



Southwestern College

Graduate Studies

Catalog for 2005–06

Professional MBA Program Office

2040 South Rock Road
Wichita, Kansas 67207
(316) 684-5335

Fifth-Year MBA Program Office

100 College Street
Winfield, Kansas 67156-2499
(620) 229-6367

M.S.L. Program Office

2040 South Rock Road
Wichita, Kansas 67207
(316) 684-5335

M.Ed. Program Office

Dole Center for Teacher Education
100 College Street
Winfield, Kansas 67156-2499
(620) 229-6253

Coordinator of Special Education

2040 South Rock Road
Wichita, Kansas 67207
(316) 684-5335, ext. 103

OUR VISION

*Southwestern College in Winfield, Kansas,
is a learning community
dedicated to
—intellectual growth and
career preparation,
—individual development and
Christian values,
—lifetime learning and
responsible citizenship, and
—leadership through service
in a world without boundaries.*

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Catalogs

Southwestern College's academic programs are described in three different catalogs: undergraduate, graduate, and Professional Studies/SC Online. All catalogs are available online. This is the graduate catalog for the master of business administration (Professional MBA and Fifth-Year MBA), the master of science in leadership, and the master of education.

Courses and policies in this catalog are subject to change through the processes set forth in the institutional policies manual. 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 students and, as such, the catalog should not be construed as a contract between the college and the students.

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

Selection of Catalog

In most cases, students will meet graduation requirements stated in the catalog under which they first enter the program. When graduation requirements change, students may adhere to the ones listed in the catalog under which they first entered, or they may optionally select the newer catalog and follow those requirements. Students who leave the master's program but reenroll having missed no more than two terms (counting fall, spring, and summer as terms) may follow the catalog under which they were previously enrolled.

Accreditation

Southwestern College is accredited by the Higher Learning Commission and is a member of the North Central Association, www.ncahigherlearning.commission.org, phone (312) 263-0456.

It is further accredited by the University Senate of the United Methodist Church, the Kansas State Department of Education, and the National Council for Accreditation of Teacher Education (NCATE). Southwestern students find credits taken here fully accepted in undergraduate and graduate schools across the nation.

Admission

Admission With Full Standing

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 M.Ed. programs, and 2.5 on a 4.0 scale for the M.S.L.

Conditional Admission

Some applicants may be granted conditional admission if grades do not meet the above standards or there are other deficiencies, provided there is other evidence that the applicant has the ability to do satisfactory graduate work, which might require submitting GMAT scores. 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 12 hours of coursework for graduate credit with a cumulative grade point average of 3.0 on a 4.0 scale for the MBA and M.Ed. programs, a 2.5 for the M.S.L., and upon the removal of any condition that was specified at the time of the admission.

Non-Degree Graduate Students

Students who do not plan to work for an advanced degree may be admitted as non-degree students. Applications should be sent to the program in which they plan to take courses.

Non-degree seeking students must have completed at least 90 undergraduate credit hours and achieved a minimum cumulative grade point average of 3.0 on a 4.0 scale, or have obtained the consent of the graduate program director.

A maximum of 12 non-degree graduate credits may be earned. A non-degree seeking student who later wishes to enter a degree program must undergo the full application and admission review process.

Up to 12 non-degree graduate credits earned may be converted into regular undergraduate degree program credits. Converted non-degree graduate credits cannot also count towards a graduate degree program.

Students applying to pursue an MBA should be aware of the following conditions and requirements:

Admission to the MBA program is competitive. Applicants are required to submit an MBA application form, two letters of reference (at least one from a current employer), a personal essay, official transcripts of all college-level work, and a current resume.

An applicant's degree need not be in a business field; however, admission preference may be given to applicants with substantial business course work or work experience.

For transfer students, Southwestern College may recognize hours taken in other accredited graduate programs at the discretion of the appropriate academic administrator. A maximum of six credit hours (with grades of A or B) may be applied to the Southwestern degree.

Students applying for the Professional MBA may obtain a formal application packet from:

Professional MBA Program Office
Southwestern College
2040 South Rock Road
Wichita, Kansas 67207
(316) 684-5335

Students applying for the Fifth-year MBA may obtain a formal application packet from:

Office of Admission
Southwestern College
100 College Street
Winfield, Kansas 67156-2499
(620) 229-6230

Application for admission forms are also available electronically on the graduate website of Southwestern College.

Students applying to pursue an M.S.L. must meet the following requirements:

Applicants are required to submit an M.S.L. application form, two letters of reference, official transcripts of all college level work, a written statement addressing why the candidate decided to enroll in the M.S.L. program and explaining how the candidate hopes to use this knowledge to further develop his/her career. Applicants must have a 2.5 cumulative GPA for all previous college coursework.

In addition, candidates must have:

- a minimum of 3 years of full-time work experience
- a working knowledge of word processing, presentation, and spreadsheet software
- assessed the technical requirements of the M.S.L. online program
- assessed their learning style readiness and technical skills readiness for online study

A formal application may be obtained from:

M.S.L. Program Office
Southwestern College
2040 South Rock Road
Wichita, Kansas 67207
(316) 684-5335

Application for admission forms are also available electronically on the graduate website of Southwestern College.

