2009 – 2010**

**Southwestern College  
2040 South Rock Road  
Wichita KS 67207  
888.684.5335**

**[www.southwesterncollege.org](http://www.southwesterncollege.org)**

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

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

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## **History**

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

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

The College began offering degree completion programs for working adults in 1994. Currently Professional Studies has undergraduate and graduate programs in Winfield, Kansas; Wichita, Kansas; McConnell AFB, Kansas; Midwest City, Oklahoma; Ft. Riley, Kansas; and online.

Southwestern is a learning community of approximately 1,700 learners, 50 full-time teaching faculty members, and 160 affiliate faculty members from leading industries across the country. In addition to programs for traditional age learners and working adults, the College provides learning opportunities for service men and women in all branches of the military.

**Southwestern College Professional Studies is strongly committed to being:**

## **L**EARNER FOCUSED

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

## **E**THICALLY SOUND

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

## **A**CADEMICALLY EXCELLENT

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

## **R**ESPONSIVE

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

## **I**NSTITUTIONALLY ACCOUNTABLE

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

## **E**MPOWERING

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

## **R**ESOLUTE

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

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# Notices

## Accreditation

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

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

Southwestern College is in compliance with federal regulations on disbursement of Title II information. Full information is provided in Appendix A.

## Catalogs

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

Southwestern College does not discriminate on the basis of handicap, race, color, creed, sex, age, or national origin in the recruitment and admission of learners, faculty, or staff. Southwestern College is an Affirmative Action/Equal Opportunity institution.

### Selection of Catalog

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

## Title II Compliance

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

## Graduate Studies Council

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The Graduate Studies Council is the ruling body for the graduate program. Its responsibilities include, but are not limited to, approving new graduate programs and/or changes to existing programs; developing graduate program policies; establishing academic and conduct standards; reviewing learner progress toward candidacy and the degree; deciding on issues related to probation, suspension or expulsion; processing learner complaints including grade appeals; and recommending learners to the faculty for graduation. In the master of education program, some of these matters are reviewed first by the Teacher Education Committee before being sent to the Graduate Studies Council.

## Notice of Nondiscrimination

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Southwestern College is committed to a policy of nondiscrimination on the basis of race, gender, color, age, sexual orientation, religion, national origin, ethnic origin, or physical disability, veteran (including Vietnam era) status, or other non-merit reasons, in hiring, admissions, and educational programs or activities, all as required by applicable laws and regulations. The college also practices affirmative action in hiring. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning the Civil Rights Act of 1960, the Age Discrimination in Employment Act of 1975, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and other related federal, state, and local legislation, executive orders, regulations, and guidelines, has been delegated to the vice president for business affairs and human resources, Southwestern College, 100 College, Winfield, KS 67156-2499, telephone (620) 229-6000.

## Privacy

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

# Graduate Admissions

## Admission With Full Standing

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All applicants must have completed a baccalaureate degree from a regionally accredited institution and a minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale for the MBA and the M.Ed. in Special Education programs and a 2.5 on a 4.0 scale for all other graduate programs.

## Conditional Admission

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Some applicants may be granted conditional admission if grades do not meet the above standards or there are other deficiencies, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. In such cases, the appropriate academic administrator will advise of conditions to be met to attain full-standing admission. Full standing is attained after completion of 9 credit hours of graduate coursework with a cumulative grade point average of 3.0 on a 4.0 scale for the MBA and MED programs, and a 2.5 for all other graduate programs with no grade below a C, and upon the removal of any condition that was specified at the time of the admission.

## Non-Degree Graduate Learners

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

## International Learners

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Learners who study online with Southwestern College Professional Studies programs from a country outside the USA follow the same policies and procedures as outlined in this catalog.

Admission decisions for international learners who are planning on studying in the US are based on a combination of English proficiency, successful completion of courses leading to graduation, letters of recommendation, and proof of financial support.

Learners who have attended schools where English has not been the primary language of instruction must show evidence of English proficiency through a score

of 550 or higher on the Test of English as a Foreign Language (TOEFL), special courses in other institutions such as completion of the highest level of an Intensive English Language Center program or other relevant experiences.

Transfer learners must provide official copies of all college transcripts and record of any undergraduate and graduate degrees awarded. All foreign credentials not listed in English should have an accompanying literal translation. An international learner who enrolls as a degree-seeking learner at Southwestern and who has taken courses outside the United States must pay a \$50 fee to have these credits evaluated.

In addition, international learners must submit a certified bank statement indicating that the learner or the learner's sponsor has sufficient funds to meet the first year's expenses, a personal statement about the learner's background, interests and personal accomplishments, and three letters of recommendation. International learners will be required to enroll in and pay for in full at the time of enrollment, 12 credit hours each semester. If the learner is being sponsored, a certified letter from the sponsor should be submitted indicating the sponsor will be supporting the learner during the learner's stay in the United States. If the learner is sponsored by the learner's home government, the learner should send a certified letter from the government indicating support and billing information.

International learners are subject to the same academic admission requirements as other Professional Studies learners. To be admitted to Southwestern College, international learners should take these steps:

1. Write, e-mail call or visit the center to become acquainted with the college community and to discuss the admission process with an appropriate SC representative.
2. Complete an admission application form and return it to the college with a written essay.
3. Have the official transcripts of all previous college credit translated into English and sent to the coordinator at the center the learner wishes to attend.
4. Take the Test of English as a Foreign Language (TOEFL) and have the scores sent to the coordinator of the center the learner wishes to attend. The TOEFL code for Southwestern College is 6670. If applying for English proficiency through other means, forward documentation such as transcripts accompanied by an explanation to the coordinator of the center the learner wishes to attend.
5. Forward three letters of recommendation, translated into English, from teachers or professors, who are familiar with the learner's academic ability.
6. Complete the certification of finances form documenting amounts of financial support from sources other than Southwestern College. If sponsored by the learner's home government, send a certified letter indicating amount of support and billing information.

7. Documents will be accumulated by a Southwestern College graduate program representative. When the file is complete, it will be sent to the main campus Office of Admission for review and final approval.

Upon acceptance for admission, the learner will be forwarded a Form I-20. This should be presented to the learner's local United States consular officer to obtain a learner F-1 visa.

## **Application Process**

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

Graduate Admissions  
Southwestern College  
2040 South Rock Road  
Wichita, Kansas 67207

Application forms are also available electronically at:  
[www.southwesterncollege.org](http://www.southwesterncollege.org).

Applicants are required to submit an application, two letters of professional reference, official transcript from the institution where the candidate obtained his/her undergraduate degree, a current resume, and a written essay addressing why the candidate decided to enroll in the specific program and explaining how the candidate hopes to use this knowledge to further develop his/her career. Applicants must have a 3.0 cumulative GPA for all previous college coursework to be admitted into the MBA and M.Ed. program. Applicants must have a 2.5 cumulative GPA for all previous college coursework to be admitted into all other graduate programs.

## **Transfer Learners**

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Learners may be able to transfer hours earned in other accredited graduate programs if the grade point average of those total hours is 3.0 or higher for the MBA or 2.5 or higher for the MSL, MSSA, MASM, and MSM graduate programs (see section below for details regarding transfer for the M.Ed. programs). Requests for transfer should be requested through the learners' individual academic success coach.

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

decision to accept transfer credit will be made by the appropriate academic administrator.

Transfer learners must also meet these requirements:

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

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

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

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

activities or assignments may be required to assure that the independent study meets standards for a graduate level course.

## **Orientation**

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All Professional Studies graduate learners are given access to a Blackboard course entitled Graduate Learner Orientation. This site contains helpful information for all graduate learners, including detailed explanation of information regarding the Portfolio process and Capstone Projects as well as program information, faculty profiles, and helpful resources for graduate learners.

# Academics

## Academic Integrity

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

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

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. Fabrication is the falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
3. Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications to phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
4. Dissimulation is the disguising or altering of one's own actions as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for such things as missing classes, postponing tests, handing in late papers; turning in a paper for one class that was originally written for another class (when original work is requested), etc.
5. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material, which is necessary for academic work. Examples: hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library, etc.
6. Forgery of academic documents is the unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc.
7. 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.
8. Aiding and abetting academic dishonesty is knowingly facilitating any act defined in 1-7.

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.

