SOUTHWESTERN COLLEGE
PROFESSIONAL STUDIES

1885

UNDERGRADUATE CATALOG 2012-2013

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■ **HISTORY**

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

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

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

Southwestern is a learning community of approximately 1800 learners, 50 full-time teaching faculty members, and 270 affiliate faculty members from leading industries across the country. In addition to programs for traditional age learners and working adults, the College provides learning opportunities for service men and women in all branches of the military.

■ **MISSION**

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers both bachelor's and master's degrees on ground and online.

Southwestern College:
- Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
- Employs emerging technologies that promote learning.
- Strives to live by and teach a sustainable way of life.

- Provides preparation for a wide range of church-related vocations and involvement.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
- Affords a residential learning experience abundant with co-curricular activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership.

■ **ACCREDITATION**

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

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

■ **TITLE II COMPLIANCE**

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

■ **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 learners. This information includes the learner's academic record, test scores, and academic progress. A full statement of policy and learners' rights is posted at www.sckans.edu/registrar.

General Information

■ **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 Director of Human Resources, Southwestern College, 100 College St., Winfield, KS 67156-2499, 620.229.6000.

■ **ACCIDENTS OR INJURY**

Southwestern College does not insure against accidents or injury to learners that may occur during college sponsored activities or those that occur off campus as the result of class assignments. Learners are expected to act responsibility by taking necessary precautions against accidents. Learners are also advised to protect themselves from the financial burden of accident of injury by maintaining personal insurance.

■ **DISABILITY SERVICES**

The college does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in college programs and activities, nor are the persons with disabilities denied the benefits of these programs or subjected to discrimination.

It is the responsibility of the learner to bring to the college's attention the need for accommodation due to a qualifying disability along with such supporting information as reasonably required. Requests for accommodation should be made to the Director of Learner Support and Academic Success, and must be supported by appropriate documentation of the relevant disability. The director, in consultation with other trained professionals if necessary, will determine what reasonable accommodations will be made by the college. The learner should provide an updated request for accommodation should any changes occur which must be considered.

■ **CATALOGS**

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

Selection of Catalog

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

General Information

■ SOC

Southwestern College is a member of the Servicemembers Opportunity Colleges Consortium (SOC) and SOC Degree Network System (DNS) and adheres to the "Military Students' Bill of Rights."

Servicemembers Opportunity College Consortium Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC web site at http://www.soc.aascu.org/.

SOC Degree Network System

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific associate and bachelor degrees to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System 2 and 4 handbooks to view associate and bachelor degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, http://www.soc.aascu.org, on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST homepage.

■ LEARNER FOCUS

Southwestern College Professional Studies is strongly committed to being:

Learner focused

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

Ethically sound

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

Academically excellent

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

Responsive

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

iNstitutionally accountable

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

Empowering

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

Resolute

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

General Information

- ◼ **CAMPUS LOCATIONS**

    Wichita East Branch Campus
    2040 S. Rock Road
    Wichita, KS 67207-5350
    316.684.5335 Fax: 316.688.5218
    prostudy@sckans.edu

    Wichita West Branch Campus
    3460 North Ridge Rd. Suite 50
    Wichita, KS 67205
    316.946.1116 Fax: 316.946.1079
    wwichita@sckans.edu

    Midwest City Branch Campus
    1401 S. Douglas Blvd. Suite O
    Midwest City, OK 73130
    405.733.3301 Fax: 405.733.1254
    okc@sckans.edu

    McConnell AFB Branch Campus
    22MSS/DPE
    53474 Lawrence Ct.
    McConnell AFB, KS 67221-4000
    316.681.1467 Fax: 316.681.2837
    mcconnell@sckans.edu

    Fort Riley Branch Campus
    Building 217, Custer Ave.
    Fort Riley, KS 66442
    785.784.9930
    fortriley@sckans.edu

SOUTHWESTERN COLLEGE MAIN CAMPUS

   Winfield
   100 College Street
   Winfield, KS 67156
   800.846.1543

**For an up-to-date and complete listing of staff visit
our website at:**
http://www.southwesterncollege.org/contact-us/staff

■ ADMISSIONS

All degree-seeking applicants must have completed a minimum of 6 credit hours of post high school coursework with a minimum cumulative GPA of 2.0 and have three years' full-time work experience. Learners with fewer than three years work experience must interview with the Chief Academic Officer for admittance.

Applicants must fill out a complete application packet and submit official transcripts from each institution they have previously attended. Once it is determined that the applicant meets all admission requirements, the applicant will be admitted to Southwestern College Professional Studies with provisional status until all *official transcripts are received from each institution the applicant has previously attended. To be fully eligible for admission to Southwestern College Professional Studies and to be eligible to receive Federal Financial Aid, Southwestern College must have received all official transcripts for the learner. New learners have eight (8) weeks from the first day of their first class to get all of their *official transcripts submitted to and received by the Southwestern College Registrar. If at the end of eight (8) weeks, the Southwestern College Registrar has not received all previous college transcripts, the learner will not be allowed to enroll in any future classes and will be dropped from all future sessions. Learners will not, however, be withdrawn from any course(s) currently in progress during the eight (8) weeks of provisional admission status. Learners will be eligible for full admission status when all of their college transcripts have been received by the office of the registrar. Federal financial aid which the learner is eligible to receive under federal guidelines cannot be disbursed to the learner who has not been fully admitted to Southwestern College.

Transfer hours should include English Composition 1 and 2 and a course in mathematics (college algebra preferred) with a C- or better. Any college level math course will meet this requirement as long as it counted toward graduation requirements at the institution where it was earned. If these courses are not included in transfer credit, they will be required for graduation and may be completed at Southwestern College Professional Studies.

As part of the degree completion plan, learners may apply for prior learning experience credits or present College Level Examination Program (CLEP) or DANTES (DSST) credits. Detailed information on these alternate methods of obtaining credit is available from any academic success coach.

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

■ GUEST LEARNERS

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

■ CERTIFICATE LEARNERS

Learners seeking a Southwestern College Professional Studies certificate are admitted with non-degree seeking status. Exceptions will be allowed under special military agreement.

If certificate learners begin to pursue Professional Studies majors, they must declare their intent to seek a degree in writing and must meet all admissions requirements. Hours earned as a certificate learner can be applied toward admission requirements.

Getting Started

■ **READMISSION**

Learners not enrolled for the equivalent of more than three consecutive semesters are required to contact a Professional Studies admissions counselor to complete all necessary documentation for readmission. Learners who leave the bachelor's program but re-enroll having missed no more than one year (counting fall, spring, and summer semesters as one year) may follow the catalog under which they were previously enrolled. Southwestern College is in compliance with the Higher Education and Opportunity Act (HEOA) provision for service members readmission based on military service.

■ **INTERNATIONAL LEARNERS**

International learners who wish to attend Southwestern College Professional Studies belong in one of the three categories described below. Review the appropriate category for additional application information.

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

Learners who have attended schools where English has not been the primary language of instruction must show evidence of English proficiency through one of the following: a paper score of 550 or higher, or an internet score of 80 or higher on the Test of English as a Foreign Language (TOEFL), a score of 6.5 or higher on the International English Language Testing Service (IELTS test; a score of 4 or higher on the Chinese Government English Exam; or special courses in other institutions such as completion of the highest level of an Intensive English Language Center program or other relevant experiences.

Transfer learners must provide official copies of all college transcripts and record of any undergraduate and graduate degrees awarded. All foreign credentials not listed in English should have an accompanying literal translation. Alternatively, learners can provide a third-party transcript evaluation from an organization such as ECE or WES. Please see the Transfer Learners section in this catalog for additional information. An international learner who enrolls as a degree-seeking learner at Southwestern and who has taken courses outside the United States must pay a fee to have these credits evaluated.

Category 1: Learners who study online with Southwestern College Professional Studies programs from a country outside the USA follow the same policies and procedures outlined under Application Process in this catalog. Learners in this category must make payment arrangements with the Billing Office at the time of enrollment, or they will be dropped prior to the start of class.

Category 2: Learners who are permanent United States residents follow the same policies and procedures outlined under Application Process in this catalog. Learners in this category should provide an alien registration number or an ITIN number in place of a Social Security Number on application documents.

Category 3: Learners who are required to apply for an F-1 visa should plan to work jointly with a main campus and a Professional Studies admissions representative in order to ensure that all college admission and visa application requirements are met. Prospective learners can begin the process by contacting a Professional Studies admissions representative at 888.684.5335.

In addition, international learners (category 3) must submit a certified bank statement indicating that the learner or the learner's sponsor has sufficient funds to meet the first year's expenses, a personal statement about the learner's background, interests and personal accomplishments, and three letters of recommendation. International learners will be required to enroll in and pay for in full at the time of enrollment, 12 credit hours each semester. If the learner is being sponsored, a certified letter from the sponsor should be submitted indicating the sponsor will be supporting the learner during the learner's stay in the United States. If the learner is sponsored by the learner's home government, the learner should send a certified letter from the government indicating support and billing information. International learners are subject to the same academic admission requirements as other Professional Studies learners.

Getting Started

■ **ACADEMIC SUCCESS COACHING (ADVISING)**

Academic Success Coaching (ASC) plays a critical role in the learner's educational journey at Southwestern College. A staff of professional, full-time coaches assists learners with degree plans, course selection, and other issues related to the learner's program. In addition, the academic success coach is prepared with the tools and best practices needed to help learners persist to their individual educational goals. Each academic success coach is committed to proactive learner contact, providing the necessary level of support for an optimal educational experience.