Students applying to pursue the major in special education must meet these additional requirements:

- hold an undergraduate degree in elementary or secondary education
- have a valid teaching certificate for the level for which they are seeking special education certification
- have successfully completed a course in survey of exceptionalities
- submit a written essay discussing why the applicant is seeking a career in special education

For transfer students, Southwestern College will recognize hours taken in other accredited graduate programs if the grade point average of those total hours is 3.0 or higher. A maximum of six semester hours (with grades of A or B) may be applied to the Southwestern degree.

Prospective degree-seeking students are invited to discuss their specific goals and interests with the director of master of education program before applying for admission. Formal application is made through the:

Dole Center for Teacher Education
Southwestern College
100 College Street
Winfield, Kansas 67156-2499
(620) 229-6253
(800) 846-1543

Application for admission forms are also available electronically on the graduate website of Southwestern College.

International Students

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

Students 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.

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

Graduate Studies Council

The graduate studies council is the ruling body for the graduate program. Its responsibilities include, but are not limited to, establishing academic and conduct standards, reviewing learner progress toward candidacy and the degree; deciding on issues related to probation, suspension or expulsion; processing student complaints including grade appeals; and recommending students 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.

Orientation and Handbooks

All applicants are required to attend program orientation sessions for each degree program or engage in a comparable consultation with the appropriate graduate program director and obtain and review any written materials provided for orientation. Each graduate degree program has its own handbook, which applicants are required to read and sign before being fully admitted to the program.

Notice of Nondiscrimination

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

Privacy

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

Academic Policies

Academic Integrity. Southwestern College assumes the academic integrity of its students. In cases where academic integrity is in question, the following definitions and policies will apply.

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

The following definitions make clear the policy of the college.

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 and rephrasings 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 noncirculating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library, etc.

6. Forgery of academic documents is the unauthorized changing or construction of any academic document.

Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc.

Examples also include completion of an application for any Southwestern academic program which omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

7. Sabotage is the damaging or impeding of the academic work of another 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.

Policies for Dealing with Academic Dishonesty. Violations of the academic integrity policy will result in one or more of the following: A zero for the assignment (paper, exam or project), an F for the course, or a disciplinary hearing before the graduate studies council and possible suspension from the institution.

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

Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing and must be received in the appropriate academic administrator's office by the date determined by the appropriate academic administrator in consultation with the graduate studies council.

Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the appropriate academic administrator to the graduate studies council.

Adapted and used by permission from Tabor College.

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

Course Load. Full time is 9.0 hours per term.

Completion of Degree. From the date of acceptance, students have five consecutive years to complete the degree. If an extension is necessary, an application in writing must be made to the graduate program director stating information pertinent to the request.

Degree Requirements. These are the requirements for a graduate degree:

1. Complete the specific program requirements for the master's program.
2. Complete a minimum of 36 credit hours.
3. Have an overall grade point average of 3.0 (B average) for the MBA and M.Ed., 2.5 (B-average) for the M.S.L., with no grade below a C- (1.67).
4. Have Southwestern College graduate course credit of at least 30 hours.
5. Reviewed and accepted electronic portfolio and leadership project (M.S.L. learners only).
6. Be elected to the degree by the faculty and by the Board of Trustees.

Transfer Students. Students may be able to transfer hours earned in other regionally accredited graduate programs if the grade point average of those total hours is 3.0 or higher for the MBA and M.Ed., 2.5 or higher for the M.S.L. A maximum of six semester hours (with grades of A or B) may be applied to the Southwestern graduate degree. The decision to accept transfer credit will be made by the appropriate academic administrator.

Transfer students must also meet these requirements:

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

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

A = Exemplary attendance, superior academic achievement, and professional communication skills (A+ or A, 4 points; A-, 3.67)

B = Completion of all assigned work with above average quality (B+, 3.33; B, 3; B-, 2.67)

C = Completion of assigned work with acceptable performance (C+, 2.33; C, 2; C-, 1.67)

D = Inadequate demonstration of acceptable quality work (D+, 1.33; D, 1; D-, 0.67)

F = Unacceptable attendance, participation, and/or written work (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

I = Incomplete work

S = Satisfactory work

U = Unsatisfactory work

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

If an incomplete is given, the deadline for finishing the course work is thirty days after the end of the course in which the incomplete is given, or an earlier deadline as agreed to by the

student and instructor. A grade of F will automatically be entered as a final grade if the remaining work is not completed by the deadline.

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

An instructor may not give an incomplete unless the student has requested it. If at the time grades are submitted to the registrar's office the form requesting an incomplete is not attached and jointly signed, a grade of F will be recorded.

Registration Change (Drop/Add). A change of registration is not official until a student gives written notice to the appropriate graduate program office.