### **POLICIES FOR DEALING WITH ACADEMIC DISHONESTY**

The instructor shall determine if the infraction is intentional or unintentional. Violations of the academic integrity policy will result on the first offense with:

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

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

Any subsequent intentional violation of the policy by that student during his/her academic career at Southwestern will result in a disciplinary hearing before the academic affairs committee and possible suspension from the institution. Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing, and must be received in the academic Director's office by the date determined by the Director in consultation with the academic affairs committee.

Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the academic Director to the academic affairs committee.

*Adapted and used by permission from Tabor College.*

## **General Academic Policies**

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**Academic Forgiveness.** Individuals who have accumulated a grade point average of less than 2.00 at Southwestern College may petition the appropriate academic administrator and the Graduate Studies Council 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 Graduate Studies Council in terms of the learner’s readiness for academic success. A learner may receive academic forgiveness only once. When granted, the learner’s prior record of academic work completed at Southwestern College will be sealed. The new academic record will indicate

“Academic Forgiveness Granted” and the effective date. The learner may then resume study under no academic restrictions.

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

**Academic Probation.** After completing 6 credit hours of coursework, a learner must have a minimum CGPA of 3.0 for the MBA or M.Ed. programs (2.5 for all other graduate programs), no grade below a C, and positive recommendations by faculty or the learner will be placed on academic probation. The learner will receive notification from the appropriate academic administrator. Any learner placed on probation is subject to the conditions prescribed by the Graduate Studies Council.

**Academic Suspension and Expulsion.** Learners who fail to make minimum progress toward the degree and who fail to maintain defined academic standards set by the Graduate Studies Council may be suspended from the college. Additionally, after completing 12 credit hours of coursework, a learner must have a minimum CGPA of 3.0 for the MBA and M.Ed. programs (2.5 for all other graduate programs) with no grade below a C or the learner will be suspended from the graduate program.

- ✓ Learners may expect to have their academic status reviewed more frequently, if the appropriate academic administrator so requests.
- ✓ Learners who violate professional standards of conduct may also be subject to suspension or expulsion.
- ✓ Professional Studies reserves the right to suspend or expel a learner from graduate study for the good of the program and the college, regardless of any published criteria.

Learners enrolled in the M.Ed. program should refer to the teacher education handbook for further clarification.

Any learner who is suspended has a right to an appeal. A request for appeal should be made by the learner 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 learner prior to the appeals meeting. The appeal will be heard by the Graduate Studies Council and the Council’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 one year 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 Graduate Studies Council and the Council's decision will be final.

**Appeal of Grade.** Any grade change or appeal for a grade change must be requested within 30 days after the end of the course in which the grade is given. If a learner believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the learner may then seek resolution with the appropriate academic administrator, who will render a decision. If the learner disputes this decision, the final step would be to submit a written request for an appeal of a grade to the Graduate Studies Council.

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

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

**Attendance Policy.** In on-ground classes learners are expected to attend all classes for the full length of the class period. Tardies may be counted as absences at the discretion of the instructor.

In online classes regular, systematic, weekly participation is required by all online learners. More than two weeks of nonparticipation in one six week period is considered unacceptable and may result in a lower grade for the course.

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

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

**Credit for Prior Learning.** This option is currently available only in Southwestern College Professional Studies undergraduate programs.

**Degree Requirements.**

1. Complete the specific program requirements for the master's program.
2. Have an overall grade point average of 3.0 (B average) for the MBA and M.Ed. or a 2.5 (B- average) for all other graduate programs, with no single grade below a C (2.0).
3. Have Southwestern College graduate course credit of at least 30 hours, or special permission from the appropriate academic administrator for fewer credit hours.
4. Be elected to the degree by the faculty and by the Board of Trustees.

**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- Below Graduation Standards (1.67)
- D Below Graduation Standards (D+, 1.33; D, 1; D-, 0.67)
- F Failure (0 points)

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

- WD Withdrawal from a course
- AW Administrative withdrawal from a course
- I Incomplete work

**Incompletes.** A learner may request a temporary grade of incomplete when the work of the learner has been generally satisfactory but for reasons beyond the learner's control it has not been possible to complete certain assignments made by the instructor. A minimum of fifty percent of the course work must be completed before an incomplete can be granted. If the instructor agrees to the learner's request, the learner and instructor must jointly complete a form describing the work remaining in the course and a plan for its completion. The form will then be submitted to the appropriate academic administrator for approval. If the incomplete is acceptable the form will be filed with the registrar. If an incomplete is given, learners will work with the instructor to set a reasonable deadline. A deadline of no more than 30 days is strongly suggested. Under extreme conditions, learners can request a maximum of 90 days after the end of the course to complete the course work. A grade of F will automatically be entered as a final grade if the remaining work is not completed by the deadline.

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

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

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

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

If this notice comes prior to the official last day to withdraw from a course, the learner may withdraw and receive a grade of “WD”. After that date the grade will be “F”. A copy of the notification letter will be sent to the appropriate academic administrator. Any exemption from this policy must be discussed with the instructor personally, and the final judgment is the instructor’s.

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

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

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

**Validation of Credits by Examination.** This option is currently available only in Southwestern College undergraduate programs.

# Learner Services

## General Learner Service Policies

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

**Academic Success Coach.** Prospective learners are invited to discuss their specific goals and interests with a graduate academic success coach. To contact an academic success coach, e-mail [graduate@sckans.edu](mailto:graduate@sckans.edu).

**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.

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

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

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

**Library.** Learners are expected to make use of the Southwestern College Deets Library, where useful resources are held. Learners can also access reference materials and e-books through the Internet.

**Official Withdrawal from Courses.** A learner may withdraw from a course at any time before the start of the last week of class in a regular six-week session and receive a grade of WD which does not influence the grade point average. For courses lasting longer than six weeks, the last date to withdraw is two weeks before

the end of the course. A charge will result for any course withdrawn after the end of the first week of class.

**Policy for Learners with Disabilities.** Southwestern College seeks to make reasonable accommodations for learners with disabilities in order to provide the same educational opportunities for all learners.

Learners with disabilities need to provide documentation of their disabilities to the appropriate academic administrator. Learners will meet with appropriate personnel (e.g., program director, academic administrator, academic success coach, faculty) to discuss appropriate accommodations.

Southwestern College does not provide assessment testing, although referrals can be made by the director of learner services. Learners are responsible for all expenses related to testing.

*Responsibilities of Learners with Disabilities*

- ✓ The learner is responsible for informing instructors of his or her specific needs and providing documentation.
- ✓ Learners may choose not to tell instructors of their disabilities.
- ✓ Learners with disabilities are still expected to meet all academic requirements for their courses. All accommodations will be for the purpose of helping the learner meet these requirements.
- ✓ It is highly recommended that learners with disabilities keep their instructors informed on whether the accommodations are meeting their needs.

*Responsibilities of Faculty*

- ✓ The faculty needs to comply with accommodations agreed upon in consultation with learners, their academic success coach, and appropriate administrative personnel.
- ✓ The faculty has the right to request documentation of disabilities prior to making accommodations.
- ✓ Learners with disabilities are still expected to meet all academic requirements for their courses. All accommodations will be for the purpose of helping the learner meet these requirements.
- ✓ All information about disabilities is to remain confidential by federal law.

**Registration Change (Add/Drop).** Learners may enroll online or in person at one of our physical locations. Learners wishing to drop a class at any time during the registration period must give written notice to the school by using the link:

<http://w3.sckans.edu/ps/withdraw/>

After the last day of the add/drop period, learners wishing to drop a class must give written notice by using the link:

<http://w3.sckans.edu/ps/withdraw/>.

Military learners who wish to inquire about the impact of mobilization, activation, and temporary duty assignments on financial responsibilities associated with adding, dropping, or withdrawing from a course should speak with a learner services specialist at (888) 684-5335.

**Withdrawal from College.** Any learner wishing to withdraw entirely from the college during a term should give official notice by email to [withdraw@sckans.edu](mailto:withdraw@sckans.edu), by fax (316) 6885218, or in person to a learner services specialist. Withdrawal protects the academic record in that the designation of WD is recorded for any course in progress at the time of the learner's departure from the college. Learners who leave without completing the withdrawal process risk receiving Fs for courses in progress and can be responsible for full charges for the courses. Information regarding charges and fees is found in this catalog under "Charges and Fees."