■ **PRIOR LEARNING ASSESSMENT**

There are a variety of methods for learners to receive additional credits through our prior learning assessment processes. These include: transfer credit; credit evaluated by the American Council on Education (ACE); validation of credits by examination; credit for prior learning; through the portfolio process, and extra-institutional credit.

While it is the intent of Southwestern College Professional Studies to maximize a learner's number of transfer credits from multiple sources, it is important to understand that all Professional Studies learners must meet all learner qualification profile competencies for each degree earned at Southwestern College.

Southwestern College will accept a maximum of 30 total credit hours combined in the following three credit categories: validations of credits by examination; credit for prior learning; and extra-institutional credit.

A description of the policies specific to these various credit options is described below.

Transfer Credit

Learners must provide an official transcript of coursework done at all other institutions to apply those hours toward requirements at Southwestern College. Only hours successfully completed and/or degrees earned at institutions recognized by the Council for Higher Education Accreditation (CHEA) may be considered. Southwestern College does not recognize credit for varsity athletics or remedial/developmental coursework. Any exception to the above requirements must be approved by the appropriate Academic Governance Committee. Transfer hours should include English Composition 1 and 2 and a course in mathematics (college algebra preferred) with a C- or better. These courses are required for graduation and may be completed at Southwestern College Professional Studies.

Credit Evaluated by the Academic Council on Education (ACE)

By special agreement, Southwestern College accepts up to 64 ACE recommended credits from AARTS, SMART, USCGI, or corporate transcripts. Through additional memoranda of agreements, Southwestern College may develop other agreements for acceptance of ACE-evaluated credits.

Extra Institutional Credit

Southwestern College Professional Studies works with third party organizations to award extra institutional credit. Learners may apply up to 30 extra institutional credit hours as elective credits toward selected degree programs. A standard extra institutional credit fee (per credit hour) will apply. Information regarding charges and fees is found in this catalog under "Charges and Fees."

Validation of Credits by Examination

A learner may present scores earned on examinations administered by outside agencies approved by the appropriate Academic Governance Committee and receive up to 30 total hours of credit. Sources may include the College Level Examination Program (CLEP), Advanced Placement Program, Excelsior College Exams (ECE), and DANTES Subject Standardized Test (DSST). The maximum number of credits that may be validated by external examination at Southwestern College is 30. Credit by examination awarded by other accredited colleges is accepted as transfer credit.

Airframe and Power Plant License

Learners who show proof of earning an Airframe & power plant (A & P) license may be granted 30 credit hours for that course of study and a waiver of the math requirement.

Pilot's License

Learners who have earned a pilot's license may be awarded five credit hours for the license, and upon submission of a signed and dated pilot's logbook, request that the logbook be evaluated for additional credit. There is no charge for credentialing the A and P license or the hours for the pilot's license, but a charge of $75 will be assessed the learner for evaluation of the logbook.

■ **PRIOR LEARNING ASSESSMENT** *(continued)*

Information regarding charges and fees is found in this catalog under "Charges and Fees." Credits earned by validation are graded satisfactory (S). They count toward graduation and, when initially entered by Southwestern College or another baccalaureate degree-granting institution, toward the minimum 60 hours required from baccalaureate-degree-granting institutions. They do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern College courses.

Credit for Prior Learning Portfolio

It is recognized that many persons have accumulated non-college experiences that can be translated into college credit. Degree-seeking learners may apply for evaluation of prior learning credit after completing 21 hours with Southwestern College Professional Studies. Information regarding application procedures can be obtained from an academic success coach.

A learner who wishes to apply for such credit is invited to prepare a summary of those experiences in writing, strictly following guidelines outlined in a document available from the office of the Director of Learner Support and Academic Success. An external evaluator uses various methods of evaluation to assess the learner's competence level and grants elective credit hours accordingly.

Examples of work and other experiences that may be considered for credit are in-service education, continuing education in any form, occupational experience, professional attainment, and travel that can be shown to have resulted in personal growth and learning. Credits awarded by Southwestern College for prior learning through the portfolio process are graded satisfactory (S). They count toward graduation but do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern College courses. A fee will be assessed for evaluation of prior learning. It must be paid at the time an application is submitted for evaluation. Information regarding charges and fees is found in this catalog under "Charges and Fees."

■ **CODE OF CONDUCT**

Enrollment at Southwestern College is interpreted by the institution to have both academic and social behavioral implications. The following actions or behaviors which are inconsistent with the college mission and academic traditions or unacceptable to the established community standards may result in suspension or expulsion. Learners are expected to conduct themselves ethically, honestly, and with integrity. This requires the demonstration of mutual respect and civility in both academic and professional discourse and settings. Learners are expected to respect the rights and privileges of others and to foster an environment conducive to learning.

1. Actions, oral statements, and written statements which threaten or violate the personal safety of faculty, staff, or learners.

2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any learner, faculty, or staff member.

3. Stalking or persistently pursuing another person and creating unwelcomed contact or communication.

4. Unauthorized, inappropriate or misuse of computers and technology.

5. Theft or damage to personal or college property or services.

6. Academic dishonesty including but not limited to plagiarism and cheating.

7. Physical harm or threat of physical harm to any person or persons, including but not limited to assault, sexual abuse, or other forms of physical abuse.

8. Carrying of weapons or other hazardous items on campus, at campus-sanctioned events, or when meeting with campus personnel (does not apply to learners who are law enforcement officers).

■ **CODE OF CONDUCT** *(continued)*

9. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class.

10. Falsification, alteration or invention of information on college forms including financial aid applications.

11. Violation of federal, state, or local laws and regulations that impact the college educational environment.

This list is representative but not all-inclusive. Violators of the Code of Conduct will be referred to the Vice-President of Southwestern College Professional Studies who will make an appropriate disciplinary decision.

■ **ACADEMIC INTEGRITY**
Southwestern College assumes the academic integrity of its learners. Academic dishonesty is any act of cheating, fabrication, plagiarism, and abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply:

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

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

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

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

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

6. Forgery of academic documents is the unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc. Examples also include completion of an application for any Southwestern College 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 learner. Examples: ruining another learner's lab work, failure to participate in group assignments, destroying another learner's term paper, etc.

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

■ **POLICIES FOR DEALING WITH VIOLATIONS OF ACADEMIC INTEGRITY:**

Course:

1. The instructor shall determine if the infraction is intentional or unintentional.

2. The instructor may issue a reprimand (written or oral) for intentional or unintentional violations, and/or assign a reduced score or zero for the assignment (paper, exam or project). Institutional procedures will also apply if a zero is recorded due to an intentional violation of the academic integrity policy.

3. The most severe violations of academic integrity may result in the learner receiving a failing grade in the course. In such circumstances the instructor will consult with the Chief Academic Officer prior to assigning the failing grade. Institutional procedures will also apply if a learner receives a failing grade due to a violation of the academic integrity policy.

4. The learner may appeal the instructor's decision to the Chief Academic Officer.

Institutional:

1. When a zero is recorded for an assignment because of intentional academic dishonesty the occurrence will be a reported, in writing, to the Chief Academic Officer.

2. The violation will be documented by the appropriate college staff members.

3. Validated attempts of academic dishonesty will become a permanent part of the learner's academic record.

4. The Chief Academic Officer will review the documentation and may issue a written warning (probable first violation) or suspend (subsequent violations) the learner from Southwestern College.

5. The learner may appeal the Chief Academic Officer's decision to the appropriate Academic Governance Committee. Appeals must be submitted in writing within 30 days of notification by the Chief Academic Officer. Decisions of the Academic Governance Committee are final.

■ **UNDERGRADUATE DEGREES OFFERED**

Southwestern College confers the following undergraduate degrees for program offered in Professional Studies:

A.G.S., Associate of General Studies
B.A., Bachelor of Arts
B.G.S., Bachelor of General Studies
B.S., Bachelor of Science
B.S.N., Bachelor of Science in Nursing

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

■ **CERTIFICATE PROGRAMS OFFERED**

Southwestern College offers both certificates and certification preparation courses for professional societies. Credit hours earned for these certificate programs and certification preparation courses can be used to satisfy credit hour requirements for Southwestern College bachelor's degrees. Certificates are awarded only for courses taken at Southwestern College unless otherwise stated in an extra-institutional or military education agreement.

Certificates

- Change Leadership
- Cyber Crime Investigation
- Enterprise Quality Management
- Homeland Security
- Ministry Leadership
- Operational Leadership
- Organizational Communication

Certification Preparation

ASQ—American Society for Quality

■ **DECLARATION OF MAJOR**

New learners declare majors in the application process in Southwestern College Professional Studies. If a learner wishes to add a second major, the process may be completed through an academic success coach.

■ **DECLARATION OF MINOR**

There are no minors offered in Professional Studies programs.

■ **CHANGING MAJORS**

A learner wishing to change majors must submit a completed Change of Major form to the learner's academic success coach. The learner assumes responsibility for any extra credits that may be involved in meeting the requirements of the new major.

Academics

■ COURSE NUMBERING SYSTEM

Courses are numbered by level:
- 100 Freshman
- 200 Sophomore
- 300* Junior
- 400* Senior
- 500+ Graduate

* It is strongly recommended that enrollment in lower level course requirements is satisfied prior to advancing to upper level requirements to build on foundational knowledge.