Withdrawal From Courses. A student may withdraw from a course and receive a grade of WD (withdrawn) until 50 percent of the course has elapsed (e.g. through the fourth class of an eight-week session). WD does not influence the grade point average. Withdrawals after the deadline will result in a grade of F.

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

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

Validation of Credits by Examination. This option is available only in the Southwestern undergraduate program.

Credit for Prior Learning. This option is available only in the Southwestern undergraduate program.

Waiver of Specific Course Requirements. Students who believe they already have attained the outcomes of a required course may petition the program director to have that requirement waived. The director may ask that confirmation of this attainment be made by examination. Professional MBA students may petition the director of academic programs for a waiver of up to two MBA classes; Fifth-Year MBA students may petition the vice president for academic affairs. If granted, this waiver would not reduce the number of hours required for the degree, but would allow the student to arrange more advanced independent study courses in place of the waived courses.

Auditing a Course. Auditing consists of attending a class regularly and participation in all activities without receiving credit. Permission to audit a class is granted by the appropriate academic administrator. Students auditing a course must register for the course and pay the audit fee.

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 and the graduate program director.

Academic Probation. After completing 12 credit hours of coursework, a student must have a minimum GPA of 3.0, no grade below a C (2.0), and positive recommendations by faculty or

the student will be placed on academic probation. The student will receive notification from the appropriate academic administrator. Any student placed on probation is subject to the conditions prescribed by the graduate studies council.

Academic Suspension and Expulsion. Students 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.

After completing 24 credit hours of coursework, a student must have a minimum GPA of 3.0 with no grade below a C (2.0) or the student will be suspended from the graduate program.

Students may expect to have their academic status reviewed more frequently, if the director of the specific graduate program so requests.

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

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

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

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

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

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 student believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the student may then seek resolution with the appropriate academic administrator in which the course is taught. The final step would be to submit a written request for an appeal of a grade to the appropriate academic administrator.

After receiving the written request, the academic administrator will meet with the student to verify an attempt at resolution of the issue through the negotiation process and/or in mediation with the student and faculty. If it is determined that resolution has not occurred, the academic administrator will request written documentation with rationale from both the student and the instructor regarding the grade assigned. The academic administrator will also schedule a hearing with the graduate studies council. The council has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of this issue. This 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 student as a result of the academic integrity policy as well.

Academic Bankruptcy. 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 student's readiness for academic success. A student may receive academic forgiveness only once. When granted, the student's prior record of academic work completed at Southwestern College will be sealed. The new academic record will indicate "Academic

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

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

Taken from: Washburn, KU, WSU, Kansas Wesleyan University catalogs.

Withdrawal From College. Any student wishing to withdraw from the college during a term must give official notice to the appropriate graduate program office. Failure to give notice may damage the student’s permanent record. When a student officially withdraws, charges are cancelled according to the information shown in this catalog under “Charges and Fees” for the individual program.

Attendance Policy. Regular attendance in class is required. Failure to attend class may affect a student’s grade for the course.

Payments, Financial Aid, and Assistantships

Payments. Normal financial arrangements call for students to pay in full, on or before registration. Students enrolling in at least six hours for a sixteen-week term may pay in installments, with a minimum of one-fifth due at registration. The balance of the account is due in equal installments by the fifteenth of each of the subsequent four months (September, October, November, and December for the fall term, and February, March, April, and May for the spring term.) Monthly finance charges will be assessed.

Students enrolling in just one course may pay a minimum of one-half the total at registration. The remainder is due before the fourth class begins. Every account must be paid in full at least two weeks before the end of a term. Students who fail to meet this financial obligation may be withdrawn from classes. Students cannot register for a subsequent semester while a previous balance remains on the account.

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

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

Financial Aid. Some graduate students are eligible for federal financial aid, primarily loans. For information, see the financial aid coordinator at the Wichita East center or inquire at the financial aid office on the main campus.

Cancellation of Financial Aid. Withdrawing students who have received financial aid are required to return a portion of their aid to those sources that assisted in enrollment. 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. After calculation of charges cancelled and financial aid cancelled, any excess remaining on the account is refundable to the student.

Graduate Student Assistantships. Individual departments and graduate programs administer graduate student financial assistance in the form of assistantships. They are awarded on a competitive basis. Tuition waivers depend on the terms of the assistantship. Please obtain information about these assistantships directly from the department or program to which you are seeking admission.

Student Services

Advisors. Prospective students are invited to discuss their specific goals and interests with the directors of the respective graduate programs before applying for admission.

For program specific information, please refer to the advising section of the relevant degree.

Library. Students are expected to make use of the Southwestern College Memorial Library, where useful resources are held. Students can also access reference materials and e-books through the internet.

Complaint Policy. Southwestern College tries to be sensitive to student concerns. Students should first attempt to resolve conflicts directly with the instructor. If such an attempt fails, the student should report the complaint to the program director. If the student is not satisfied, a written complaint may be filed in the appropriate academic administrator's office on the main campus. The academic administrator will review the complaint and attempt to resolve the issues among the parties. If unable to do so, the appropriate academic administrator will refer the complaint to the graduate studies council, whose decision is final.

