

Southwestern College

Graduate Studies

Fifth-Year Programs

Catalog for 2009-2010

**Southwestern College
Winfield, Kansas 67156-2499
(620) 229-6000
www.sckans.edu**

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.

Table of Contents

Notices	4
Admission to Southwestern	6
Academic Policies.....	9
Student Services.....	14
Charges and Fees	15
Financial Aid and Assistantships	16
Business	17
Master of Business Administration (MBA)	17
Education.....	19
Master of Arts in Teaching (M.A.T.)	19
Master of Education (M.Ed.)	20
M.Ed., Major in Curriculum and Instruction.....	20
M.Ed., Major in Special Education.....	22
Leadership	27
Master of Science in Leadership (M.S.L.)	27
Roster	29

Notices

Accreditation

Southwestern College is accredited by The Higher Learning Commission and is a member of the North Central Association, 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, the Kansas State Department of Education (teacher education program), and the Commission on Accreditation of Athletic Training Education (athletic training programs). Southwestern students 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.

Academic Calendar

The calendar for the academic year (fall, spring, summer semesters) can be found on the registrar's Web site at www.sckans.edu/registrar.

Catalogs

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.

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 re-enroll having missed no more than two semesters (counting fall, spring, and summer as semesters) may follow the catalog under which they were previously enrolled.

Graduate Studies Council

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 student 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.

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/registrar on the college's Web site.

Admission to Southwestern

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 (GPA) of 2.5 on a 4.0 scale for the M.A.T. and M.Ed. Major in Curriculum and Instruction programs and a 3.0 on a 4.0 scale for all other graduate programs.

Conditional Admission

Some applicants may be granted conditional admission if grades do not meet the above standards or there are other deficiencies, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. In such cases, the appropriate academic administrator will advise of conditions to be met to attain full-standing admission. Full standing is attained after completion of nine credit hours of graduate coursework with a cumulative grade point average of 2.5 on a 4.0 scale for the M.A.T. and M.Ed. Major in Curriculum and Instruction programs and a 3.0 on a 4.0 scale for all other graduate programs, 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. Non-degree students need special approval from the appropriate academic administrator prior to enrolling in their first course. A maximum of 12 non-degree graduate credits may be earned. A non-degree-seeking student who later wishes to enter a degree program must undergo the full application and admission review process.

International Students

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

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.

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

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

Application Process

Fifth-Year MBA or M.S.L. Students may obtain a formal application packet from:

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

Application forms also are available electronically on the graduate Web site of Southwestern College (www.sckans.edu/graduate).

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

Master of Education and Master of Arts in Teaching. Prospective degree-seeking students are invited to discuss their specific goals and interests with the director of teacher education before applying for admission. Formal application is made through:

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

Application for admission forms also are available electronically on the graduate Web site of Southwestern College (www.sckans.edu/graduate).

The M.Ed. in Curriculum and Instruction and M.A.T. require a 2.5 cumulative GPA for all previous college coursework for admittance consideration. Applicants to the M.Ed. in Special Education (adaptive licensure for K-6 and 6-12) must have a 3.0 cumulative GPA for all previous college coursework for admittance consideration.

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

Early Admission to the Special Education Program

Undergraduate students who have been accepted into a teacher education program and have at least 75 undergraduate hours with a 2.75 cumulative grade point average can apply to Southwestern College as a non-degree-seeking graduate student and complete up to 7.5 graduate hours in the graduate-level special education program. The courses are limited to: EDUC 514, 523, 524, and 558. None of the courses can be used in the undergraduate teacher education program.

Undergraduate students who have taken 7.5 hours of non-degree-seeking graduate-level coursework in special education through Southwestern College can apply those 7.5 hours of

coursework with a C+ or better toward the Master of Education Major in Special Education degree once he/she is accepted into the graduate program.

Transfer Students

Students may be able to transfer hours earned in other accredited graduate programs if the grade point average of those total hours is 3.0 or higher for the M.A.T., MBA, and M.S.L. graduate programs (see section below for details regarding transfer for the M.Ed. programs). Requests for transfer should be made through the students' individual graduate advisor. Typically, no more than six semester hours (with grades of A or B) may be applied to the Southwestern College graduate degree, unless by specific articulation agreement or under special circumstances. Transfer credits from a Southwestern College graduate program to a second graduate program are limited to six semester hours for equivalent courses from the prior degree. It is required that there will be sufficient remaining unique courses to satisfy the total credits for the second degree. 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 grade point average of 3.0 for all graduate work taken 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.

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

1. Transfer courses must have been taken within the last five years from the date of program entry. Transfer courses submitted for required courses must correspond to the catalog description of the Southwestern College course for which they are substituted. Use course substitution form. See:
<http://www.sckans.edu/undergraduate/education/resources/?page=2>
 - a. 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.
2. 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 571x (A, B, C, etc.) IS in Education. Additional readings, activities or assignments may be required to assure that the independent study meets standards for a graduate level course.