■ GRADING SYSTEM

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

- A = Superior work
  (A+ or A, 4 points; A–, 3.67)
- B = Above average work
  (B+, 3.33; B, 3; B–, 2.67)
- C = Average work
  (C+, 2.33; C, 2; C–, 1.67)
- D = Minimally acceptable work for receiving credit
  (D+, 1.33; D, 1; D–, 0.67)
- F = Failure
  (0 points)
- WF = Withdraw 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
- W = Withdrawal from a course
  (for active duty Army learners only)
- AW = Administrative withdrawal from a course
- I = Incomplete work
- WM = Withdrawal by the Army
  (obtained through the Army)
- S = Satisfactory work
  (equivalent to a C- or better)

Southwestern College Professional Studies' participation in memoranda of agreements may require additional grade designations.

■ CALENDAR OF SESSIONS

Southwestern College Professional Studies programs include eight, six-week sessions each year, with three sessions during the traditional fall and spring semesters and two sessions in the summer semester. Teacher Education courses are offered in a combination of 12-week and 6-week sessions. Courses are offered online, on ground, and in a blended environment. Enrollment is completed online or at any on ground location and is open three weeks prior to each semester, through Thursday 11:59 Central Time before the start of the session.

Fall Semester
PS Session 1: Aug 13 – Sept 23, 2012
PS Session 2: Sept 24 – Nov 4, 2012
PS Session 3: Nov 5 – Dec 16, 2012

Spring Semester
PS Session 1: Jan 7 – Feb 17, 2013
PS Session 2: Feb 18 – Mar 31, 2013
PS Session 3: Apr 1 – May 12, 2013

Summer Semester
PS Session 1: May 13 – Jun 23, 2013
PS Session 2: Jul 8 – Aug 18, 2013

EDUC courses may combine two sessions in a single semester for one 12 week session.

■ POWER CAMPUS SELF-SERVICE AND COURSE SELECTION

Learners are strongly encouraged to consult their academic success coach before selecting courses. Power Campus Self-Service is Southwestern College's web based learner information system where learners may enroll, view schedules, access account information, view unofficial transcripts, print grades, view progress towards degree, and pay their bill. It may be accessed at
 https://prodweb.sckans.edu/SelfService/Home.aspx

■ **COURSE LOAD**

It is recommended that one course per session, and no more than two, is the preferred course load in Professional Studies undergraduate programs. Enrollment in more than six credit hours in a session requires a review by and approval from the Director of Learner Support and Academic Success. A learner may be dropped from a course at the discretion of the Director of Learner Support and Academic Success if the learner has not received prior approval for more than six credit hours and if the learner has not provided sufficient evidence to demonstrate successful completion of the extra course(s).

■ **INDEPENDENT STUDY**

In extraordinary circumstances, a learner may request a course requirement to be fulfilled through an independent study of a course normally offered at Southwestern College Professional Studies. An independent study will be considered when a very limited number of credit hours are needed to complete the degree and/or when the learner has completed at least two thirds of required course work. A form requesting an independent study must be submitted to and approved by the Chief Academic Officer. Per credit hour tuition for independent study courses, book requirements, and enrollment process are the same as all other Professional Studies courses.

■ **BLACKBOARD LEARN**

Blackboard Learn is Southwestern College's course management software used for all online courses and as a supplement to many on ground classes.

■ **ATTENDANCE**

For on ground courses, learners are expected to attend all classes for the full length of the class period. One or more absences per course may result in a lower grade. Learners are responsible for missed material and for arranging make-up work. More than two absences per class in one six week period is considered unacceptable and may result in a lower grade for the course. Tardies may be counted as absences at the discretion of the instructor. For online learners, regular, systematic weekly participation is required according to the tenets established on the course syllabus. More than two weeks of nonparticipation in one six-week period may result in a lower grade for the course. Learners who fail to demonstrate participation in an online course by the end of the third week of class and who cannot be reached by phone or e-mail may be administratively withdrawn unless other arrangements have been made with the instructor.

■ **FAILURE TO MEET COURSE REQUIREMENTS**

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

If this notice comes prior to the official last day to withdraw from a course (refer to withdrawal section), the learner may withdraw and receive a grade of WD. After that date the grade will be F.

A copy of the notification letter will be retained in the leaner record.

■ **INCOMPLETE WORK**

A learner may request a temporary grade of incomplete when the work of the learner has been generally satisfactory but for reasons beyond the learner's control it has not been possible to complete certain assignments made by the instructor. A minimum of 50 percent of the course work must be completed before an incomplete can be granted. If the instructor agrees to the learner's request, the learner and instructor must jointly complete a form describing the work remaining in the course and a plan for its completion. The form will then be submitted to the Chief Academic Officer. If the incomplete is acceptable the form will be filed with the Registrar.

If an incomplete is given, the learner will work with the instructor to set a reasonable deadline. A deadline of no more than 30 days is strongly suggested. Under extreme conditions, learners may request a maximum of 90 days after the end of the course to complete the course work. A grade of F will automatically be entered as a final grade if the remaining work is not completed by the deadline.

■ **INCOMPLETE WORK** *(continued)*

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

Extension of the deadline may be allowed by special permission of the Chief Academic Officer in cases of illness or other conditions beyond the learner's control. Requests for extensions of deadlines must be initiated by the learner and endorsed by the instructor involved in order to be considered. During the period in which a learner holds an incomplete, the grade point average will be calculated without counting the incomplete. A learner who has received a grade of Incomplete in a course cannot submit a withdrawal request for the course.

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

■ **APPEAL OF GRADE**

Any grade change or appeal for a grade change must be requested in writing within 30 days after the end of the course in which the grade is given. If a learner believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the learner may then seek resolution with the Chief Academic Officer by providing a written appeal of the grade. The Chief Academic Officer will render a decision based on a review of the course, assignment submission, and any documents submitted by the learner with the written appeal. If the learner disputes this decision, the final step would be to submit a written request for an appeal of a grade to the appropriate Academic Governance Committee.

All written appeals should be provided in a letter document format which should include any relevant information. Appeals can be submitted electronically via email to the Chief Academic Officer with the documents as attachments.

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

This process is also followed in appealing sanctions placed on a learner as a result of the academic integrity policy and code of conduct violations.

■ **REPEATING COURSE WORK**

If a learner repeats a course, both the original and repeat grade will be recorded on the official transcript, but only the repeat grade will be used in calculating earned hours and grade point averages, regardless of whether that grade is higher or lower than the original grade.

■ **WITHDRAWAL**

Withdrawal requests must be made in writing or by submitting the online form found at:
http://w3.sckans.edu/ps/withdraw/

Official Withdrawal from Courses

A learner may withdraw from a course at any time before the start of the last week of class in a regular six week session and receive a grade of WD which does not influence the grade point average. For courses lasting longer than six weeks, the last date to withdrawal is two weeks before the end of the course. A charge will result for any course withdrawal after the end of the first week of class. Military learners who wish to inquire about the impact of mobilization, activation, and temporary duty assignments on academic standing and financial responsibilities associated with adding, dropping and withdrawing from a course, should speak with their academic success coach or a staff member in the billing office at (888) 684-5335.

■ **WITHDRAWAL** *(continued)*

Withdrawal from College

Any learner wishing to withdraw entirely from the college during a term should give official notice to the Director of Learner Support and Academic Success. Withdrawal protects the academic record in that the designation of WD is recorded for any course in progress at the time of the learner's departure from the college. Learners who leave without completing the withdrawal process risk receiving Fs for courses in progress and can receive full charges for the courses. Information regarding charges and fees is found in this catalog under "Charges and Fees."

Administrative Withdrawal

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

■ **ASSESSMENT**

Southwestern College is committed to quality in higher education, striving to meet the educational needs of society and of individual learners. The academic assessment program at Southwestern exists to evaluate the effectiveness of the college experience in assisting learners' movement toward the outcomes identified as flowing from the mission of the college. To that end aggregate data are collected from learners periodically. The process and product of academic assessment focuses on the centrality of the teaching mission of higher education, and on the institution's ability to self-correct in ways meaningful to the educational experience of learners. The information resulting from the assessment process will not be used in any way other than for institutional improvement.

■ **ACADEMIC FORGIVENESS**

Individuals who have accumulated a grade point average of less than 2.0 at Southwestern College may petition the appropriate Academic Governance Committee to have their prior Southwestern College academic record "forgiven." To qualify, the petitioner cannot have been enrolled as a full time degree-seeking learner at Southwestern College for a period of two years and must be deemed ready for academic success. Academic forgiveness expunges all of the learner's academic record at Southwestern College and may be received only once. When granted, the learner's prior record of academic work completed at Southwestern College will be sealed. The new academic record will indicate "Academic Forgiveness Granted" and the effective date. The learner may then resume study under no academic restrictions.

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

■ **ACADEMIC PROBATION**

When the overall grade point average falls below 2.0, a learner is placed on academic warning and/or probation and will receive notification from the Chief Academic Officer. Any learner placed on academic warning or probation is subject to the conditions prescribed by the Academic Success Advocate (ASA) who assists the learner in identifying challenges with academic performance. Learners on academic warning or probation will be allowed to enroll in courses. Review of warning and probation in subsequent sessions can result in the learner remaining on academic warning or probation, being removed from warning or probation, or being suspended from the college.