Policy for Students With Disabilities. Southwestern College seeks to make reasonable accommodations for students with disabilities in order to provide the same educational opportunities for all students.

Students with disabilities need to provide documentation of their disabilities to both the program director and the appropriate academic administrator. Students will meet with appropriate personnel (e.g., program director, academic administrator, academic advisor, faculty) to discuss appropriate accommodations.

Southwestern College does not provide assessment testing, although referrals can be made by the dean of students' office. Students are responsible for all expenses related to testing.

Responsibilities of Students with Disabilities

- The student is responsible for informing instructors of his or her specific needs and providing documentation.
- Students may choose not to tell instructors of their disabilities.
- Students with disabilities are still expected to meet all academic requirements for their courses. All accommodations will be for the purpose of helping the student meet these requirements.
- It is highly recommended that students 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 students, their advisors, and appropriate administrative personnel.
- The faculty has the right to request documentation of disabilities prior to making accommodations.
- Students with disabilities are still expected to meet all academic requirements for their courses. All accommodations will be for the purpose of helping the student meet these requirements.
- All information about disabilities is to remain confidential by federal law.

Master of Business Administration Program (MBA)

Southwestern College's MBA program is a 36-hour degree program offered as the Professional MBA program through Professional Studies and the Fifth-Year MBA program through the main campus.

The MBA program schedules two consecutive eight-week sessions within each traditional school term. The terms are fall (beginning in late August), spring (January–April), and summer (May–August).

Cancellation of Charges

Students who officially withdraw from a course may be eligible for some cancellation of charges. To withdraw, give notice in writing to the appropriate graduate program office.

Tuition and fees for courses are cancelled according to the following schedule for classes lasting eight weeks:

90% is cancelled when notice is given within the first week of class

50% for notice given before the end of the fourth week

25% for notice before the end of the sixth week

Degree Offered

Southwestern College confers a master of business administration degree. Students seeking the degree must fulfill all requirements as listed in this catalog.

Professional MBA

Courses for the Professional MBA are eight weeks long and meet one evening a week for four hours, generally from 6 to 10 p.m. The Professional MBA program is also available completely online. The degree may be completed in two years of continuous part-time study.

Academic Advising

All graduate students in the Professional MBA may choose an advisor at any one of the professional studies centers.

Registration

Students in the Professional MBA take one course each session. Students with special circumstances may ask for permission to take more than one course. This request must be made in writing to the director of academic programs.

Registration is open two weeks prior to the start of the next session and may be completed either online or on-ground with a professional studies staff member.

Charges and Fees 2005–06

Professional MBA tuition per credit hour – \$375

A tuition discount is provided to active duty military personnel and their spouses, reservists, National Guard members, and DoD contractors.

Technology fee per MBA online class – \$25

Audit tuition per credit hour (no credit) – \$95

Transcript Fees:

Printed, per copy – \$5

Faxed, per copy – \$10

Fifth-Year MBA

Courses for the Fifth-Year MBA are eight weeks long and meet on the main campus during the day (some may be offered in the evening hours). The Fifth-Year MBA student will be enrolled in two courses each eight weeks, making it possible to complete the degree in one year of full-time study.

Academic Advising

Fifth-Year students may choose an advisor on the main campus.

Registration

Students enrolled in the Fifth-Year MBA take two courses each session and will be enrolled in courses for both sessions at the beginning of each term.

Registration is open two weeks prior to the start of the term and may be completed either online or at the college services office on the main campus.

Charges and Fees 2005-06

Fifth-Year MBA tuition per credit hour - \$394

Audit tuition per credit hour (no credit) - \$95

Transcript Fees:

Printed, per copy - \$5

Faxed, per copy - \$10

Program Requirements

Master of Business Administration Degree

Requirements (36 credit hours):

In Management:

605 Managerial Economics

610 e-Commerce

615 Financial Analysis and Management

620 Marketing Management

625 Financial Accounting

627 Managerial Accounting

630 Human Resource Management

635 Organizational Behavior

637 Business Law and Ethics

640 Operations Management

647 Conflict Resolution and Management

710 Strategic Management

Management Courses

Department Code: MGMT

- 605 Managerial Economics.** An exploration of the major concepts of macro and micro-economics as they affect business managers. Macroeconomics topics will include an examination of major economic theories; the workings of the monetary and banking system, including the Federal Reserve system; the nature of economic cycles; and the impact of inflation, interest rate changes, and government economic policy. Microeconomics topics will include production and cost structure, product and resource markets, pricing models, and measures of economic competition. This course assumes prior undergraduate economics course work. Credit 3 hours.
- 610 e-Commerce.** Conveys the principles of e-Commerce. This involves leveraging the Internet resources into a redefinition of what it means to market products and services in a world awash with communication channels that literally reach the world in an instant and with great efficiency. Credit 3 hours.
- 615 Financial Analysis and Management.** Covers a broad range of financial topics of interest to managers of large and small businesses. Included are debt and equity issuance; the stock market and business valuation methods; mergers & acquisitions; risk management; project finance; and basic financial derivatives. The emphasis will be on practical understanding of financial concepts. 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. Credit 3 hours.
- 620 Marketing Management.** Explores various marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management. The emphasis will be on strategic implications of these topics, rather than the theories themselves. Students will be required to exhibit mastery of the topics through the development of a complete, case-based integrated marketing strategy. Credit 3 hours.
- 625 Financial 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. Students will exhibit mastery over the subject matter through group interaction, written examinations and appropriate outside-of-class projects. Credit 3 hours.
- 627 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. Students will exhibit mastery of the topics through group interaction, written examinations, and the completion of papers and case assignments. Prerequisite: MGMT 625. Credit 3 hours.
- 630 Human Resource Management.** Explores human resource issues faced by managers of large and small businesses. Covered will be employee selection and recruitment, training and employee development, performance appraisal, compensation, termination, and labor-management relations. Also discussed will be implications of the global business environment, EEOC and diversity issues, and other current topics. Special emphasis will be placed on employment law as it affects managers. Credit 3 hours.
- 635 Organizational Behavior.** An examination of the complex organizational dynamics of large and small firms. Discussed will be organizational culture, motivational theories, personality styles, leadership techniques, change management, and other topics of importance to managers. Credit 3 hours.
- 637 Business Law and Ethics.** 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 regulation, antitrust law, consumer protection, torts, criminal business law, social & political influences, management rights, powers, and responsibilities, ethical considerations, and a brief overview of the structure of the judicial system. Credit 3 hours.
- 640 Operations Management.** Presents best practices for systems that produce goods and services. Simulations will be used to demonstrate the payoffs of using world class operating policies, methods, and procedures. Subject areas covered will include capacity and facility planning, scheduling,

distribution, production control, quality systems management, and demand forecasting. Credit 3 hours.

647 Conflict Resolution and Negotiations. This course explores communication, conflict, negotiation, public relations, and leadership issues in large and small organizations. Included will be individual personality, preference, and style assessment, interpersonal interaction, and group dynamics. Special emphasis will be placed on conflict assessment, resolution, and conflict management techniques, negotiation theory, tactics, and practice as well as contingency theories of management and leadership. Credit 3 hours.

710 Strategic Management. A case-based capstone course in the MBA curriculum. Students will be expected to synthesize material learned in previous MBA courses. The course will concentrate on written cases, in-class discussion and debate, and team-based problem identification/proposed solutions. The course will include a significant written analysis component, as well as in-class presentations. Prerequisites: successful completion of at least 10 other core courses. Credit 3 hours.

Master of Science in Leadership (M.S.L.)

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. The emphasis in each class is based on coupling both real-world skills and understanding with theoretical frameworks and leadership models. All classes will be delivered using an online asynchronous delivery modality using the Blackboard™ course management system.

Degree Offered

Southwestern College confers a master of science in leadership degree. Students seeking the degree must fulfill all requirements as listed in this catalog.

Academic Advising

All graduate students may choose an advisor at any one of the Professional Studies centers.

Electronic Portfolio

At the conclusion of the program, graduates will have an electronic portfolio (an individual repository of materials, projects, and assignments that demonstrate learning and growth throughout the program). Threaded within and throughout the entire master of science in leadership curriculum will be full-array of learning opportunities that will provide both depth and breadth of learning and exemplary assessments for inclusion in the learner's electronic portfolio. Portfolios will be reviewed as a requirement for completion of the degree. Learners have the option of receiving the evaluation of their portfolios for an additional fee.

Registration

The Master of Science in Leadership program schedules two to three consecutive six-week sessions within each traditional school term. The terms are fall (beginning in late August), spring (January–April), and summer (May–August). Students are advised to take one course each session. Students with special circumstances may ask for permission to take more than one course. This request must be made in writing to the Director of Academic Programs.

Registration is open two weeks prior to the start of the next session and may be completed either online or on-ground with a Professional Studies staff member.

Charges and Fees 2005–06

M.S.L. tuition – \$325 per credit hour + \$25 technology fee per course

A tuition discount is provided to active duty military personnel and their spouses, reservists, National Guard members, and DoD contractors.

Audit tuition per credit hour (no credit) – \$95

Optional portfolio evaluation fee – \$125

The portfolio will be evaluated and the results will be forwarded directly to the student.

Transcript Fees:

Printed, per copy – \$5

Faxed, per copy – \$10

Cancellation of Charges

Students who officially withdraw from a course may be eligible for some cancellation of charges. To withdraw, give notice in writing to the graduate program office.