Academic Policies

Academic Integrity

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

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

Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.

Fabrication is the falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications to phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Dissimulation is the disguising or altering of one's own actions as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for such things as missing classes, postponing tests, handing in late papers; turning in a paper for one class that was originally written for another class (when original work is requested), etc.

Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material, which is necessary for academic work. Examples: hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested by the library, etc.

Forgery of academic documents is the unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc.

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

Aiding and abetting academic dishonesty is knowingly facilitating any act defined in 1-7.

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

Policies for Dealing with Academic Dishonesty

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

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

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

General Academic Policies

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.

Academic Probation. After completing six credit hours of graduate program coursework, a student must have a minimum GPA of 3.0, no grade below a C (2.0), and positive recommendations by faculty or the student will be placed on academic probation. The student will receive notification from the appropriate academic administrator. Any student placed on probation is subject to the conditions prescribed by the 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 12 credit hours of graduate program coursework, a student must have a minimum GPA of 3.0 with no grade below a C (2.0) or the student will be suspended from the graduate program.

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

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

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

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 will be final.

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

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

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, who will render a decision. If the student disputes this decision, the final step would be to submit a written request for an appeal of a grade to the 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. 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 student as a result of the academic integrity policy as well.

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

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

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

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

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

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

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

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), 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. Complete the Application for Degree by the stated deadline.
5. Be elected to the degree by the faculty and by the Board of Trustees.

Failure to Meet Course Requirements. If a student exceeds the permitted number of class absences or otherwise fails to do the work of a course, an instructor can inform that student in writing that it will be impossible for the student to pass the course and an "F" will be the result when grades are turned in. The instructor may wish to suggest to the student that further attendance or completion of class work will not change this outcome. If this notice comes prior to the official last day to withdraw from a course, the student may withdraw and receive a grade of "WD." After that date, the grade will be "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 instructor has the final judgment.

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

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

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

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

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

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

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.

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

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

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

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

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 Deets 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 or appropriate academic administrator's office. The academic administrator will review the complaint and attempt to resolve the issues among the parties. If unable to do so, the 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/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.

Charges and Fees

Charges

The following charges apply to Fifth-Year and Master of Education graduate programs:

Tuition (MBA and MSL)	\$480	per credit hour
Tuition (M.Ed. and M.A.T.)	331	per credit hour
Payment Plan Fee (per semester)	25	
Transcript fee	7	per copy
faxed	10	per copy
Transcript evaluation <i>(foreign credentials only)</i>	50	
Replace ID card	10	
Board (all meals)	1,582	per semester
Room (base rate, double room)	1,358	per semester
Books (average cost)	300	per semester

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 semester, and February, March, April, and May for the spring semester).

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 semester. 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.

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 or college services.

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 given before the end of the fourth week

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 given before the end of the sixth week

lasting 12 weeks:

- 90% is cancelled when notice is given within the first week of class
- 50% for notice given before the end of the sixth week
- 25% for notice given before the end of the tenth week

Financial Aid and Assistantships

Financial Aid

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

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 Fellowships and Assistantships

Three graduate programs (business, leadership and education) have one graduate fellowship each and other individual departments sometimes 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 fellowship or assistantship. Please obtain information about these fellowships or assistantships directly from the department or program to which you are seeking admission.

Business

Master of Business Administration (MBA)

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

For More Information

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

Office of Admission
Southwestern College
100 College St.
Winfield, KS 67156-2499
Phone: (620) 229-6364 or (800) 846-1543 ext. 6364
Fax: (620) 229-6344
E-mail: marla.sexson@sckans.edu

Program Requirements

Master of Business Administration Degree (Fifth-Year)

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 microeconomics 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 coursework. 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 and 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 and 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 complete of at least 10 other core courses. Credit 3 hours.

Education

Master of Arts in Teaching (M.A.T.)

The master of arts in teaching degree at Southwestern College provides graduate courses toward Kansas teacher licensure for grades 6–12 for graduates who have received baccalaureate or higher degrees in the following areas: biology, 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 online (on-ground – main campus only) 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

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

Office of Admission
Southwestern College
100 College St.
Winfield, KS 67156-2499
Phone: (620) 229-6364 or (800) 846-1543 ext. 6364
Fax: (620) 229-6344
E-mail: marla.sexson@sckans.edu

Program Requirements

The on-ground (main campus) or on-line (professional studies) 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.

The restricted licensure candidate is 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 into 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.