# Charges and Fees

## Charges

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

Master of Arts in Specialized Ministries, \$331 per credit hour  
Master of Arts in Teaching, \$331 per credit hour  
Master of Business Administration, \$469 per credit hour  
Master of Education, \$331 per credit hour  
Master of Science in Leadership, \$397 per credit hour  
Master of Science in Management, \$431 per credit hour  
Master of Science in Security Administration, \$397 per credit hour  
Online Technology Fee, \$35 per course

## Withdrawal Charges

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Learners who officially withdraw from courses will be assessed fees based upon the date of notification of withdrawal by the learner. An official withdrawal request must be submitted in writing at <http://w3.sckans.edu/ps/withdraw/> or to Learner Services, Southwestern College, 2040 S. Rock Rd., Wichita, KS 67207. Notification can be faxed to 316.688.5218.

For courses lasting six weeks the following will apply:

- ✓ No charge when withdrawal notice is given before midnight Sunday of the end of the first week of class.
- ✓ Twenty-five percent of tuition assessed for the course when notice is given before midnight on Sunday of the second week of class.
- ✓ Fifty percent of tuition assessed for the course when notice is given before midnight on Sunday of the third week of class.
- ✓ Full tuition assessed for the course when notice is given *after* midnight on Sunday of the third week of class.
- ✓ No withdrawals are allowed after midnight on Sunday of the fifth week of class.

For courses lasting twelve weeks or longer the following will apply:

- ✓ No charge when withdrawal notice is given before midnight on Sunday of the first week of class.
- ✓ Twenty-five percent of tuition assessed for the course when notice is given before midnight on Sunday of the fourth week of class.

- ✓ Fifty percent of tuition assessed for the course when notice is given before midnight on Sunday the sixth week of class.
- ✓ Full tuition is assessed for the course when notice is given after midnight on Sunday the sixth week of class.
- ✓ No withdrawals are allowed after midnight on Sunday of the tenth week of class.

## **Payment Policy**

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All tuition and fees from each session are due and payable before a learner may enroll in an additional session. Any learner unable to make payment in full before that time (including those learners whose financial aid is not in place) must set up a payment plan. Learners who have not paid their charges in full or made arrangements for payment by the next enrollment period will not be allowed to complete registration.

## **Finance Charges**

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A monthly finance charge of 1.5% (annual rate, 18%) with a minimum of \$1 is assessed on the unpaid balance of an account.

## **Administrative Withdrawal**

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

## **Transcripts**

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For a fee, transcripts are available through the registrar's office when a learner's account is paid to date. Credits are recorded on transcripts at the end of each session of classes.

# Financial Aid and Assistantships

## Financial Aid

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Graduate learners are eligible for federal financial aid in the form of FFEL Stafford Loans. For information, contact the financial aid counselors at the Wichita East center or inquire at the financial aid office on the main campus. Information on loans may also be found on the financial aid website [www.sckans.edu/finaid](http://www.sckans.edu/finaid).

## Cancellation of Financial Aid

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Withdrawing learners who have received financial aid are required to return a portion of their aid to those sources that assisted in enrollment. For federal aid, a calculation is made of “earned” and “unearned” aid based on the days of attendance. Unearned aid is returned first to loans (in this order: unsubsidized, subsidized, Perkins, PLUS). For details, inquire at the financial aid office.

## Refunds

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

## Graduate Learner Assistantships

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A limited number of graduate assistantships are available. They are awarded on a competitive basis. Tuition waivers depend on the terms of the assistantship. Please obtain information about these assistantships directly from a financial aid counselor at Professional Studies.

# **Master of Arts in Specialized Ministries (MASM)**

The Master of Arts in Specialized Ministries program is designed with an emphasis on youth and young adult ministry. This nondenominational program develops key ministry leadership skills and prepares those who minister to and promote spirituality among young people to practically apply core academic and theological principles in contemporary church settings. In addition to the core courses, candidates must also complete all coursework for an area of emphasis, for a total of 36 hours. All courses are delivered online in six-week sessions.

## **For More Information**

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For admission forms or more information, write, call, fax, or e-mail:

Southwestern College  
Graduate Admissions  
2040 South Rock Road  
Wichita, Kansas 67207  
Phone: (316) 684-5335 or (888) 684-5335  
Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## **Program Requirements**

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### **Core Requirements (21 credit hours):**

- SMIN 501 Introduction to Ministry
- SMIN 503 Studies of the Old Testament
- SMIN 505 Studies of the New Testament
- SMIN 507 Theology
- SMIN 509 Survey of Church History
- SMIN 595 Practicum in Specialized Ministry
- LEAD 570 Leadership for the Future

All requirements of area of emphasis below:

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

#### **Emphasis Requirements (15 credit hours):**

- SMIN 530 Theology of Youth Ministry
- SMIN 531 Ethical Issues in Youth Ministry
- SMIN 532 Faith and Formation in Developing Adults
- SMIN 533 Program Design and Development in the Local Church

### **Specialized Ministries Courses**

**SMIN 501 Introduction to Ministry.** This course will explore several themes that are foundational to ministry including the notions of call, conversion, prayer, and leadership in the church. Students should be prepared to engage the practical dimensions of spiritual formation and to apply them to a variety of social scenarios. Credit 3 hours.

**SMIN 503 Studies of the Old Testament.** An introduction to the literature and history of ancient Israel with special attention given to 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 youth ministry. Credit 3 hours.

**SMIN 505 Studies of the New Testament.** An introduction to 27 books that constitute the New Testament. This course will take into account the Jewish and Greco-Roman milieu in which the New Testament developed. Attention will be given to how to utilize New Testament scriptures in youth ministry. Credit 3 hours.

**SMIN 507 Theology.** In this course, students learn to link scriptural, historical, and theological sources in order to both create and understand theological constructs for youth ministry. It gives attention to how context (race, class, gender, other) shapes theological convictions. Credit 3 hours.

**SMIN 509 Survey of Church History.** 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.

**SMIN 595 Practicum in Specialized Ministry.** 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 for practicum's are available online. The form requires a complete description of the work to be undertaken, the basis for grading, the signatures of the learner, off-campus supervisor, and the supervising teacher. Credit 6 hours.

**SMIN 530 Theology of Youth Ministry.** 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.

**SMIN 531 Ethical Issues in Youth Ministry.** 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.

**SMIN 532 Faith and Formation in Developing Adults.** A study of 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.

**SMIN 533 Program Design and Development in the Local Church.** 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.

**LEAD 570 Leadership for the Future.** Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives. Credit 3 hours.

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

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

## **For More Information**

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Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## **Program Requirements**

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The on-line Master of Arts with a major in teaching includes 36 semester-hours of graduate courses for student seeking to obtain grades 6-12 or P-12 licensure. Enrollment in the program requires a minimum 2.5/4.0 GPA, an application, and degree-bearing official transcript from a Higher Learning Commission or equivalently accredited college or university. Successful completion of Pre-Professional Skills Test (PPST) with scores that meet or exceed program requirements in the Reading (173), Math (172), and Writing (172) sections. See

<http://www.ets.org>. No content area courses below a C are accepted. Once admitted, professional dispositions are assessed. This master's program cannot be completed by a person who already holds a valid teaching license.

Restricted licensure candidates are enrolled in EDUC 608 each semester s/he is teaching under a restricted license until the program is completed. Restricted licensure candidates complete EDUC 609 during their last semester of classes. While restricted licensure candidates must complete the Praxis II content exam in their teaching area by February of their first year of teaching, other candidates complete the Praxis II content exam prior to licensure. Graduate students seeking licensure will complete a 14-week student teaching practicum, course EDUC 607 and be concurrently enrolled in EDUC 609. Ultimately, candidates must take and pass the Praxis II exams at the respective scores per KSDE.

Once accepted in to the program, candidates must have access to the internet, current computer technology with a microphone and speakers, a digital camera, and digital camcorder and the ability to use the technologies.