Tuition and fees for courses are cancelled according to the following schedule for classes lasting six weeks:

90% is cancelled when notice is given within the first week of class

50% for notice given before the end of the third week

25% for notice before the end of the fourth week

Program Requirements

Master of Science in Leadership Degree

Requirements (36 credit hours):

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

Leadership Courses

Department Code: LEAD

- 500 Leadership Styles and Theories.** The course will cover fundamentals of leadership, definitions of leadership, and an introduction to the tools available for research in leadership. Emphasis is on the application of theoretical concepts to actual organizational settings and situations, culminating in the determination of participant's dominant leadership style and articulation of a personal leadership profile. Credit 3 hours.
- 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.
- 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 impact on culture and community. Participants will develop a plan of action for dealing with that impact. Credit 3 hours.
- 515 Leadership Communication and Conflict Resolution.** The course will teach leaders to hone and refine important communication and conflict resolution skills including interpersonal and small group communication, persuasion, media communication, and crisis communication. Credit 3 hours.
- 520 Leadership Coaching.** The course will help 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. Credit 3 hours.
- 560 Leading Change in Organizations.** Participants will learn to navigate the world of needs assessment tools in order to build an organization's ability to operate on the consistent generation of information. Systems used to analyze information and implement change resulting from data will be covered through case studies, individual and group exercises. Participants will develop practical tools for engaging people at all levels of an organization through inevitable change. Credit 3 hours.
- 565 Knowledge Based Leadership.** The course will cover the integration and alignment of strategic planning, mission, vision with goals and objectives to position organizations to transition to a knowledge based environment. Participants will develop a plan for capturing "tribal knowledge" and using that knowledge to create and communicate a shared vision. Credit 3 hours.
- 570 Leadership for the Future.** Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives. Credit 3 hours.
- 575 Organizational Structures and Behavior.** Participants will learn decision making models, principles of organizational hierarchy, and how organizations are impacted by leadership styles. Participants will analyze how their own leadership behavior impacts others through 360° feedback. Credit 3 hours.
- 580 Practical Problem Solving for Today's Organizations.** Working from current and relevant case studies, learners will develop the skills to make real world, real time decisions. Credit 3 hours.
- 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 empower-

ment, deal with issues surrounding teams and group dynamics, and develop an awareness of process improvement and its role in building solid effective organizations. Learners will be qualified to earn the credential of Certified Quality Improvement Associate. Credit 3 hours.

- 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 30 hours in the program. Credit 3 hours.

Master of Education Program (M.Ed.)

The master of education degree at Southwestern College was first introduced in 1986 to meet the needs of area teachers. Majors in curriculum and instruction and in special education are offered.

The major in special education prepares teachers to work with children and youth with disabilities.

Most Southwestern graduate students are professionals employed in education or other fields. To accommodate the needs of these students, graduate classes are scheduled evenings and weekends.

Degree Offered

Southwestern College confers a master of education degree. Students seeking the degree must fulfill all requirements as listed in this catalog.

Academic Advising

The director of master of education will act as advisor for all students seeking the major in curriculum and instruction and the coordinator of special education will act as advisor for all students seeking the major in special education.

Registration

There are four convenient methods to register for courses:

1. Telephone the college services counter at (620) 229-6251 and enroll in courses using MasterCard, Visa, or Discover for payment.
2. Write the college services office specifying the courses you are enrolling in and enclose full payment by check. Mail to:

Southwestern College
100 College Street
Winfield, KS 67156

3. Enroll in person at the main campus college services counter, Christy Administration Building.
4. Enroll online at www.sckans.edu/med/

Charges and Fees 2005-06

M.Ed. tuition per credit hour - \$272

Audit tuition per credit hour: (no credit) - \$95

Transcript Fees:

Printed, per copy - \$5

Faxed, per copy - \$10

Cancellation of Charges

Students who officially withdraw from a course may be eligible for some cancellation of charges. To withdraw, give notice in writing or in person to the graduate program office.

Tuition and fees for courses are cancelled according to the following schedule:

During the first 20% of class days the cancellation is 80%.

To 30% of class days the cancellation is 70%.

To 40% of class days the cancellation is 60%.

To the last day to withdraw the cancellation is 50%.

After the last day to withdraw there is no cancellation.

The schedule above describes the cancellation policy for graduate programs. For undergraduate program policies, see the undergraduate catalog.

Program Requirements

M.Ed., Major in Curriculum and Instruction

The master of education with a major in curriculum and instruction provides 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 students and their learning
- know the subjects they teach and how to teach those subjects to students,
- are responsible for managing and monitoring student learning,
- think systematically about their practice and learn from experience, and
- are members of learning communities.

This revised 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 students know, how they think, who they are, where they come from, and what motivates them. The courses that accomplish this active understanding and demonstration of skills are curriculum construction, teaching-learning processes, multicultural education, and a selection of courses in the philosophical, historical, and social underpinnings of the profession.