Academics

■ ACADEMIC SUSPENSION

Learners who fail to maintain the standards in their program and/or are failing to make minimum progress towards the degree may be suspended from the college. Additionally, learners who complete a term with an F average may be suspended.

Any learner who is academically suspended has a right to an appeal. An appeal must be made by the learner in writing and must be presented to the appropriate Academic Governance Committee within two weeks of the date of suspension. A written appeal should be provided in a letter document format which should include any relevant information. Appeals can be submitted electronically via email with documents as an attachment. Supporting material should be submitted by the learner prior to the appeals meeting. The appeal will be reviewed by the appropriate Academic Governance Committee, and the committee's decision shall be final. If a learner is approved for readmission, the learner will return at probation status for a minimum of one session regardless of any transfer credit and will be required to meet the conditions prescribed by the Academic Governance Committee.

■ REQUIREMENTS FOR GRADUATION
Degree Requirements
1. Complete the specific course requirements for a major field of study with a minimum grade point average of 2.0 in those courses required by each major, certificate or secondary licensure to be granted.
2. Complete all learner qualification profile competency requirements.
3. Complete a minimum of 124 credit hours for a bachelor's degree. Complete a minimum of 64 credit hours for an associate degree.
4. Have completed a minimum of 60 hours at a baccalaureate-degree-granting institution *(Waived for Professional Studies learners who are qualified military personnel under a SOC agreement).*
5. Have an overall grade point average of 2.0 and meet specific program grade point average requirements.
6. Have Southwestern College course credit of at least 30 credit hours *(cannot include prior learning experience credit).*

7. Have taken 15 of the last 30 course credit hours at Southwestern *(waived for Professional Studies learners who are qualified military personnel under a SOC agreement).*
8. Complete the Application for Degree by the stated deadline.
9. Accept the judgment of school administrators in substituting transfer credits for courses in the Southwestern College catalog.
10. Be elected to the respective degree by the faculty and by the Board of Trustees.

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

Dean's Honor Roll
The Dean's Honor Roll recognizes scholastic achievement of full-time undergraduate learners during a single semester. Based on the grades for the current semester, learners who earn 12 or more hours with a grade point average of 3.70 or higher are placed on the Dean's Honor Roll. The registrar shall exclude from the published Dean's Honor Roll any learner taking an "incomplete" for a course in the calculated term.

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

■ **HONORS** *(continued)*

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

1. Members shall be named once a year, in May, following submission of final grades for graduating seniors but prior to awarding of degrees at the May Commencement.

2. After recording final grades, the registrar shall prepare a list of baccalaureate-level learners graduating in the upcoming Commencement (this list shall include all learners who have completed graduation requirements since the previous year's Commencement). These learners shall by arrayed by cumulative grade point average, with the highest GPA at the top of the list.

3. The number of learners (n) eligible for Order of the Mound membership shall be determined as 10% of the names on the completed array. If n is a fractional figure, it shall be rounded off.

4. The registrar shall strike from the list those learners who have completed fewer than 60 graded hours (A/B/C/D/F) at Southwestern College.

5. The registrar shall also strike from the list those learners who previously have been named to the Order of the Mound.

6. The registrar shall then count the first n learners in the array for Order of the Mound membership. If the nth learner holds the same grade point average as one or more learners farther down the array, those additional learners shall also be included for membership unless such action increases membership to greater than 12% of the graduates. In such case, the first grade point average higher than that of the tied group of learners shall be used as the final one for inclusion in membership.

■ **ALPHA SIGMA LAMBDA**
Alpha Sigma Lambda is an honor society for adult learners and was founded in 1945 by Rollin Posey, Dean of University College at Northwestern University. There are over 300 chartered chapters across the United States. It remains the oldest and largest chapter-based honor society for full- and part-time learners.

The Sigma Tau chapter of Alpha Sigma Lambda inductees must have completed 30 or more hours at Southwestern College Professional Studies with a minimum cumulative grade-point-average of 3.5 on a 4.0 scale. Only the top 20% of the eligible learners are invited to Sigma Tau membership on an annual basis. Inducted members may wear their honor cords during the Commencement ceremony.

■ **CONFERRING DEGREES**
Learners who have completed all degree requirements must complete and return an Application for Degree to the office of the registrar by the first day of the month preceding graduation to be considered for graduation.

Regardless of the point at which a learner completes coursework for a degree at Southwestern College, degrees are conferred in May, August, and December. Learners are considered May, August, or December graduates.

Learners who complete requirements in May, or the end of the summer semester immediately following, may participate in May Commencement ceremonies. Learners who complete requirements in December may participate in Commencement ceremonies the following May. Commencement ceremonies are held annually in May on the main campus in Winfield, Kansas.

Financial

■ **CHARGES and FEES**

Tuition

$ 391 .... All undergraduate programs*
  (per credit hour)

Fees

$ 850 .... Prior learning portfolio *(flat fee)*

$ 75 .... Pilot's license evaluation
  (submitted with logbook)

Variable ..... Extra institutional credit validation
  (per credit hour fees vary)

$ 7 .... Official transcript fee

$ 10 .... Faxed copy of official transcript

$ 15 .... Payment plan fee
  (per semester; non-refundable)

$ 20 .... Teacher education background check
  (EDUC212, EDUC216)

$ 40 .... Teacher education background check
  (EDUC436, EDUC 437, EDUC439)

$ 150 .... Student teaching

* *Military tuition discounts are available for active duty military and their spouses, reserve members, guard members, and DoD civilians.*

■ **TEXTBOOKS**

It is the learner's responsibility to obtain textbooks. Textbooks are listed on course syllabi which can be found in the online Enrollment Center at www.southwesterncollege.org. Southwestern College has an agreement with its preferred textbook vendor that allows a learner to purchase through the enrollment center by debit or credit card. The college is in compliance with the Higher Education and Opportunity Act (HEOA) provision on course material information disclosure through their preferred vendor at http://bookstore.mbsdirect.net/sckans.htm.

■ **PAYMENT OF ACOUNTS**

Payment Policy

Learners Payment Obligation

All tuition and fees from each semester are due and payable before a learner may enroll in an additional semester. In order to finalize registration, payment arrangements must be made before classes begin. Any learner unable to make payment in full before the first day of classes (including those learners who have not completed the financial aid process) must make a payment arrangement. A $15 per semester nonrefundable fee will be assessed.

Failure to make Payment Arrangement

Failure to pay in full or arrange for a payment plan by the final day for adding may result in future classes being dropped. Failure to make any payment as agreed in a payment plan may result in a mandatory administrative withdrawal from courses in which the learner is currently enrolled. Disagreement with an administrative decision may be presented for appeal through the Learner Complaint and Appeals process *(refer to page 25).*

Payments

Statements

Billing statements will be available online through Self-Service by the first business day of the month for any learner with a balance due. Statements will reflect anticipated financial aid until the time of disbursement of funds to the learner's account. The balance due will be based on all charges less anticipated aid. Any miscellaneous charges will be included in the monthly billing and will be due and payable upon receipt of the statement.

Payment Methods

Payments to Southwestern College may be made online through Self-Service by ACH/electronic check, Visa, MasterCard, American Express or Discover. Payment may also be made through the Billing Office, in person, by mail or by phone.

Returned Checks

A $25 fee will be assessed for each check returned by our bank and not paid for any reason. If a check returned for non-sufficient funds was intended as a payment on account, it will be considered a non-payment and will be subject to the conditions in the Past Due Accounts section.

Refunds

Refunds will be credited first to the balance due on account in accordance with the published refund policy. Financial aid refunds will only be issued after funds are disbursed to the learner's account. They will be processed on a weekly basis.

Change of Address

To facilitate accurate record keeping it is necessary to keep the college apprised of current name, address and social security information. Change of address notification can be handled online, in- person, or through written correspondence.

Payment Plans

Standard Payment Plan

For those who are unable to pay tuition in full prior to class start date, Southwestern offers a payment plan option. A $15/semester nonrefundable fee will be assessed for all payment plans. The standard payment plan allows payment over 5 months in the fall and spring semesters, and over 3 months in the summer semester. (Aug-Dec for Fall, Jan-May for Spring, and May-Jul for Summer). Failure to pay according to the payment plan agreement will result in a stop on the learner account until it has been brought to current status. Missed or late payments will be subject to a finance charge based on the unpaid balance for the semester.

MILITARY

Active Duty Air Force

After registering for courses with Southwestern College, all active duty Air Force who wish to use tuition assistance (TA) as payment for their course(s) and fee(s) will need to log into the AI Portal and request tuition assistance. Once learners have been notified of TA approval, they will then need to fill out a TA form and return to the billing office.

All Active Duty Navy, Marines, Coast Guard, and DoD

After registering for courses with Southwestern College, all Navy, Marines, Coast Guard, and DoD learners who wish to use Tuition Assistance (TA) as payment for their course(s) and fee(s) will need to submit their approved TA form to the billing office.

All Active Duty Army

Army learners must register through the portal. Southwestern College works directly with the Army for payment of accounts (some exceptions may apply).

Reserve Members

Please contact the billing office details on tuition assistance, contact accounts@sckans.edu.

VA Education Benefits

A Veterans Affairs certifying official is on staff at Southwestern College. If a learner wishes to activate VA education benefits for use at Southwestern College, contact VA@sckans.edu.