**M.A.T. Core Requirements (36 credit hours):**

- EDUC 512 Action Research
  - \* EDUC 524 Introduction to Special Education
  - \* EDUC 549 Race, Class, and Power in Schools
  - \* EDUC 601 Seminar
  - \* EDUC 602 Education Foundations
  - \* EDUC 603 Educational Psychological/Learning Theories
  - \* EDUC 604 Content Area Literacy
  - \* EDUC 605 Teaching in the Content Areas
  - \* EDUC 606 Teaching Methods
  - \* EDUC 607 Student Teaching Practicum **OR** \* EDUC 608 Restricted Licensure Practicum (may be repeated for credit-see course description)
  - \* EDUC 609 Teacher Portfolio
  - \* EDUC 610 Developmental Psychology **OR** EDUC 518 Educational Practice and Innovation **OR** EDUC 526 Classroom Management
- \* Course required for licensure. Equivalent undergraduate courses will substitute for licensure but will not be included toward the master's degree. If developmental psychology is not on the undergraduate transcript, EDUC 610 is required. Otherwise, EDUC 518 and/or 526 can be included in the program to complete the degree

**Teaching Courses**

**EDUC 512 Action Research.** This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise. Credit 3 hours.

**EDUC 518 Educational Practice and Innovation.** Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

**EDUC 524 Introduction to Special Education.** Designed to provide an overview of the fields of behavior disorders, learning disabilities, and mental retardation for present and future teachers, school psychologists, administrators, counselors, and other professionals preparing to work with students with mild disabilities. Emphasis on causes, identification, classification, characteristics, and recent trends and issues. Credit 2 hours.

**EDUC 526 Classroom Management.** A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.

**EDUC 549 Race, Class and Power in Schools.** 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.

**EDUC 601 Seminar.** An introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon use of Blackboard, IQ Web, program assessments, field experiences, Praxis II exams, and personal involvement in planning an effective and successful career in education. Credit hour.

**EDUC 602 Education Foundations.** This course explores the historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons as well as guide instruction, educational practices, and decision making to support policies, practices, and legal requirements that promote student welfare and development. Credit 3 hours.

**EDUC 603 Educational Psychology/Learning Theories.** This course explores concepts and distinctions imperative to apply learning theories from theory to practical application. Each theory is uniquely derived from a time period and vision of the theorist. Each learning theory will allow students to explore how to properly implement the theory and use it as an instructional process. Through the in depth analysis, students will have a better understanding on how to improve classroom practice and student learning. Credit 3 hours.

**EDUC 604 Content Area Literacy.** A course on content-based literacy designated to encompass study skills, concept development, reading comprehension strategies, and critical thinking. This course presents the area of reading demands of content subjects and the need shown by a diverse population of students. This course will serve as a basis for new teachers to demonstrate their knowledge and enable higher-order thinking to be present in schools today. This course focuses on each aspect of reading, but more specifically on comprehension. Reading, interpretation, and visualization will be key components to have cohesion exist among content areas within education. Credit 3 hours.

**EDUC 605 Teaching in the Content Areas.** Course will assist prospective teachers in developing the skills necessary for utilizing teaching strategies in the middle and secondary school environment. Students will study new and traditional methods in teaching middle and secondary education. Special attention will be given to research in selecting materials, use of proper strategies, assessment, delineating information, and cooperative learning. Credit 3 hours.

**EDUC 606 Teaching Methods.** Course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies;

program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to student teaching. Credit 3 hours.

**EDUC 607 Student Teaching.** Clinical experiences in the public schools for teacher licensure candidates .Student teaching is a 14-week full time teaching experience. Concurrent enrollment with EDUC 609 Teacher Portfolio. Credit 3 hours.

**EDUC 608 Restricted Licensure Practicum.** This course provides restricted licensures students with supervised practica throughout the teacher education program until they obtain their initial license. Credit 1 hour. May be repeated for credit six times.

**EDUC 609 Teacher Portfolio.** Course is a collection of candidate assignments over the program aligned with the 13 professional standards. The course also requires candidates to complete a Kansas Performance Assessment during student teaching. Restricted licensure candidates complete this course during their last semester of courses. Credit 3 hours.

**EDUC 610 Lifespan Developmental Psychology.** Course focuses on human development throughout the lifespan, from birth to death. Students will examine central concepts related to parameters of human development, individual and social, which arise throughout the life span, as well as continuity and change within the developing individual. Credit 3 hours.

# Master of Business Administration (MBA)

Business administration professionals with advanced degrees and industry experience are in high demand. Southwestern College Professional Studies' Master of Business Administration (MBA) program is cutting-edge but grounded in real-world practicality. Solid contemporary management concepts and techniques, not just theory, are stressed. Our MBA program provides you a real education, not just a degree.

Southwestern College's master of business administration program is taught by professional instructors with real world experience that will benefit learners of all backgrounds. Although our programs are flexible, and fit easily into your schedule, they're demanding and practical. We've proactively designed our programs to prepare our graduates to lead today's global organizations.

The MBA program is available completely online and in the classroom.

## For More Information

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For admission forms or more information, write, call, fax, or e-mail:

Southwestern College  
Graduate Admissions  
2040 South Rock Road  
Wichita, Kansas 67207  
Phone: (316) 684-5335 or (888) 684-5335  
Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## Program Requirements

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### Requirements (39 credit hours):

- MGMT 500 Organizational Behavior & Human Resource Mgmt.
- MGMT 505 Project Management Fundamentals
- MGMT 510 Financial Accounting
- MGMT 515 Managerial Accounting
- MGMT 520 Managing Organizational Change and Conflict
- MGMT 525 Business Law
- MGMT 530 Marketing Strategies
- MGMT 560 Ethics in the Global Marketplace
- MGMT 565 Financial Analysis and Management I
- MGMT 575 Financial Analysis and Management II
- MGMT 580 Quality Management and Statistical Analysis
- MGMT 585 Strategic Management
- MGMT 590 MBA Project

## Business Administration Courses

**MGMT 500 Organizational Behavior & Human Resource Management.** 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. A heavy emphasis will be placed on relationship management. Credit 3 hours.

**MGMT 505 Project Management Fundamentals.** 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.

**MGMT 510 Financial Accounting.** Concentrates on interpreting financial statement information, using accounting information for decision making and evaluation, and examining current trends in accounting of importance to the manager. Credit 3 hours.

**MGMT 515 Managerial Accounting.** Examines the use of accounting information to assist management in planning, analyzing, and implementing business decisions and activities. Focuses on strategic and operational performance analysis and evaluation. Credit 3 hours.

**MGMT 520 Managing Organizational Change and Conflict.** Techniques for successfully managing and communicating change and conflict in complex organizations. Included will be individual personality, preference and style assessment, interpersonal interaction, and group dynamics. Also covered are implementation strategies for change in organizations as they respond to socioeconomic, technological, ethical, environmental factors and adapt to new competitive conditions. Analyzes forces inducing change; organizational barriers to change; human behavior and demographic diversity; strategies for overcoming resistance to change; and intervention techniques of effective organizational change programs. Credit 3 hours.

**MGMT 525 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, bankruptcy, securities regulations, antitrust law, consumer protection, torts, criminal business law, social and political influences, management rights, powers, and responsibilities, ethical considerations, and a brief overview of the structure of the judicial system. Credit 3 hours.

**MGMT 530 Marketing Strategies.** Explores 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 the 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, which will include a variety of important communication techniques. Credit 3 hours.

**MGMT 560 Ethics in the Global Marketplace.** Explores the role of business in society. Critical managerial issues from historical, theoretical, and social/ethical perspectives. Coverage of company values, actions, and outcomes that affect employees, investors, business partners, communities, and the natural environment. Examines business ethics in these relationships and ways that leaders can improve corporate citizenship. Special emphasis is placed on understanding the role of ethics in multi-national corporations. Credit 3 hours.

**MGMT 565 Financial Analysis and Management I.** Introduces and covers a broad range of financial topics of interest to managers. Included are differentiation between accounting and finance; time value of money; macroeconomics, including supply and demand; forecasting techniques, capital budgeting and investment decisions. Credit 3 hours.

**MGMT 575 Financial Analysis and Management II.** Applies 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. Specifically covered are risk measurement, opportunity cost of capital, short and long-term financial decisions, corporate financing alternatives, and financial analysis and planning. Students 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: Successful Completion of MGMT 565. Credit 3 hours.

**MGMT 580 Quality Management and Statistical Analysis.** This course explores foundations of quality management. Included are tools and methods for analytic study including basic probability and statistics. Models of quality management are utilized through practical case study application. Students will have the opportunity to apply quality management and statistical analysis to a real-world project of their choice. Special emphasis will be placed not only on the content and statistics of their project but also on how to effectively communicate the value of their project to a variety of organizational stakeholders. Credit 3 hours.

**MGMT 585 Strategic Management.** Students will be expected to synthesize material learned in several previous MBA courses. Projects are based on computer simulations in which teams compete. Prerequisite: successful completion of at least 27 credit hours in the MBA program. Credit 3 hours.