The second dimension, the *Area of Emphasis*, provides for content foci. By focusing on a particular area of the curriculum, teachers are able to make connections within and across disciplines to strengthen their teaching and explore new and promising learning paths that enrich their students' learning. The content area focus promotes critical thinking skills and helps students 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 research, tests and measurements, and field-based research, teachers learn to gauge student progress through the on-going processes of action research, multiple evaluation methods, and the interpretation of research literature, which serves as a guide for improving their practice. Considered crucial, the mastery of these tools connects teacher-leaders to their daily practice through a systematic, scientific framework that validates their work and brings about positive curricular change in their individual classrooms.

The last dimension is the *Pathway (Portfolio) Experience*. The master of education is a competency-based program grounded in the precepts of the National Boards of Professional Teaching Standards (NBPTS). Since this program is competency based, it naturally follows that the assessment process will provide demonstrated evidence of the candidate's growth and development. The vehicle for this assessment is the portfolio. The portfolio will be a purposeful collection of educational artifacts designed to provide tangible evidence of the candidate's growth and transformation across time, and to demonstrate the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance student learning.

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

- Thoroughly knowing the subjects taught and how to effectively teach those subjects to students,
- Effectively managing and monitoring student learning;
- Thinking systematically about their practice and learning from that experience,
- Demonstrating competencies in critical and reflective thinking, and scholarly writing,
- Demonstrating commitment to students and their learning,

- Demonstrating growth and transformation through the establishment of new professional goals, and
- Disseminating knowledge and appropriate practice to the professional community.

Portfolio artifacts are developed in each course by the candidate. Required 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 and
- Documentation that demonstrates membership in the learning community and collegiality.

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

Oral defense of portfolio, while following similar procedures to that of an oral defense of a thesis, has as its main goal a broader process than just defense of the action research study. This process also incorporates other work completed during the program and requires the candidate to engage in critical dialogue with the committee on how her/his current self-evaluation processes reflect the thoughtful consideration of knowledge gained through the completion of the program and are now exhibited in her/his role as a 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 students.

M.Ed., Major in Curriculum and Instruction

Major Requirements:

In the Professional Core:

- 501 Education in American Society
- 530 School/Curriculum Leadership
- 542 Instructional Design
- 549 Multi-Cultural Literature

Area of Emphasis:

- 9 hours of electives in a particular area of the curriculum

In Research and Assessment:

- 511 Research Methodologies
- 531 Field-Based Research Block 1
- 543 Tests and Measurements

Pathway (Portfolio) Experience:

- 6 hours

M.Ed., Major in Special Education

The 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 24 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Certification in mild disabilities (learning disabilities, mental retardation and/or behavior disorders) may be earned with 30 hours. Provisional certification requirements total a minimum of 11 hours.

Admission Requirements

The graduate program is open to persons who have an undergraduate degree in elementary or secondary education from an accredited institution and have a valid teaching certificate for the level which they are seeking special education certification.

Admission requirements include:

- a minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale. This GPA may be on the total undergraduate record or on the last 60 hours of the undergraduate program

- submission of a written essay discussing why the applicant is seeking a career in special education

- evidence of having successfully completed a course in survey of exceptionalities

- a completed graduate application form

Satisfactory completion of this program leads to Kansas teacher certification in mild disabilities.

Major Requirements:

In Education:

- *522 Instructional Strategies: Behavior Difficulties

- *523 Instructional Strategies: Learning Difficulties

- *524 Introduction to Special Education

- 525 Collaboration with Parents and Professionals

- 526 Classroom Management/Behavior Modification

- 535 Assessment Strategies

- *559 Practicum in Mild Disabilities

- 559 Practicum in LD, MR, BD

Electives (choose a total of 9 hours):

- 529 Legal Issues in Special Education

- 532 Technology in Special Education

- 533 Language Development and Disorders

- 534 Transitions in Education

Research requirements:

- 511 Research Methodologies

- 531 Field-Based Research Block 1

*required for provisional certification

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 student 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 complete the ETS national assignment in mild disabilities.

Education Courses

Department Code: EDUC

501 Education in American Society. Examines historical, national, and regional educational issues. Analysis of issues and trends in terms of their application to current educational structures and implications for educators. Credit 3 hours.

504 Educational Theory in the Classroom. This course will emphasize the application of learning theories in the classroom. A variety of theories regarding brain-based research will be explored including multiple intelligences and emotional intelligence. Extensive opportunities will be provided to develop classroom activities and strategies that utilize these theories. Credit 3 hours.

509 Advanced Educational Psychology. Provides comprehensive summaries of the major contemporary theories of personality. Relevant research and general evaluation of the theories will also be included. The theories will be placed in the general context of psychology and educational pedagogy for purposes of application in educational settings. A further intent is that the course will provide intra-personal and interpersonal understandings. Cross-listed with psychology. Credit 3 hours.

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. Cross-listed with sociology. Credit 3 hours.