Company Reimbursement

For tuition reimbursed by an employer, the learner must provide the billing office a copy of the employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement. Payment will be deferred for 60 days from the end of the semester on tuition and fees covered by your employer. Payment for all tuition and fees not covered by the employer is due by the first day of class. A $15 nonrefundable fee will be assessed unless the full amount of tuition and fees is paid in full by the first day of class. The letter should be printed on company letterhead and must specify the following:

- The name of the agency
- The appropriate contact person
- Your name
- The course and/or fees that have been pre-approved for payment

Direct Company Billing

If a learner's organization has authorized Southwestern College for direct billing to the organization, a voucher or letter authorizing the direct billing must be submitted to the Billing Office at Southwestern College, 2040 S. Rock Road, Wichita, KS 67207. Learners will be responsible for paying the Third-Party Billing fee if not paid by their sponsor. The letter should be printed on company letterhead and must specify the following:

- The name of the agency
- The appropriate contact person
- The invoice mailing address
- Your name
- The courses and/or fees that have been pre-approved for payment

Past Due Accounts

Prior balances

A person who has outstanding indebtedness to the college will not be allowed to register for additional classes, receive a transcript or record, have academic credits certified, or receive a diploma until the indebtedness has been satisfactorily cleared. Prior balances must be paid before setting up a new payment plan. Registration for the current semester will not be complete until all outstanding indebtedness has been cleared.

Financial

Finance Charges
A monthly finance charge of 1.5 percent (annual rate, 18 percent) is assessed on the unpaid balance of an account. The finance charge will be waived if on-time payment is received based on an agreed-to payment plan.

Final Payment Notices
Any account with a balance at the end of a semester will receive a 30 day letter. If payment is not made upon receiving a final notice, the account is subject to being sent to collections.

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

■ ADMNISTRATIVE WITHDRAWAL

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

■ CANCELLATION OF CHARGES

Learners who officially withdraw from courses will have fees cancelled based upon the date of written notification of withdrawal by the learner. An official withdraw request must be submitted in writing to one of the following:

- Online: http://w3.sckans.edu/ps/withdraw
- E-mail: withdraw@sckans.edu
- Fax: 316-688-5218
- Mail: Learner Services
          2040 S. Rock Rd.
          Wichita, KS 67207

Military Learners who wish to inquire about the impact of mobilization, activation, and temporary duty assignments on financial responsibilities associated with adding, dropping, or withdrawing from a course should speak with a staff member in the billing office at (888) 684-5335.

For courses lasting six weeks
- Full tuition will be reimbursed when withdrawal notice is given before midnight Sunday the end of the first week of class.
- Seventy percent of tuition will be reimbursed when notice is given before midnight Sunday of the second week of class.
- Tuition is not reimbursed when notice is given after midnight Sunday of the second week of class.
- Withdrawal is not permitted after the fifth week of class.

For courses lasting twelve weeks or longer
- Full tuition will be reimbursed when withdrawal notice is given before midnight Sunday the end of the first week of class.
- Seventy percent of tuition will be reimbursed when notice is given before midnight Sunday of the fourth week of class.
- Tuition is not reimbursed when notice is given after midnight Sunday of the fourth week of class.

A week starts on Monday and ends Sunday before midnight central time.

■ CANCELLATION OF FINANCIAL AID

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

For federal aid, a calculation is made of "earned" and "unearned" aid based on the days of attendance. Unearned aid is returned first to loans (in this order: unsubsidized, subsidized, Perkins, PLUS), then to a Pell grant, SEOG, and other Title IV programs.

For Southwestern aid, the amount returned is the same percentage as the amount of charges cancelled. For state and other aid, all funds are usable until the learner's account balance reaches zero. Any excess is returned.

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

■ **FINANCIAL AID**

The financial aid program assists learners who want to attend Southwestern College but would find it difficult to do so without financial assistance.

How to Apply for Financial Aid

Learners must have been granted admission to Southwestern College. Before financial aid can be applied to an account, these steps should be followed to apply for financial aid:

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), indicating Southwestern College (School Code Number 001940) on the form. Application forms may be obtained online at www.fafsa.gov. Priority application receipt date for financial aid for all returning learners is April 1.
2. The learner must complete the Student Data Form.
3. If a learner's application is selected for verification, submit requested supporting documents.

Financial Aid Regulations

The following regulations govern all scholarships and grants:

1. Southwestern College Scholarships and grants are awarded by application.
2. Southwestern College is federally obligated to adjust the financial aid awards of learners who withdraw prior to the end of the semester or who reduce the number of hours enrolled in during a semester. Southwestern College Scholarships and grants are adjusted according to the college's policies on cancellations and refunds. Federal and state aid is adjusted according to federal regulation
3. For learners receiving state or federal aid, Southwestern College is required by law not to offer institutional aid that would exceed the financial need of the student.
4. Financial aid awards are credited to student accounts according to federal regulation and divided among the student's total number of terms (maximum of three within a 12 months period – summer, fall, spring).

5. Learners in the Professional Studies and graduate programs are not eligible for main campus institutional aid programs.
6. The entire financial aid award may be voided if incorrect or false information is provided on the Free Application for Federal Student Aid (FAFSA). Intentional false statements or misrepresentation on any of the student's financial aid application materials may subject the filer to a fine or imprisonment, or both, under provisions of the U.S. Criminal Code.

Satisfactory Academic Progress

Southwestern College is required by federal regulation to monitor satisfactory academic progress for financial aid recipients. These standards ensure that only those learners demonstrating satisfactory progress toward the completion of their educational program will continue to receive financial aid. Southwestern College's policy measures a learner's performance in the following four areas: 1) successful completion of courses (credit hours), 2) cumulative grade point average (GPA), 3) maximum time to degree completion, and 4) overall pace toward degree.

1. **Successful Completion of Courses**
   At the end of the fall, spring, and summer semesters, learner progress is measured by comparing the number of attempted credit hours with the number of earned credit hours (i.e., receipt of a grade of A, B, C, D, or S). In any given year, learners must have earned at least 70 percent of the credits they attempted to remain in good standing for financial aid purposes only. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours:
   F – Failure
   I – Incomplete
   WD – Withdrawal
   WF – Withdraw Failure
   WM – Military Withdrawal
   AM – Administrative Withdrawal

2. **Cumulative Grade Point Average**
   Learners whose work is below a 2.0 cumulative grade point average are failing to make minimum progress toward their degree.

3. **Maximum Time to Degree.**
Undergraduate learners are eligible to receive federal and state financial aid up to 186 attempted credit hours. Graduate learners are eligible to receive federal and state financial aid up to 54 attempted credit hours.

4. **Overall Pace toward Degree.**
At the end of the fall, spring, and summer semesters, learner progress is measured by comparing the number of cumulative attempted hours with the number of cumulative earned hours (i.e., receipt of a grade of A, B, C, D, or S). Learners must have earned at least 70 percent of the overall credits they have attempted to remain in good standing. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours:

F – Failure
I – Incomplete
WD – Withdrawal
WF – Withdraw Failure
WM – Military Withdrawal
AM – Administrative Withdrawal

Financial Aid Warning/Suspension/Probation
At the end of the fall, spring, and summer semesters, all aid recipients will be evaluated for satisfactory academic progress. Financial aid recipients who do not meet one of the four requirements for progress will be placed on financial aid warning for one semester. A learner on financial aid warning is eligible to receive financial aid for the next semester of attendance. If the learner does not meet one of the four conditions imposed upon him/her during the warning period, the learner will be placed on financial aid suspension. Suspension prevents the learner from receiving any federal or state financial assistance for future semesters until such time as the learner again meets all four satisfactory academic progress standards. Learners who have reached the maximum hour limit and have yet to receive a degree are immediately sent to suspension without a warning period. Learners on suspension have the right to appeal the decision.

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

Some circumstances, such as medical problems, illness, death in the family, relocation, or employment changes can be considered for an appeal. The committee will review the appeal and contact the learner by a reasonable date. Learners who are approved will be placed on financial aid probation and required to submit to a prescribed academic plan. Learners must meet the goals on the academic plan to be removed from probation. The committee's decision is final and may not be appealed further.

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

Consortium Agreements
Occasionally, it is in the learner's best interest to round out a semester schedule using coursework from one or more different colleges. Under certain circumstances and on a case-by-case basis, Southwestern may enter into a consortium agreement with these other colleges in order to qualify to receive federal aid that is based on total enrollment – particularly the Pell grant. Learners interested in this option should speak with their academic success coach and then notify the financial aid office of their plans. In such cases, proration of institutional financial aid may apply.

■ **FEDERAL AID**
Federal Pell Grants
This federal program provides non-repayable grants of up to $5,550 to learners who are eligible as determined by the Free Application for Federal Student Aid. The result of the application is used by the Financial Aid Office to determine the amount of the Federal Pell Grant to be awarded.

Teacher Assistance for College and Higher Education (TEACH)
This federal grant program is offered to learners who intend to teach full-time in high-need subject areas for at least 4 years at schools that serve learners from low-income families. The grant provides full-time undergraduates and graduates with up to $4,000 per year. Learners interested in this grant must be admitted to the teacher education program, meet the academic requirements, and sign an annual Agreement to Serve with the Federal Government. Should the learners not fulfill their part of the contract in the Agreement to Serve, the grant will turn into a Federal Unsubsidized Direct Loan.

Federal loans
The Department of Education offers a variety of learner loans. The learner is under full obligation to repay the loans.