**MGMT 590 MBA Project.** All students in the MBA program will be required to submit a professional portfolio addressing the competencies and skills they have achieved as a result of their graduate studies in Business Administration. The purpose of the portfolio is two-fold: to serve as a professional tool for the learner and to prove valuable in helping the learner document achievements and knowledge gained through the completion of the program. The MBA Portfolio will further serve as an assessment tool to ensure learning outcomes are being met. Prerequisite: MGMT 585 and completion of at least 30 hours in the program. Credit 3 hours.

# Master of Education Program (M.Ed.)

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

## For More Information

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For admission forms or more information, write, call, fax, or e-mail:

Southwestern College  
Graduate Admissions  
2040 South Rock Road  
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Phone: (316) 684-5335 or (888) 684-5335  
Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## Program Requirements

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

The online Master of Education with a major in Curriculum and Instruction (M.Ed. in C&I) includes 33 semester-hours of courses, for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment. Enrollment in the program requires a minimum 2.5 GPA, an application and degree-bearing official transcripts from a Higher Learning Commission or equivalently accredited college or university. Once admitted, dispositions will be assessed and such information is aggregated across all learners to establish baseline information for the program.

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

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

This program is consistent with the conceptual framework of The Dole Center for Teacher Education, which specifies that we build professional educators who have the

abilities of wisdom, interaction, facilitation, and reflection. Each of these abilities can be seen in all of the dimensions of the program.

The first dimension of the program, the Professional Core, is a series of courses in the theoretical, philosophical, cultural, and historical processes of curriculum and teacher leadership. These courses assist candidates in using their knowledge of what learners know, how they think, who they are, where they come from, and what motivates them. The courses that accomplish this active understanding and demonstration of skills are: EDUC 501 Current Educational Trends, EDUC 530 Curriculum Development, EDUC 542 Instructional Design, EDUC 549 Race, Class, and Power in Schools, EDUC 518 Educational Practice and Innovation.

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate learners will have a specified curricular strand that includes: EDUC 520 Instruction and English Language Students, EDUC 540 Creating Community in the Classroom, and EDUC 560 Investigating Learner Work. The content area focus promotes critical thinking skills and helps graduate learners use prior knowledge to gain confidence and independence in posing, exploring, and solving new problems.

The third dimension, Research and Assessment, provides teachers with the tools to become effective and perceptive educators in their schools and classrooms. Through a series of courses in action research and assessments, tests, and measurements, graduate learners learn to gauge learner progress through the on-going processes of action research, multiple evaluation methods, and the interpretation of research literature, which serves as a guide for improving their practice. Considered crucial, the mastery of these tools connects teacher-leaders to their daily practice through a systematic, scientific framework that validates their work and brings about positive curricular, instructional, and evaluative changes in their individual classrooms. This dimension is accomplished through the following courses: EDUC 512 Action Research and EDUC 543 Assessments, Tests and Measurements.

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

### **EDUC 562 Portfolio**

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

- Thoroughly knowing the subjects taught and how to effectively teach those subjects to learners
- Effectively managing and monitoring learner learning
- Thinking systematically about practice and learning from that experience

- Demonstrating competencies in critical and reflective thinking, and scholarly writing
- Demonstrating commitment to learners and their learning
- Demonstrating growth and transformation through the establishment of new professional goals
- Disseminating knowledge and appropriate practice to the professional community

Required portfolio components are:

- A written statement of teaching and learning philosophy grounded in theory
- Documentation of competencies in the area of emphasis
- Case studies, diagnostic and evaluative plans, and other assignments that demonstrate knowledge of ability to apply theories and research to educational practice (3 selected documents),
- Self-assessments
- An action research study
- Documentation that demonstrates membership in the learning community and collegiality

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

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

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

**M.Ed., Major in Curriculum and Instruction  
Major Requirements:**

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

**In the Professional Core:**

- EDUC 501 Current Educational Trends  
EDUC 518 Educational Practice and Innovation  
EDUC 530 Curriculum Development  
EDUC 542 Instructional Design  
EDUC 549 Race, Class, and Power in Schools

**Area of Emphasis:**

- EDUC 520 Instruction and English Language Students
- EDUC 540 Creating Community in the Classroom
- EDUC 560 Investigating Learner Work

**In Research and Assessment:**

- EDUC 512 Action Research
- EDUC 543 Assessments, Tests, and Measurements

**Portfolio Experience:**

- EDUC 562 Portfolio

**M.Ed., Major in Special Education**

The master of education with a major in special education is designed for those who wish to earn a license in teaching special education as part of their graduate degree programs. A core of 30 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Licensure in mild disabilities (learning disabilities, mental retardation and/or behavior disorders) may be earned with 30 hours. A minimum of 12 hours is required for a provisional license.

Successful completion of a program portfolio equivalent to that of the Pathway Portfolio (described above) will be required for this major. The portfolio will demonstrate that the learner has met the state and national standards (Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers from the Council for Exceptional Children) for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessments x0353 Education of Exceptional Students: Core Content Knowledge and x0542 Education of Exceptional Students: Mild to Moderate Disabilities.

**M.Ed., Major in Special Education**

**Major Requirements:**

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

- EDUC 514 Introduction to Special Education: Individual Educational Plan Development
- \* EDUC 522 Instructional Strategies: Behavior Difficulties
- \* EDUC 523 Instructional Strategies: Learning Difficulties
- \* EDUC 524 Introduction to Special Education
- EDUC 525 Collaboration with Parents and Professionals
- EDUC 526 Classroom Management
- EDUC 529 Legal Issues in Special Education
- EDUC 535 Assessment Strategies
- \* EDUC 558 Practicum in Adaptive Special Education (initial, 1.5 credit hours)
- EDUC 559 Practicum in Adaptive Special Education (capstone, 1.5 credit hours )

\*required for provisional licensure

Electives (choose a total of six hours):

- EDUC 532 Technology in Special Education
- EDUC 533 Language Development and Disorders
- EDUC 534 Transitions in Education
- EDUC 549 The Multicultural Classroom
- EDUC 555 Topics in Education (up to three hours)

Research requirements:

- EDUC 512 Action Research
- EDUC 531 Field-Based Research Block 1

**Education Courses**

**EDUC 501 Current Educational Trends.** Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development. Credit 3 hours.

**EDUC 511 Research Methodologies.** Provides the essentials for conducting research, interpreting statistical principles, and quantification. Descriptive and inferential statistics will be surveyed as well as library techniques. Credit 3 hours.

**EDUC 512 Action Research.** This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise. Credit 3 hours.

**EDUC 514 Introduction to Special Education: Individual Educational Plan Development.** Course will provide training in the procedures for developing high quality individual education plans for students with disabilities, based on state curriculum standards and meeting all of the requirements of state and federal special education laws and regulations. This course can be taken in conjunction with EDUC 524 Introduction to Special Education. Credit 1 hour.

**EDUC 518 Educational Practice and Innovation.** Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

**EDUC 520 Instruction and English Language Students.** Students will investigate different educational models for language minority students, and the instructional methods that work for ELL students. Credit 3 hours.

**EDUC 522 Instructional Strategies: Behavior Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with behavior disorders, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with behavior disorders. Credit 3 hours.

**EDUC 523 Instructional Strategies: Learning Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with academic problems, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with academic difficulties. Credit 3 hours.

**EDUC 524 Introduction to Special Education.** Designed to provide an overview of the fields of behavior disorders, learning disabilities, and mental retardation for present and future teachers, school psychologists, administrators, counselors, and other professionals preparing to work with students with mild disabilities. Emphasis on causes, identification, classification, characteristics, and recent trends and issues. Credit 2 hours.

**EDUC 525 Collaboration with Parents and Professionals.** Study of the basic principles, tools, and techniques of counseling, conferencing, and consulting related to the parents and professionals working with exceptional children. Credit 3 hours.

**EDUC 526 Classroom Management.** A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.

**EDUC 529 Legal Issues in Special Education.** The focus of this course is on the legal and professional issues in special education. It will include an in-depth study of special education laws and their impact on programs for exceptional children and youth. Credit 3 hours.

**EDUC 530 Curriculum Development.** Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.

**EDUC 531 Field-Based Research Block.** A cohort experience where students develop and implement action research projects with area schools and service organizations. Special emphasis will be placed on issues related to curriculum and learner outcomes. The importance of building meaningful school and organization partnerships will be explored. All students majoring in curriculum and instruction are required to complete EDUC 531. Credit 3 hours.