Requirements (36 credit hours):

In Education:

- 512 Action Research
 - * 524 Introduction to Special Education
 - * 549 Race, Class, and Power in Schools
 - * 601 Seminar
 - * 602 Education Foundations
 - * 603 Educational Psychological/Learning Theories
 - * 604 Content Area Literacy
 - * 605 Teaching in the Content Areas
 - * 606 Teaching Methods
 - * 607 Student Teaching Practicum or *608 Restricted Licensure Practicum (may be repeated for credit—see course description)
 - * 609 Teacher Portfolio
 - * 610 Developmental Psychology or 518 Educational Practice and Innovation or 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.

Master of Education (M.Ed.)

The master of education degree at Southwestern College meets the needs of area teachers and 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 students are professionals employed in education or other fields. To accommodate the needs of these students, graduate classes are scheduled evenings and weekends in six- and 12-week sessions.

For More Information

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

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 Phone: (620) 229-6364 or (800) 846-1543 ext. 6364
 Fax: (620) 229-6344
 E-mail: marla.sexson@sckans.edu

Program Requirements

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 grade point average, an application, and degree-bearing official transcript from a Higher Learning Commission or equivalently accredited college or university. Once admitted, dispositions will be assessed and such information is aggregated across all students 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 students and their learning
- know the subjects they teach and how to teach those subjects to students,
- are responsible for managing and monitoring student learning,
- think systematically about their practice and learn from experience, and
- are members of learning communities.

This program is 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 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 students will have a specified curricular strand that includes EDUC 520 Instruction and English Language Learners, EDUC 540 Creating Community in the Classroom, and EDUC 560 Investigating Student Work. The content area focus promotes critical thinking skills and helps graduate 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 action research and assessments, tests, and measurements, graduate students learn to gauge student progress through the on-going processes of action research, multiple evaluation methods, and the interpretation of research literature, which serves as a guide for improving their practice. Considered crucial, the mastery of these tools connects teacher-leaders to their daily practice through a systematic, scientific framework that validates their work and brings about positive curricular, instructional, and evaluative changes in their individual classrooms. This dimension is accomplished through the following courses: EDUC 512 Action Research and EDUC 543 Assessments, Tests and Measurements.

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

EDUC 562 Portfolio

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

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

Major Requirements: (33 credit hours).

In the Professional Core:

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

Area of Emphasis:

- 520 Instruction and English Language Learners
- 540 Creating Community in the Classroom
- 560 Investigating Student Work

In Research and Assessment:

- 512 Action Research
- 543 Assessments, Tests and Measurements

Portfolio Experience:

- 562 Portfolio

Program Requirements

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 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 pass the ETS Praxis II assessments x0353 Education of Exceptional Students: Core Content Knowledge and x0542 Education of Exceptional Students: Mild to Moderate Disabilities.

Core Major Requirements: (27 credit hours)

In Education:

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

*required for provisional certification

Electives (choose six credit hours):

In Education:

- 532 Technology in Special Education
- 533 Language Development and Disorders
- 534 Transitions in Education
- 549 Race, Class, and Power in Schools
- 555 Topics in Education (up to three hours)

Research requirements: (six credit hours)

In Education:

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

Education Courses

Department Code: EDUC

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

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.

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.

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

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

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

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

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

524 Introduction to Special Education. 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.

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

531 Field-Based Research Block 1. 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 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 EDUC 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.

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.

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 student learning. Credit 3 hours.

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

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

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 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.

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.

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.

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.

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.

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

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.

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

603 Educational Psychology/Learning Theories. This course explores concepts and distinctions imperative to apply learning theories from theory to practical application. Each theory is uniquely derived from a time period and vision of the theorist. Each learning theory will allow 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.

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

605 Teaching in the Content Areas. Course will assist 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.

606 Teaching Methods. Course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to student teaching. Credit 3 hours.

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

608 Restricted Licensure Practicum. This course provides restricted 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.

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.

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.

Leadership

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

Southwestern College's Fifth-Year Master of Science in Leadership degree is a unique blend of applied and theoretical study building on the nationally recognized undergraduate leadership program. Grounded in the service learning tradition, Leadership at Southwestern nurtures each student's ability to be a positive change agent in business, education, church and community settings. The Fifth-Year M.S.L. program schedules two consecutive eight-week sessions in the fall and spring semesters, and one eight-week session in the summer semester.

For More Information

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

Office of Admission
Southwestern College
100 College St.
Winfield, KS 67156-2499
Phone: (620) 229-6364 or (800) 846-1543 ext. 6364
Fax: (620) 229-6344
E-mail: marla.sexson@sckans.edu

Program Requirements

Master of Science in Leadership Degree (Fifth-Year)

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
- 566 Leader, Followers, and Shared Vision
- 570 Leadership for the Future
- 576 Leader Behavior in Applied Settings
- 581 Leadership Practicum – Stage One
- 582 Leadership Practicum – Stage Two
- 583 Leadership Practicum – Stage Three
- 584 Leadership Practicum – Stage Four
- 590 Leadership Project

Leadership Courses

Department Code: LEAD

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

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 have an 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.