Federal Subsidized Direct Loans
Subsidized loans are for learners demonstrating financial need. The federal government pays the interest for the learner while the learner is enrolled. Maximums vary, according to the learner's grade level.

Federal Unsubsidized Direct Loans
Unsubsidized loans are available to learners who do not demonstrate financial need. The loan is the same as the Subsidized Stafford Loan except the learner is responsible for the interest while enrolled.

More information
Additional financial aid information is available online at www.sckans.edu/finaid.

■ **LEARNER COMPLAINT AND APPEALS PROCESS**
Learners with complaints about their account balances, student records, or other non-academic matters should seek resolution with the appropriate administrator. If satisfactory resolution is not achieved at this level, the learner may file a formal appeal with the Associate Vice President for Professional Studies, whose decision is final.

Programs of Study

■ **LEARNER QUALIFICATION PROFILE COMPETENCIES**

Broad Knowledge (General Education)
Courses in the area of Broad Knowledge encompass broad subject areas that are important to learners' general knowledge. Learning will include questions concerning complex scientific, social, human, technological, and economic challenges as well as the perspectives and literature of the academic fields. Courses in broad knowledge are created to meet the Southwestern College Institutional Outcomes of Critical Thinking, Ethical Reasoning, Communication, Leadership and Career Preparation.

Requirements for Broad Knowledge will be met by completing 36 credits as listed below:

Foundation Requirements: (18 credits)
▪ Developing Academic and Professional Strengths * **
▪ Composition 1 *
▪ Composition 2 *
▪ Information Literacy * ***
▪ College Algebra or higher *
▪ Professional Communication ****

These courses must be completed in the first 30 hours of study at Southwestern College Professional Studies if they are not satisfied in transfer.

**Must be taken from Southwestern College Professional Studies. This course may not be satisfied in transfer, and must be completed in the first session of enrollment at Southwestern College Professional Studies.*

****If this course is not satisfied in transfer, it must be completed in the second session of enrollment at Southwestern College Professional Studies.*

*****Learners may not take this course until they have achieved junior status.*

Exploratory Requirements: (18 credits)
Exploratory requirement may be satisfied by lower and upper division courses.

Learners must take a minimum of 18 credit hours from 4 different areas of study.

▪ Art	▪ Military Science
▪ Business	▪ Natural Science
▪ Communication	▪ Organizational Leadership
▪ Computers	▪ Philosophy
▪ Criminal Justice	▪ Physical Education
▪ Economics	▪ Political Science
▪ Ethics	▪ Psychology
▪ Foreign Language	▪ Religion
▪ History	▪ Social Science
▪ Humanities	▪ Sociology
▪ Literature	▪ Technology
▪ Mathematics	

Intellectual Skills (Competencies)
Intellectual Skills are expressions of well-defined cognitive capacities and operations that provide a foundation for further learning.

Learners must take at least one course that satisfies each of the sub-categories within the intellectual skills competency. Courses may be counted for credit once in broad knowledge and cross counted in intellectual skills.

Requirements for this competency will be met by completing one three credit course from each of the following categories: communication, critical thinking, ethical reasoning, leadership and career preparation.

Communication
Learners will demonstrate effective communication through use of appropriate technology, research, reading, writing, speaking and listening skills. Learners will utilize clear thought, and organization as well as analytical and evaluative skills when communicating.

■ **LEARNER QUALIFICATION PROFILE COMPETENCIES** *(continued)*

Critical Thinking: Quantitative Literacy
Learners will identify and apply problem solving methods to gather, analyze, reason, evaluate and display information in written and symbolic terms. They will evaluate information, weigh alternative evidence, apply mathematical and scientific principles to draw conclusions and solve real-world problems.

Critical Thinking: Analytic Thinking
Learners will employ reflective thinking to synthesize information and evaluate diverse ideas to achieve a reasoned conclusion.

Critical Thinking: Creativity and Innovation
Learners will apply the creative process and develop skills to become a more creative person.

Ethical Reasoning
Learners will demonstrate the ability to think through ethical dilemmas and make sound decisions when facing real-life situations.

Leadership and Civic Learning
Learners will be prepared for effective democratic and global citizenship, by developing insight into social, environmental and economic challenges at the local, national and global levels.

Career Preparation
Major Program of Study

Applied Learning
Applied learning outcomes make it clear that what graduates can do with the knowledge gained is the ultimate benchmark of learning. The outcomes mark the development of student competence in addressing unscripted problems, in weighing competing perspectives and in making decisions in ambiguous contexts.

■ **ASSOCIATE OF GENERAL STUDIES (A.G.S.)**
The Associate of General Studies (AGS) degree allows learners to design their own program of study combining courses from multiple competencies. The degree will allow learners flexibility in developing a plan which will address a learner's particular professional needs, or personal areas of interest, while completing general education requirements. The AGS is designed to prepare learners for all baccalaureate majors by providing them with a broad, general education.

The program includes a series of foundation courses and the remainder of the program hours will be composed of courses selected to fulfill the Professional Studies Broad and Exploratory competencies. A minimum of 3 credit hours is needed to fulfill a broad or exploratory competency. The required foundation courses cannot be counted as broad or exploratory competencies.

Foundation Courses:
- CORE101   Developing Academic and Professional Strengths
- ENGL101   Composition 1
- ENGL102   Composition 2
- CORE110   Information Literacy
- MASC115   College Algebra *(or other approved college mathematics)*

Competency Courses:
As a part of a degree program, learners will be required to complete 24 credit hours in Professional Studies Broad and Exploratory competency courses with the following prefixes:

MASC, PESS	3-9
ENGL, LAN, HIS, HIST	3-9
SOC, PSY, SSC, MIN	3-9
COM, COT, CPT	3-9
BSAD, ACCT, HRD, HCA	3-9

Programs of Study

■ **EDUCATION**

The Southwestern College teacher education program is a learner-centered learning community dedicated to optimal intellectual growth, preparation for leadership in the field of education, personal development, ethical values, and lifelong service in a world beyond cultural boundaries. The goals of teacher education programs are in the Conceptual Framework. This states that the professional educator will:

- possess wisdom of practice;
- have the ability to facilitate student learning;
- have the ability to interact effectively;
- have the ability to reflect.

The teacher education program has an undergraduate curriculum with the following components: the elementary education major, the early childhood major, professional course sequence for both elementary and secondary education majors, and the clinical field experience sequence for early childhood, elementary, and secondary education majors.

Program Requirements

Admission to the Teacher Education Program

Learners seeking admission to the teacher education program must first demonstrate readiness by completing the following academic and program requirements:

1. General Psychology with grade of C or better.

2. Developmental Psychology with grade of C or better.

3. Sophomore standing with a GPA of at least 2.5.

4. Demonstration of communication skills by completion of Composition 1, Composition 2, and Speech with at least a 2.5 cumulative GPA in the three courses.

5. 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.

6. EDUC 212 Education Entrance Seminar with grade of C or better.

7. EDUC 215 Foundations of Education with grade of C or better.

8. Submission of formal application to the Teacher Education Committee through the Academic Success Coach.

9. Successful completion of Initial Teacher Interview.

Admission for Transfer Learners

1. Transfer credit must meet the requirements and program expectations listed above, including GPA requirements. All transfer credits specific to the major must be a C or better.

2. Successful completion of Pre-Professional Skills Tests (PPST) with scores that meet or exceed program requirements in the Reading (173), Math (172), and Writing (172) sections.

3. Articulation of additional pre-professional credit as determined by the director of teacher education and the registrar or designees.

4. Submission of formal application to Teacher Education Committee.

5. Successful completion of peer jury or Initial Teacher Interview.

Licensure Program

A learner with bachelor/master degree(s) who seeks a teaching license must complete all KSDE approved program requirements, which can lead to a recommendation for a teaching license.

Teacher Education Handbook

For additional information concerning the Southwestern College teacher education program, learners should refer to the Teacher Education Handbook, available in the education department or on the website.

Kansas Teacher Competency Tests: Praxis II

The Kansas Legislature has mandated that all teacher licensure candidates demonstrate content knowledge and teaching knowledge prior to Kansas Teacher Licensure. Learners must pass the content exam (passing scores vary from exam to exam), as well as the Principles of Learning and Teaching test (PLT) with a score of 160 or higher. This test is given periodically at various Kansas testing centers. Learners are responsible for arranging to be tested before applying for state licensure.

Programs of Study

■ **EDUCATION** *(continued)*

Secondary Education Licensure
Please contact the Director of Teacher Education

General Program Requirements toward Licensure
The program requires 33 semester hours of general education courses, including in mathematics: college algebra, or higher.

Professional Requirements toward Licensure
The professional course sequence is designed developmentally and each course has at minimum a 20-hour clinical experience component. Learners should plan accordingly when designing their program.
With the exception of CORE101, EDUC212, 215, 216, and 220 the following courses are open only to learners who have been admitted to the teacher education program.