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

- 523 Instructional Strategies: Learning Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with academic problems, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with academic difficulties. Credit 3 hours.
- 524 Introduction to Special Education.** 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 3 hours.
- 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.
- 526 Classroom Management/Behavior Modification.** A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.
- 529 Legal Issues in Special Education.** The focus of this course is on the legal and professional issues in special education. It will include an in-depth study of special education laws and their impact on programs for exceptional children and youth. Credit 3 hours.
- 530 School/Curriculum Leadership.** Provides current leadership theory and evidential argument practices congruent with the changes taking place in education today. Focus of the course is on leadership in the development and implementation of curriculum and instruction. Credit 3 hours.
- 531, 541 Field-Based Research Block 1,2.** A cohort experience where students develop and implement action research projects with area schools and service organizations. Special emphases will be placed on issues related to curriculum and student outcomes. The importance of building meaningful school and organization partnerships will be explored. All students majoring in curriculum and instruction are required to complete 531. Credit 3 hours each.
- 532 Technology in Special Education.** This course will provide an overview of the technology available for students with special needs. Included will be low-tech devices, augmentative devices, and using technology to adapt instruction. Credit 3 hours.
- 533 Language Development and Disorders.** This course is designed to provide an introduction to language disorders. Designed for classroom teachers, it provides an overview of language development and language disorders, the development of literacy, the relationship between language disorders and learning disabilities, and language as it affects academic areas. Credit 3 hours.
- 534 Transitions in Education.** The focus of this course is on the theoretical constructs and practical considerations in programming for students with disabilities from the preschool through the secondary and post-secondary level. Credit 3 hours.
- 535 Assessment Strategies.** Focus on the use of observation techniques and the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs. Credit 3 hours.
- 542 Instructional Design.** The purpose of this class is to provide teachers with the knowledge and skills to become master teachers. It will provide teachers with specific research-based techniques in curriculum design and assessment. Credit 3 hours.
- 543 Tests and Measurements.** Provides classroom educators with the knowledge and skills necessary to effectively measure pupil achievement in the classroom and to be a competent consumer of standardized tests. Credit 3 hours.
- 544 Characteristics of the Adult Learner.** The study of the context of adult learning in the 21st century and major theories on adult development and learning, including androgogy, 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.
- 545 Teaching Methods for Adult Learners.** Study and practice in effective teaching techniques for post-secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.
- 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.

- 547 Assessment and Evaluation in Adult Education.** Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours.
- 548 Program Planning.** Investigates the theory and research of program planning and development for adults, including processes used to develop educational programs in various settings. Topics include needs assessment, program design and development, implementation, and evaluation. Credit 3 hours.
- 549 Multi-Cultural Literature.** Compares literature of many countries and explores possibilities for curricular integration. Credit 3 hours.
- 554 Walnut Valley Writers Workshop.** Provides hands-on experiences for teachers using writing as a tool for learning and creating. Writing instruction for all grades will be enhanced by integrating authentic writing contexts into all disciplines. Credit 3 hours.
- 554 Infusing Basic Reading Skills Throughout the Curriculum.** Helps teachers learn fundamental reading skills and how to use them throughout the curriculum. Word attack, vocabulary, comprehension, assessment techniques, and study skills will be addressed. Credit 3 hours.
- 554 Creative Drama in the Classroom.** Invites participation in designing creative experiences for students. Credit 1 hour.
- 554 Teaching Critical and Creative Thinking in Content Reading.** Explores teaching critical reading skills in all content subjects. Using a variety of graphic organizers/concept maps, participants will learn strategies for teaching sequence, comparison/contrast, cause/effect, prediction, and design activities using their own curriculum for their classroom. Expository and narrative texts will be used. Credit 1 hour.
- 559 Practicum in Mild Disabilities.** 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 3 hours.
- 559 Practicum in LD, MR, or BD.** 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 3 hours.
- 565 Pathway Experience.** The focus of this course will be the development of a portfolio, which will be a purposeful collections of educational artifacts designed to provide tangible evidence of the student's growth and transformation across time, and to demonstrate the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance student learning. It is the culminating experience in the major. Credit 6 hours.

Humanities

Department Code: HUM

- 515 Writing Across the Curriculum.** Prepares teachers for implementing writing activities across various disciplines. The writing process, collaborative writing, peer assessment, revision, and strategies for promoting writing in the classroom will be studied and practiced. Credit 3 hours.

Administration

W. Richard Merriman Jr., Ph.D., President
Stacy Townsley, M.A., Registrar

Fifth-Year MBA

James A. Sheppard, Ph.D., Vice President for Academic Affairs
John Dupuy, CPA, Division Chair, Business Program
Stephanie Decker, M.Ed., Fifth-Year MBA Admissions Representative

Professional MBA/M.S.L.

Karen L. Pedersen, Ph.D., Vice President for Professional Studies and SC Online
Mary Bulla, M.S.Ed., Director of Academic Programs
Linda Bussman, MBA, Director of Enrollment Management
Candyce Duggan, M.A., Director of SC Online
Adam Morris, M.S., Director of Learner Services

M.Ed.

Victoria White, Ph.D., Director, Master of Education Program
Dean Johnston, Ph.D., Coordinator, Master of Education Program in Special Education

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