**EDUC 532 Technology in Special Education.** This course will provide an overview of the technology available for students with special needs. Included will be low-tech devices, augmentative devices, and using technology to adapt instruction. Credit 3 hours.

**EDUC 533 Language Development and Disorders.** This course is designed to provide an introduction to language disorders. Designed for classroom teachers, it provides an overview of language development and language disorders, the development of literacy, the relationship between language disorders and learning disabilities, and language as it affects academic areas. Credit 3 hours.

**EDUC 534 Transitions in Education.** The focus of this course is on the theoretical constructs and practical considerations in programming for students with disabilities from the preschool through the secondary and post-secondary level. Credit 3 hours.

**EDUC 535 Assessment Strategies.** Focus on the use of observation techniques and the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs. Credit 3 hours.

**EDUC 540 Creating Community in the Classroom.** 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.

**EDUC 542 Instructional Design.** Students will cover typical instructional design models and learning theories. Students will complete an entire instructional design unit including curriculum, instruction, and assessment of learner learning. Credit 3 hours.

**EDUC 543 Assessments, Tests, and Measurement.** Provides classroom educators with the knowledge and skills necessary to effectively measure learner achievement and the reflective skills necessary to examine and improve upon practice. Credit 3 hours.

**EDUC 544 Characteristics of the Adult Learner.** The study of the context of adult learning in the 21st century and major theories on adult development and learning, including andragogy, self-directed learning, and transformational learning. Emphasis will be on the practical application of these theories to the practice of teaching and training adults in post-secondary and organizational settings. Credit 3 hours.

**EDUC 545 Teaching Methods for Adult Students.** 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.

**EDUC 546 Online Teaching and Training.** Explores the communication technologies used in the foundation and delivery of online courses, programs and seminars. Includes topics on synchronous and asynchronous modes of communication, web-based resources, models of teaching and learning theory, and formative evaluation. Credit 3 hours.

**EDUC 547 Assessment and Evaluation in Adult Education.** Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, and principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours.

**EDUC 548 Program Planning.** Investigates the theory and research of program planning and development for adults, including processes used to develop educational programs in various settings. Topics include needs assessment, program design and development, implementation, and evaluation. Credit 3 hours.

**EDUC 549 Race, Class and Power in Schools.** 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.

**EDUC 555 Topics in Education.** The 555x courses will be available in the summer primarily as topics of special interest or independent study courses with approval of the coordinator of the special education program. Credit 1 hour. May be repeated for credit.

**EDUC 558 Practicum in Adaptive Special Education (initial).** This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with mild disabilities. Credit 1.5 hours.

**EDUC 559 Practicum in Adaptive Special Education (capstone).** This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with learning disabilities, mental retardation, or behavior disorders. Credit 1.5 hours.

**EDUC 560 Investigating Student Work.** 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.

**EDUC 562 Portfolio.** The focus of this course will be the development of a purposeful collections of educational artifacts designed to provide tangible evidence of the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance learner learning. It is a capstone experience in the major. Credit 3 hours.

# Master of Science in Leadership (MSL)

The greatest demand in the world today is not for managers, but for leaders. Southwestern College's Master of Science in Leadership (MSL) program prepares individuals in any industry for leadership positions. Southwestern College's Master of Science in Leadership program is a 36-hour degree program. Courses are six weeks long and are available completely online. The degree may be completed in 1.5 years of continuous part-time study. Learn relationship management and leadership skills to become more effective in any organization, whether military, corporate, government, health care, small business, education or non-profit. The emphasis is on practical application of key leadership principles in contemporary organizations.

## For More Information

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Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## Program Requirements

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### Requirements (36 credit hours):

- LEAD 500 Leadership Styles and Theories
- LEAD 505 Organizational Leadership and Ethics
- LEAD 510 Leadership in Context
- LEAD 515 Leadership Communication and Conflict Resolution
- LEAD 520 Leadership Coaching
- LEAD 560 Leading Change in Organizations
- LEAD 565 Knowledge Based Leadership
- LEAD 570 Leadership for the Future
- LEAD 575 Organizational Structures and Behavior
- LEAD 580 Practical Problem Solving for Today's Organizations
- LEAD 585 Leading Quality Improvement Initiatives
- LEAD 590 Leadership Project

### Leadership Courses

**LEAD 500 Leadership Styles and Theories.** The course will cover fundamentals of leadership, definitions of leadership, and an introduction to the tools available for research in leadership. Emphasis is on the application of theoretical concepts to actual organizational settings and situations, culminating in the determination of participant's dominant leadership style and articulation of a personal leadership profile. Credit 3 hours.

**LEAD 505 Organizational Leadership and Ethics.** The course will provide an understanding of the distinction between leadership and management in organizations. Theory is mixed with contemporary examples of the ethical challenges facing today's leaders. Participants consider ethical frameworks (e.g., individual ethical competency, organizational system as an ethical agent) in organizational decision making. Credit 3 hours.

**LEAD 510 Leadership in Context.** Participants will be able to demonstrate an understanding of how economic, social and/or political events and relationships--whether local, national or worldwide--affect organizations as well as have an impact on culture and community. Participants will develop a plan of action for dealing with that impact. Credit 3 hours.

**LEAD 515 Leadership Communication and Conflict Resolution.** The course will teach leaders to hone and refine important communication and conflict resolution skills including interpersonal and small group communication, persuasion, media communication, and crisis communication. Credit 3 hours.

**LEAD 520 Leadership Coaching.** The course will help students coach, mentor and empower future leaders. The course will review coaching theories and models as well as the theoretical and applied aspects of teamwork. Participants will focus on building the skills of collaboration. Participants will articulate a personal leadership development plan. Credit 3 hours.

**LEAD 560 Leading Change in Organizations.** Participants will learn to navigate the world of needs assessment tools in order to build an organization's ability to operate on the consistent generation of information. Systems used to analyze information and implement change resulting from data will be covered through case studies, individual and group exercises. Participants will develop practical tools for engaging people at all levels of an organization through inevitable change. Credit 3 hours.

**LEAD 565 Knowledge Based Leadership.** The course will cover the integration and alignment of strategic planning, mission, vision with goals and objectives to position organizations to transition to a knowledge based environment. Participants will develop a plan for capturing "tribal knowledge" and using that knowledge to create and communicate a shared vision. Credit 3 hours.

**LEAD 570 Leadership for the Future.** Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives. Credit 3 hours.

**LEAD 575 Organizational Structures and Behavior.** Participants will learn decision making models, principles of organizational hierarchy, and how organizations are impacted by leadership styles. Participants will analyze how their own leadership behavior impacts others through 360-degree feedback. Credit 3 hours.

**LEAD 580 Practical Problem Solving for Today's Organizations.** Working from current and relevant case studies, students will develop the skills to make real-world, real-time decisions. Credit 3 hours.

**LEAD 585 Leading Quality Improvement Initiatives.** The course will address the importance of implementing quality principles integral to leadership which will benefit stakeholders, provide an understanding of the philosophies underlying quality, emphasize the importance of employee empowerment, deal with issues surrounding teams and group dynamics, and develop an awareness of process improvement and its role in building solid effective organizations. Students will be qualified to earn the credential of Certified Quality Improvement Associate. Credit 3 hours.

**LEAD 590 Leadership Project.** Based on a project of choice pertinent to the learner's needs, the learner will develop a plan to integrate a number of initiatives including collaboration in decision making, building flexible organizations to navigate the flow of change, an incentive structure that rewards leadership development of employees, and other progressive initiatives. This course will examine how to plan, implement, and integrate these initiatives to achieve highly successful organization. Prerequisite: This course should be taken after completion of at least 27 hours in the program. Credit 3 hours.

# Master of Science in Management (MSM)

Southwestern College's Master of Science in Management (MSM) program focuses on the knowledge and skills necessary for any manager to be successful. Organizations today need very complex and diverse managers and leaders. They are not just expected to be experts in their particular field, but they are expected to understand the many aspects of business as well as how to lead the organization to success. Southwestern College's Master of Science in Management program is a 39-hour degree program. Courses are six weeks long and are available completely online. The degree may be completed in 20 months of continuous part-time study. The program seeks to develop leaders for today's complex and diverse business environments and to prepare them for leading an organization to success.