Required of all learners:
- CORE101 Developing Academic and Professional Strengths
- EDUC212 Education Seminar
- EDUC215 Foundations of Education
- EDUC216 Diversity Field Experience
- EDUC220 Educational Technology
- EDUC322 Educational Psychology
- EDUC323 Introduction to Exceptionalities
- EDUC440 Student Teaching Seminar

Required of early childhood majors:
- EDUC436 Early Childhood Methods and Management
- EDUC446 Observation and Supervised Teaching in Early Childhood Programs

Required of elementary majors:
- EDUC437 Elementary School Methods and Management
- EDUC447 Observation and Supervised Teaching in the Elementary School

Required for those seeking middle–level/secondary licensure:
- EDUC344 Content Area Literacy
- EDUC352 Principles of Effective Secondary Instruction
- EDUC438 Teaching (subject) in the Secondary Schools
- EDUC439 Secondary School Methods and Management

- EDUC448 Observation and Supervised Teaching in the Middle School
- EDUC449 Observation and Supervised Teaching in the Secondary School

Subject Area Requirements toward Licensure
Requirements of each subject area are listed in that subject's section of the main campus catalog.

■ **BACHELOR OF ARTS**
   MAJOR: EARLY CHILDHOOD EDUCATION
The early childhood education program of study at Southwestern College combines early childhood education and early childhood special education into one license for birth through age eight (third grade).

This innovative program provides two semesters of field-based experiences where learners work together with professionals in the field gaining practical experiences with young children.

Professional requirements:
Ten professional courses as specified in Professional Requirements section above.

Major requirements:
- EDUC311 Intro to Early Childhood Education
- EDUC325 Motor Development, Expressive Arts, Social Studies
- EDUC329 Children's and Adolescents' Literature
- EDUC333 Teaching Young Children with Disabilities
- EDUC335 Infant Development
- EDUC336 Introduction to the Reading Process
- EDUC339 Assessment Strategies in Early Childhood
- EDUC341 Reading in the Elementary School
- EDUC343 Home, School, and Community
- EDUC420 Oral Language Development
- EDUC425 Administration, Guidance, and Behavior
- EDUC429 Assessment in Early Childhood Intervention
- EDUC432 Technology in Special Education
- EDUC435 Science and Math

Cognate requirements:
In mathematics: college algebra, or higher

Programs of Study

◾ **BACHELOR OF ARTS**
   MAJOR: ELEMENTARY EDUCATION 📄

Professional requirements:
Ten professional courses as specified in Professional Requirements section above.

Major requirements
(These courses are open to learners who have not yet applied for admission to the teacher education program):
In Education
- EDUC223 Fine Arts in the Elementary School
- EDUC318   Numbers, Computation, and Mathematical Processes
- EDUC328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher
- EDUC329 Children's and Adolescents' Literature
- EDUC336 Introduction to the Reading Process
- EDUC337 Science in the Elementary School
- EDUC338 Mathematics in the Elementary School
- EDUC341 Reading in the Elementary School
- EDUC344 Content Area Literacy
- EDUC345 Social Science in the Elementary School

Cognate requirements:
In mathematics: college algebra, or higher

MINOR: Early Childhood Education

Minor requirements:
- EDUC311 Intro to Early Childhood Education

An additional 12 hours selected from the following:
- EDUC325 Motor Development, Expressive Arts, Social Studies
- EDUC335 Infant Development
- EDUC339 Assessment Strategies in Early Childhood
- EDUC343 Home, School, and Community
- EDUC420 Oral Language Development

◾ **BACHELOR OF ARTS**
   MAJOR: PSYCHOLOGY 📄

The Bachelor of Arts in Psychology focuses on an essential and fundamental understanding of the major elements in the field of psychology. Learners in this major will evaluate psychological theories and research while examining ethical issues in the practical application of psychological theories. Individuals enrolled in this major can enrich their skills and abilities in organizational life and choose to pursue employment in a variety of organizational roles including, but not limited to, intake workers, child care workers, social service workers, and administrative support personnel. The Bachelor of Arts with a Psychology major is designed for individuals who wish to complete a general degree in psychology or prepare for an advanced degree in psychology.

Required Prerequisites
- MASC110 Statistics and Probability
- PSY 110   General Psychology

Major Requirements
- PSY 252   Developmental Psychology
- PSY 262   Social Psychology
- PSY 332   Biological Foundations of Psychology
- PSY 352   Cognition
- PSY 362   Personality Theories
- PSY 400   Psychological Research Methods
- PSY 410   Emotion
- PSY 420   Abnormal Psychology
- PSY 430   History and Systems of Psychology
- PSY 440   Psychological Assessment
- CAPS495 Senior Capstone

Programs of Study

■ **BACHELOR OF ARTS**
  MAJOR: PASTORAL STUDIES 📄

Southwestern College's Pastoral Studies program provides learners with a balanced mix of theoretical and applied studies. It is designed to help learners increase and develop knowledge of their faith so they can more effectively minister within any Protestant Christian denomination. As a result of completing the Pastoral Studies program, learners will be prepared to be lead pastors in a local church or parachurch organization. They will also acquire the necessary theological training to pursue graduate studies and obtain ordination.

Major requirements
- PHIL225   Critical Thinking
- THEO200   Bible Survey
- THEO215   Understanding the Old Testament
- THEO216   Understanding the New Testament
- THEO301   Systematic Theology 1
- THEO302   Systematic Theology 2
- THEO320   Philosophy of Religion
- THEO333   The Church: Origins to the Middle Ages
- THEO334   The Church: Renaissance to the Present
- THEO340   Texts and Their Meanings
- THEO401   Theological Systems and Issues
- THEO415   Denominational Heritage and Structure
- MIN 454   Practicum in Ministry

■ **BACHELOR OF ARTS**
  MAJOR: YOUTH MINISTRY 📄

Southwestern College's nondenominational Youth Ministry program is designed for individuals who wish to serve young people by ministering to and developing the lives of young Christians. Learners will strengthen their understanding of biblical and theological foundations of the Christian faith. The program equips learners with the specialized competencies needed to instruct, mentor, and counsel youth in a variety of local church and parachurch settings. Learners will obtain ample theological training to pursue ordination and undertake graduate studies.

Major requirements
- MIN 124   Introduction to Youth Ministry
- PHIL225   Critical Thinking
- MIN 224   Adolescent Spirituality
- THEO215   Understanding the Old Testament
- THEO216   Understanding the New Testament
- THEO301   Systematic Theology 1
- THEO302   Systematic Theology 2
- THEO320   Philosophy of Religion
- THEO333   The Church: Origins to the Middle Ages
- THEO334   The Church: Renaissance to the Present
- MIN 324   Teaching Methods in Youth Ministry
- MIN 424   Applications in Youth Ministry
- MIN 454   Practicum in Ministry

Programs of Study

■ BACHELOR OF GENERAL STUDIES (B.G.S.)

The Bachelor of General Studies degree allows learners to design their own program of study combining courses from multiple majors. Learners must complete all Foundation Courses, in addition to a minimum of 21 upper division credit hours from at least five different majors. Courses must also be completed that fulfill the requirements in competency areas. The Bachelor of General Studies will allow a learner to become a generalist, and will allow flexibility in developing a plan which will address the learner's particular professional needs or personal areas of interest. An academic plan will be created with the assistance of an academic success coach, and with approval of the chief academic officer.

Foundation Courses:
- CORE101   Developing Academic and Professional   Strengths
- ENGL101   Composition 1
- ENGL102   Composition 2
- CORE110   Information Literacy
- MASC115   College Algebra *(or other approved college mathematics)*
- CLO 415   Professional Communication

Competency Courses:
Quantitative Literacy
Analytic Thinking
Creativity
Ethical Reasoning
Communication
Leadership
Applied Learning

As a part of this degree program, learners will be required to complete competency courses in the following areas:
- Exploratory Courses
- Institutional Outcomes

■ BACHELOR OF SCIENCE
MAJOR: ACCOUNTING 📄

Business trends consistently indicate a need for accountants nationally. The accounting program is a broad based curriculum that will prepare learners to work in the field of accounting in a number of different capacities. The focus of this major is on gaining knowledge and developing skills in financial and accounting leadership; managerial, financial, and cost accounting; corporate finance; financial audit; federal income taxation; and financial and accounting systems. The accounting curriculum will provide learners with practical, marketable accounting skills grounded in industry accepted theories and practices to help them enter and/or progress in a burgeoning job market, while building a solid theoretical foundation for potential preparation for the CPA exam or future graduate coursework.

Required Prerequisites
- MASC115 College Algebra
- MASC110 Statistics and Probability
- ACCT285   Principles of Accounting
- SSC 326   Economic Theory *or*
- BSAD320   Managerial Economics

Major Courses
- BSAD395   Corporate Finance
- BSAD310   Financial Accounting Systems
- ACCT379   Managerial Accounting
- ACCT380   Financial Accounting I
- ACCT381   Financial Accounting II
- ACCT480   Financial Accounting III
- ACCT382   Federal Income Taxation- Personal
- ACCT482   Federal Income Taxation-Corporate
- ACCT483   Cost Accounting
- ACCT484   Accounting Information Systems
- ACCT490   Auditing Theory and Practice
- CAPS491   Senior Capstone

Programs of Study

■ **BACHELOR OF SCIENCE**
  MAJOR: BUSINESS ADMINISTRATION 📄

Success in business administration is leveraged not only by mastery of business disciplines, but also by demonstration of leadership in a complex business environment. The focus of this major is on gaining knowledge and developing skills in business leadership; strategic, administrative, and financial management; and marketing. The business administration curriculum will provide learners with practical, marketable business administration, management, and leadership skills grounded in industry – accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

Major Courses
- BSAD310   Financial Accounting Systems
- BSAD320   Managerial Economics
- BSAD394   Marketing
- BSAD340   Legal Environment of Business
- BSAD410   International Business
- BSAD420   Management Information Systems Analysis
- BSAD430   Financial Management
- BSAD440   Strategic Management
- CAPS491   Senior Capstone

■ **BACHELOR OF SCIENCE**
  MAJOR: BUSINESS QUALITY MANAGEMENT 📄

The Business Quality Management program is designed to provide learners with the knowledge and skills necessary to implement organizational change through quality improvement in all organizational processes of a business. The Business Quality Management curriculum is designed to produce industry leaders capable of assessing the impact of current management processes on operations within a business. Learners will utilize information to improve the quality of products or services, and evaluate customer satisfaction based on the consistent delivery of top quality products and services that are completed on time and that meet specific customer defined levels of quality. Learners will gain experience in the use of appropriate accounting and financial functions for decision making within today's business environment.