566 Leader, Followers, and Shared Vision. The course is designed for the Fifth-Year, on-campus leadership program and 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.

576 Leader Behavior in Applied Settings. The course is designed for the Fifth-Year, on-campus leadership program. Students will learn decision-making models, principles of organizational hierarchy, and how organizations are impacted by leadership styles. Participants will analyze their own leadership behavior and how it impacts others through 360-degree feedback. Credit 3 hours.

581 Leadership Practicum – Stage One. This course is designed for the Fifth-Year, on-campus leadership program. Participants will experience work under the direction of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students will have the opportunity to improve leadership skills in field experience that stretches and tests their abilities. Students will learn to utilize personal strengths effectively and to build awareness about how their strengths and weaknesses are perceived by followers in real-life settings. Credit 1.5 hours.

582 Leadership Practicum – Stage Two. This course is designed for the Fifth-Year, on-campus leadership program. Participants will experience work under the direction of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students will have the opportunity to improve leadership skills in field experience that stretches and tests their abilities. Students will learn to utilize personal strengths effectively and to build awareness about how their strengths and weaknesses are perceived by followers in real-life settings. Credit 1.5 hours.

583 Leadership Practicum – Stage Three. This course is designed for the Fifth-Year, on-campus leadership program. Participants will experience work under the direction of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students will have the opportunity to improve leadership skills in field experience that stretches and tests their abilities. Students will learn to utilize personal strengths effectively and to build awareness about how their strengths and weaknesses are perceived by followers in real-life settings. Credit 1.5 hours.

584 Leadership Practicum – Stage Four. This course is designed for the Fifth-Year, on-campus leadership program. Participants will experience work under the direction of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students will have the opportunity to improve leadership skills in field experience that stretches and tests their abilities. Students will learn to utilize personal strengths effectively and to build awareness about how their strengths and weaknesses are perceived by followers in real-life settings. Credit 1.5 hours.

590 Leadership Project. Based on a project of choice pertinent to the learner's needs, the student 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.

Roster

Administration

W. Richard Merriman Jr., Ph.D., President
James A. Sheppard, Ph.D., Vice President for Academic Affairs
John Dupuy, CPA, Division Chair, Business Administration
David Hofmeister, Ph.D., Director of Teacher Education
Cheryl Rude, Ph.D., Division Chair, Social Science
Marla Sexson, M.A., Director of Admission.
Stacy R. Townsley, M.A., Registrar
Brenda Hicks, M.A., Director of Financial Aid

Index

A

Academic bankruptcy, 10
Academic calendar, 4
Academic dishonesty, 9
Academic integrity, 9
Academic policies, 9
Academic probation, 10
Academic suspension, 10
Accreditation, 4
Administration, 29
Admission: M.A.T., 7; M.Ed., 7
Admission to the college, 6
Admission, international students, 6
Admission, non-degree students, 6
Advisors, 14
Appeal of grade, 11
Application process, 7
Assistantships, 16
Attendance policy, 11
Auditing of classes, 11

B

Bankruptcy, academic, 10

C

Cancellation of courses, 11
Catalog, selection of, 4
Change of registration, 12
Charges and fees, 15
Charges, cancellation of, 15
Complaint policy, 14
Course load, 11
Course offerings: Education, 23; Leadership, 27; Management, 17
Course requirements, failure to meet, 11
Curriculum and Instruction major (M.Ed.), 20

D

Degree, completion of, 11
Degree, requirements for, 11

F

Family Educational Rights and Privacy Act, 5
Financial aid, 16
Full-time course load, 11

G

Grade, appeal of, 11
Grading system, 12

Graduate Studies Council, 4

I

Incompletes, 12
Independent study, 12
International students, 6

L

Library, 14

M

M.A.T., admission to, 7
M.Ed., admission to, 7
M.Ed., transfer courses for, 8
Master of Arts in Teaching (M.A.T.), 19
Master of Business Administration (MBA), 17
Master of Education (M.Ed.), 20
Master of Science in Leadership (M.S.L.), 27

N

Non-degree students, 6
Nondiscrimination, notice of, 5
Notices, 4

P

Part-time course load, 11
Payments, 15
Plagiarism, 9
Policies, academic, 9
Privacy, notice of, 5
Probation, academic, 10

R

Registration, 12
Regulations, academic, 9
Repeating a course, 12
Roster, 29

S

Selection of catalog, 4
Special Education major (M.Ed.), 22
Student services, 14
Students with disabilities, policy for, 14
Suspension, academic, 10

T

Table of contents, 3
Transfer coursework, 8
Transfer students, 8
Tuition charges, 15

V

Vision of the college, 2

W

Withdrawal from college, 13

Withdrawal from courses, 13

Withdrawal, administrative, 10