This program provides learners the necessary skills in important business areas including: project management, human resource management, finance, organizational ethics and statistical analysis. The program also emphasizes relationship management and introduces the learner to a variety of leadership theories and styles, as well as the opportunity to develop personal leadership skills.

The Master of Science in Management program combines courses in business management and leadership to provide a strong foundation for any person wishing to make a positive difference in their workplace, church, community or personal life.

## For More Information

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## Program Requirements

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### Requirements (39 credit hours):

#### Core (27 credit hours)

##### In Leadership

LEAD 500 Leadership Styles and Theories  
LEAD 565 Knowledge Based Leadership

##### In Management

MGMT 500 Organizational Behavior & Human Resource Mgmt.  
MGMT 505 Project Management Fundamentals

MGMT 565 Financial Analysis and Management I  
MGMT 595 Management Project  
MGMT 580 Quality Management and Statistical Analysis

In Leadership OR Management

LEAD 560 Leading Change in Organizations or MGMT 520 Managing Organizational Change and Conflict  
MGMT 560 Ethics in a Global Marketplace or LEAD 505 Organizational Leadership and Ethics

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

In Leadership

LEAD 570 Leadership For the Future  
LEAD 520 Leadership Coaching  
LEAD 580 Practical Problem Solving for Today's Organizations  
LEAD 510 Leadership in Context  
LEAD 515 Leadership Communication and Conflict Resolution

In Management

MGMT 515 Managerial Accounting  
MGMT 525 Business Law  
MGMT 510 Financial Accounting  
MGMT 530 Marketing Strategies  
MGMT 575 Financial Analysis and Management II

**Course Descriptions**

**MGMT 595 Management Project.** All learners in the Management program will be required to submit a professional portfolio addressing the competencies and skills they have achieved as a result of their graduate studies in Management. The purpose of the portfolio is two-fold: to serve as a professional tool for the learner and to prove valuable in helping the learner document achievements and knowledge gained through the completion of the program. The portfolio will further serve as an assessment tool to ensure learning outcomes are being met. Prerequisite: Completion of at least 30 hours in the program. Credit 3 hours.

**See pages 24 and 32 for remaining MGMT and LEAD course descriptions**

# Master of Science in Security Administration (MSSA)

The security field is one of the fastest growing in the nation, and demand is high for knowledgeable security administrators. Southwestern College's Master of Science in Security Administration program is a 36-hour degree program. Courses are six weeks long and are available completely online. The degree may be completed in 1.5 years of continuous part-time study. Southwestern College's Master of Science in Security Administration (MSSA) program is designed to prepare mid-to-upper level managers in the security industry to take increasing levels of responsibilities and leadership positions. The program will help you learn problem solving, leadership, critical thinking, and application of theory-to-practice in addition to knowledge in security-related subject matter.

## For More Information

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## Program Requirements

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### Requirements (36 credit hours):

- MSA 500 Contemporary Security Administration
- MSA 505 Security Administration Business Strategies
- MSA 510 Enterprise Risk Management
- MSA 515 Physical Security Planning & Vulnerability Assessment
- MSA 520 Administration of Information Security
- MSA 560 Security Law
- MSA 565 Organizational Security Investigations
- MSA 570 Homeland Security Defense and Administration
- MSA 575 Best Practices and Special Issues in Homeland Security
- MSA 580 Terrorism: Perspectives and Consequence Mgmt
- MSA 585 Emergency, Disaster, and Contingency Management
- MSA 590 Security Portfolio

## **Security Administration Courses**

**MSA 500 Contemporary Security Administration.** This course provides leading-edge concepts for Chief Security Officers (CSO) as well as middle to upper-level security management professionals. The principal focus is emerging criminal and terrorist threats that pose serious challenges to professionals throughout the security industry. Core areas of security are also comprehensively covered as well as business management and leadership competencies.

**MSA 505 Security Administration Business Strategies.** The primary focus of this course is to direct students through the entire continuum of management strategies aimed at achieving personal and professional success. Real world concepts and their application to asset protection are illustrated via situational case presentations. The learner is exposed to concepts of advocacy, continuous quality improvement strategies, and a plethora of helpful suggestions designed to deliver organizational results. Measurable metrics, business needs, effective communication, and how to receive the necessary resources for success are also examined. New risk assessment models and proven strategic planning concepts are discussed as well as the blueprint for business executives and security managers to determine where they are and where they need to be to drive their security program to maximize its contribution to their organization.

**MSA 510 Enterprise Risk Management.** Students in this course will focus on all risks in which an organization may be exposed. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

**MSA 515 Physical Security Planning and Vulnerability Assessment.** The focus of this course emphasizes real-world concepts, principles, and processes for building security and safety design including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from the start of planning through final analysis, including senior management briefing, is examined.

**MSA 520 Administration of Information Security.** This course provides a management review of information security issues and a thorough treatment of the administration of information security. Topics such as planning for contingencies, policy and programs, models and practices, risk management, threats, protection mechanisms, personnel security, law and ethics, and project management are studied.

**MSA 560 Security Law.** Students in this course will review the legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from employee and customer theft. It also discusses the legal rights of and responsibilities of security personnel and merchants as they pertain to theft and lawful arrest. Negligence, intentional torts, agency, contracts, alarms, damages, authority of private citizens, probable cause, arrest, search and seizure, interrogation, use of force by the private citizen, deprivation of rights, and entrapment are also examined.

**MSA 565 Organizational Security Investigations.** The primary concentration for this course covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas

include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations.

**MSA 570 Homeland Security Defense and Administration.** This course provides a comprehensive overview of America's homeland security system, including key federal, state, local, and private organizations. Policy issues, technologies, legislation, preparedness recommendations, and trends are analyzed. Threat assessments, critical infrastructure protection, weapons of mass destruction, cyber-terrorism, business preparedness, and emergency response and public protection are covered as well.

**MSA 575 Best Practices and Special Issues in Homeland Security.** Students in this course will examine the current ability of national, state, and local agencies to respond to terrorism. Lessons learned and best practices from past emergencies and terrorist events are reviewed to identify preparedness and mitigation methods. Individual and local government preparedness, response, and practices are covered.

**MSA 580 Terrorism: Perspectives and Consequence Management.** Students in this course will thoroughly examine the complex issues surrounding terrorism via a discussion of theories, domestic and international threats of terrorism, motivations for terrorism, and a review of the various religious, ideological, nationalistic, and ethnic movements taking place around the world. Consequence management is studied with a review of the incident management system, federal response plan, weapons of mass destruction effects, mass casualty decontamination, crime scene operations, and technology and emergency response.

**MSA 585 Emergency, Disaster, and Contingency Management.** This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

**MSA 590 Security Portfolio.** All students in the MS program will be required to submit a professional portfolio addressing the competencies and skills they have achieved as a result of their graduate studies in Security Administration. The purpose of the portfolio is two-fold: to serve as a professional tool for the learner and will prove valuable in helping the learner document achievements and knowledge gained through the completion of the program, and will further serve as an assessment tool to ensure the currency and relevancy of the curriculum. Prerequisite: This course should be taken after completion of at least 30 hours in the program.

# Graduate Certificate in Emergency Planning

Southwestern College's Emergency Planning graduate level certificate is designed to prepare the executive security professional for assessing and designing contingencies for public and private security measures in a global society. Threats to safety and systems are examined and emphasis is given to the analysis of models and practices. Learners will examine the cost-benefit comparisons of contemporary, theoretical, and practical models. Individuals completing the Emergency Planning Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Security Administration.

## For More Information

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## Program Requirements

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### Requirements (15 credit hours):

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

**MSA 515 Physical Security Planning and Vulnerability Assessment.** The focus of this course emphasizes real-world concepts, principles, and processes for building security and safety design including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from the start of planning through final analysis, including senior management briefing, is examined.

**MSA 570 Homeland Security Defense and Administration.** This course provides a comprehensive overview of America's homeland security system, including key federal, state, local, and private organizations. Policy issues, technologies, legislation, preparedness recommendations, and trends are analyzed. Threat assessments, critical infrastructure protection, weapons of mass destruction, cyber-terrorism, business preparedness, and emergency response and public protection are covered as well.

**MSA 575 Best Practices and Special Issues in Homeland Security.** Students in this course will examine the current ability of national, state, and local agencies to respond to terrorism. Lessons learned and best practices from past emergencies and terrorist events are reviewed to identify preparedness and mitigation methods. Individual and local government preparedness, response, and practices are covered.

**MSA 580 Terrorism: Perspectives and Consequence Management.** Students in this course will thoroughly examine the complex issues surrounding terrorism via a discussion of theories, domestic and international threats of terrorism, motivations for terrorism, and a review of the various religious, ideological, nationalistic, and ethnic movements taking place around the world. Consequence management is studied with a review of the incident management system, federal response plan, weapons of mass destruction effects, mass casualty decontamination, crime scene operations, and technology and emergency response.

**MSA 585 Emergency, Disaster, and Contingency Management.** This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

## Graduate Certificate in Enterprise Risk Management

Southwestern College's Enterprise Risk Management graduate level certificate emphasizes the executive analysis and assessment of organizations' security vulnerability. It is designed to prepare the manager with security administration responsibilities for contingency planning and investigation in addition to systematic assessment of organizational risk. Learners will have an opportunity to examine various models and practices that help the security management professional balance the costs and risks facing today's organizations. Individuals completing the Enterprise Risk Management Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Security Administration.

### For More Information

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### Program Requirements

---

#### Requirements (15 credit hours):

- MSA510 Enterprise Risk Management
- MSA515 Phys Security Planning & Vulnerability Assessment
- MSA520 Administration of Information Security
- MSA565 Organizational Security Investigations
- MSA585 Emergency, Disaster, and Contingency Management

**MSA 510 Enterprise Risk Management.** Students in this course will focus on all risks in which an organization may be exposed. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

**MSA 515 Physical Security Planning and Vulnerability Assessment.** The focus of this course emphasizes real-world concepts, principles, and processes for building security and safety design including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from the start of planning through final analysis, including senior management briefing, is examined.

**MSA 520 Administration of Information Security.** This course provides a management review of information security issues and a thorough treatment of the administration of information security. Topics such as planning for contingencies, policy and programs, models and practices, risk management, threats, protection mechanisms, personnel security, law and ethics, and project management are studied.

**MSA 565 Organizational Security Investigations.** The primary concentration for this course covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations.

**MSA 585 Emergency, Disaster, and Contingency Management.** This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

# Graduate Certificate in Executive Leadership

Southwestern College's Executive Leadership graduate level certificate will help prepare managers or future managers to be effective leaders in today's contemporary, global organizations. Emphasis is placed on applied, practical projects while focusing on topics facing today's leaders in human resources management, change management, decision making, communication, and diversity issues that include generational differences. Individuals completing the Executive Leadership Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in Leadership.

## For More Information

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e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## Program Requirements

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### Requirements (15 credit hours):

MGMT 500 Organizational Behavior and Human Resource Management  
LEAD 520 Leadership Coaching  
LEAD 565 Knowledge-Based Leadership  
LEAD 560 Leading Change in Organizations  
MGMT 505 Project Management Fundamentals

**MGMT 500 Organizational Behavior and Human Resource Management.** 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.

**LEAD 520 Leadership Coaching.** The course will help learners 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.

**LEAD 565 Knowledge Based Leadership.** The course will cover the integration and alignment of strategic planning, mission, vision with goals and objectives to position organizations to

transition to a knowledge based environment. Participants will develop a plan for capturing tribal knowledge, and using that knowledge to create and communicate a shared vision.

**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.

**MGMT 505 Project Management Fundamentals.** 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.

## Graduate Certificate in Executive Quality Management

Southwestern College's Executive Quality Management graduate level certificate is designed to prepare the leader in an organization to manage an existing quality program or establish a new quality initiative. Emphasis is given to the behavioral and organizational culture issues that impact quality initiatives. Learners will gain experience with the measurements and processes that can support quality programs in a real-world project. In addition, the certificate is designed to support the efforts of managers to lead through the necessary changes for establishing quality initiatives. Individuals completing the Graduate Certificate in Executive Quality Management at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in Leadership.

### For More Information

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For admission forms or more information, write, call, fax, or e-mail:

Southwestern College  
Graduate Admissions  
2040 South Rock Road  
Wichita, Kansas 67207  
Phone: (316) 684-5335 or (888) 684-5335  
Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

### Program Requirements

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#### Requirements (15 credit hours):

MGMT 500 Organizational Behavior & Human Resource Mgmt  
MGMT 505 Project Management Fundamentals  
MGMT 580 Quality Management and Statistical Analysis  
LEAD 570 Leadership for the Future  
LEAD 585 Leading Quality Improvement Initiatives

**MGMT500 Organizational Behavior & Human Resource Management.** 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. A heavy emphasis will be placed on relationship management.

**MGMT 505 Project Management Fundamentals.** 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.

**MGMT 580 Quality Management and Statistical Analysis.** This course explores foundations of quality management. Included are tools and methods for analytic study including basic probability and statistics. Models of quality management are utilized through practical case study application. Students will have the opportunity to apply quality management and statistical analysis to a real-world project of their choice. Special emphasis will be placed not only on the content and statistics of their project but also on how to effectively communicate the value of their project to a variety of organizational stakeholders.

**LEAD 570 Leadership for the Future.** Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives.

**LEAD 585 Leading Quality Improvement Initiatives.** The course will address the importance of implementing quality principles integral to leadership which will benefit stakeholders, provide an understanding of the philosophies underlying quality, emphasize the importance of employee empowerment, deal with issues surrounding teams and group dynamics, and develop an awareness of process improvement and its role in building solid effective organizations. Students will be qualified to earn the credential of Certified Quality Improvement Associate.

# Graduate Certificate in Youth Ministry for the Lay Leader

The nondenominational Graduate Certificate in Youth Ministry for the Lay Leader is designed to prepare individuals for working with young adult ministry programs. The learners will explore foundational ministry concepts and examine these foundational concepts in a variety of social scenarios. They will also develop their skills in applying the theological principles and scriptures in youth ministry. Individuals completing the Youth Ministry for the Lay Leader Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Arts degree in Specialized Ministries.

## For More Information

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For admission forms or more information, write, call, fax, or e-mail:

Southwestern College  
Graduate Admissions  
2040 South Rock Road  
Wichita, Kansas 67207  
Phone: (316) 684-5335 or (888) 684-5335  
Fax: (316) 688-5218  
e-mail: [graduate@sckans.edu](mailto:graduate@sckans.edu)

## Program Requirements

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### Requirements (15 credit hours):

- SMIN501 Introduction to Ministry
- SMIN503 Studies of the Old Testament
- SMIN505 Studies of the New Testament
- SMIN507 Theology
- SMIN533 Program Design and Development in the Local Church

**SMIN 501 Introduction to Ministry.** This course will explore several themes that are foundational to ministry including the notions of call, conversion, prayer, and leadership in the church. Students should be prepared to engage the practical dimensions of spiritual formation and to apply them to a variety of social scenarios. Credit 3 hours.

**SMIN 503 Studies of the Old Testament.** An introduction to the literature and history of ancient Israel with special attention given to 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 youth ministry. Credit 3 hours.

**SMIN 505 Studies of the New Testament.** An introduction to 27 books that constitute the New Testament. This course will take into account the Jewish and Greco-Roman milieu in which the

New Testament developed. Attention will be given to how to utilize New Testament scriptures in youth ministry. Credit 3 hours.

**SMIN 507 Theology.** In this course, students learn to link scriptural, historical, and theological sources in order to both create and understand theological constructs for youth ministry. It gives attention to how context (race, class, gender, other) shapes theological convictions. Credit 3 hours.

**SMIN 533 Program Design and Development in the Local Church.** 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.

## **Administration**

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Gail Cullen, Director of Academic Affairs, Professional Studies  
Brenda Hicks, Director of Financial Aid  
David Hofmeister, Ed.D., Director of Teacher Education  
Dana Johnson, Director of Academic Success Coaching  
Mary Johnson, Director of Organizational Partnerships, Professional Studies  
Heather Kesterson, Director of Military Partnerships  
W. Richard Merriman Jr., Ph.D., President  
Karen L. Pedersen, Ph.D., Vice President of Professional Studies  
Joni Rankin, Director of Learner Services, Professional Studies  
James A. Sheppard, Ph.D., Vice President for Academic Affairs  
Deb Stockman, Director of Marketing and New Media  
Stacy R. Townsley, Registrar  
Alex Zarchan, Assistant Director of Financial Aid