Major Courses
- BQM 301   Business Quality Management
- BQM 310   Team Management
- BQM 320   Organizational Leadership
- BQM 432   Accounting for Management
- BQM 444   Project Management
- BQM 450   Statistical Techniques
- BSAD394   Marketing
- CAPS492   Senior Capstone

Programs of Study

■ **BACHELOR OF SCIENCE**
MAJOR: COMPUTER OPERATIONS
TECHNOLOGY 📄

Computer Operations Technology educates future technology professionals and business administrators in the application of emerging computer operations, productivity and operating systems software, project management, and networking and communications topologies. The program has been developed to be both functional and flexible with student-centered, project-oriented, and laboratory-based learning of network and administration systems that are relevant and connected to the needs of business and the computer industry. Expansion of business transactions through standards-compliant web site design, security applications, and data movement across the Internet are presented. Technology education is further extended with applying critical thinking and problem solving with fundamental project management and ethics to solve business-related challenges and meet technology needs.

Major Courses
- COT 220   Microsoft Access
- COT 305   Advanced Microsoft Excel
- COT 311   Advanced Microsoft Word
- COT 313   Project Administration
- COT 410   Local Networking (LAN) Fundamentals
- COT 411   Website Management
- COT 415   Computer Systems Integration
- CAPS493   Senior Capstone

■ **BACHELOR OF SCIENCE**
MAJOR: COMPUTER PROGRAMMING
TECHNOLOGY 📄

Computer Programming Technology provides professional study of computer programming software and techniques. Learners are taught necessary skills to research, document, and develop program applications within the object-oriented programming environments. The complete dynamic software development life cycle – from developing initial algorithms, pseudo-code, graphical user interfaces, documenting code, coding and testing, to maintaining designed applications – is stressed. Applications are developed using HTML and XHTML, Visual Basic, and Java. Database design is extended through the integration of the Structural Query Language (SQL) and Visual Basic for Application (VBA) programming language. Study is further directed toward developing critical thinking, problem-solving, and communication skills required in order to provide ethical solutions in business, education and industry.

Major Courses
- COT 220   Microsoft Access
- CPT 432   Visual Basic.Net Programming Essentials 1
- CPT 433   Visual Basic.Net Programming Essentials 2
- CPT 322   SQL Fundamentals
- CPT 323   VBA, The Internet and Microsoft Office Applications
- CPT 421   Java Programming Principles 1
- CPT 422   Hypertext Markup Language Programming
- CPT 423   Project: Designing and Programming an Application
- CPT 431   Java Programming Principles 2
- CAPS493   Senior Capstone

Programs of Study

■ **BACHELOR OF SCIENCE**
MAJOR: CRIMINAL JUSTICE 📄

The Criminal Justice program provides learners with knowledge and skills they can apply immediately in the exercise of law enforcement policies and procedures. In addition, program learners are afforded an understanding of the nature of crime and the personnel, institutions, and processes that prevent or respond to crime. Learners learn both the theory and practice of the criminal justice system. Management, communication, leadership, psychological, and sociological aspects of the executive criminal justice professional are stressed. The curriculum covers crime and criminal behavior, policing, criminal investigation, criminal law and procedure, courts, corrections, and administration and management of criminal justice organizations.

Major Courses
- CJUS300   Foundations of Criminal Justice
- CJUS315   Perspectives in Policing
- CJUS325   Criminal Investigation Techniques
- CJUS335   Correctional Theory and Practice
- CJUS400   Criminology and Deviant Behavior
- CJUS425   Criminal Law and Procedure
- CJUS430   Criminal Justice Organizations: Administration and Management
- CJUS440   Special Topics in Criminal Justice
- CAPS494   Senior Capstone

■ **BACHELOR OF SCIENCE**
MAJOR: HEALTHCARE ADMINISTRATION 📄

Success in healthcare administration and management is leveraged not only by mastery of healthcare business disciplines, but also by demonstration of leadership in a complex healthcare environment. The focus of this major is on gaining knowledge and developing skills in healthcare leadership; administrative, human resource, and financial management; healthcare economics; and healthcare policy, law, and regulations. The healthcare administration curriculum will provide learners with practical, marketable healthcare administration, management, and leadership skills grounded in industry accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

Major Courses
- ACCT285   Principles of Accounting
- HRD 345   Human Resource Management
- HCA 305   Healthcare Law and Regulations
- HCA 315   Economics of Healthcare
- HCA 325   Policy Issues in Healthcare
- HCA 410   Healthcare Information Systems
- HCA 420   Management in Healthcare Services
- HCA 430   Fiscal Management in Healthcare Services
- CAPS491   Senior Capstone

Programs of Study: Bachelor of Science

■ **BACHELOR OF SCIENCE**
  MAJOR: HUMAN RESOURCE DEVELOPMENT 📄

With the increasing competitive pressure of a global economy and the growing emphasis on employee empowerment, people with highly developed management skills will be the leaders of tomorrow. The human factor remains the key to success. The Human Resource Development curriculum gives learners the education necessary for effective management of people and resources.

Major Courses

▪ HRD 310   Legal and Regulatory Environment of Human Resources
▪ HRD 330   Microsoft Office Applications
▪ HRD 338   Human Resources Technology
▪ HRD 323   Finance for Non-Financial Managers
▪ HRD 345   Managing Human Resources
▪ BSAD328   Organizational Behavior
▪ HRD 324   Performance Management
▪ HRD 321   Compensation and Benefits
▪ CAPS495   Senior Capstone

■ **BACHELOR OF SCIENCE IN NURSING (B.S.N.)** 📄

Registered nurses (RNs) with a diploma or an associate degree in nursing and at least one year of full-time practice may acquire a baccalaureate degree in nursing. This educational program builds on the RN learner's previous learning experience. Course work is not a repeat of previously-learned material. This educational opportunity is in agreement with the mission of Southwestern College and that of the Department of Nursing. Southwestern College evaluates a diploma from a school of nursing as equivalent to 40 hours credit at a two-year college.

Major requirements

▪ NURS310   Intro to Professional Nursing Education
▪ NURS332   Caring: A Foundation for Nursing
▪ NURS333   Health Promotion: A Framework for Nursing Practice
▪ NURS334   Theories, Trends, and Issues in Nursing
▪ NURS442   Research Applications in Nursing
▪ NURS336   Health Assessment
▪ NURS345   Nursing Research
▪ NURS400   Ethical and Legal Dilemmas in Nursing
▪ NURS410   Community Health Nursing
▪ NURS426   Culturally Competent Nursing
▪ NURS434   Pathophysiology for Current Practitioners
▪ NURS440   Nursing Management
▪ MASC110   Statistics and Probability
▪ CLO 499   Responsibility for the Future
▪ Economics 3 credit hours

Programs of Study: Bachelor of Science

■ **BACHELOR OF SCIENCE**
MAJOR: OPERATIONS MANAGEMENT 📄

The Operations Management major provides the knowledge and skills necessary to be a successful manager of a business operation within an integrated supply chain. Concepts covered include personnel management, process management and analysis, scheduling, project administration, Six Sigma and legal and regulatory compliance issues affecting business operations.

Major Courses
- OMGT310 Operations Management 1
- OMGT410 Operations Management 2
- COT 313 Project Administration
- OMGT305 Organizational Quality Management
- OMGT311 Six Sigma Green Belt 1
- OMGT320 Managing Group Dynamics
- OMGT415 Integrative Supply Chain Management
- OMGT422 Finance for Management
- CAPS 492 Senior Capstone

■ **BACHELOR OF SCIENCE**
MAJOR: SECURITY MANAGEMENT 📄

With the increasing need for security in a changing world, security professionals with expertise in all aspects of security management and operational administration will be in demand. Security professionals enable private and public organizations to strengthen existing security measures and initiate policies and procedures to ensure a safe and secure working environment, as well as to prevent or limit organizational losses. The Security Management major is targeted to those pursuing employment opportunities in private or government security. Moreover, this career-relevant degree engages learners in studies and practices directed toward entering into, or advancing in the growing security industry.

With specific Security Management courses concentrating on managerial techniques and leadership, security theories and practices, this degree offers the knowledge required to enter into this competitive field.

Those completing the Security Management program are prepared for a diverse group of Security Management and related jobs in physical security, loss prevention, and information security, homeland security, emergency management, and crime prevention.

Major Courses
- SMGT311 Introduction to Security
- SMGT315 Physical Security
- SMGT320 Information Security
- SMGT321 Homeland Security Fundamentals
- SMGT411 Loss Prevention and Crime Prevention
- SMGT415 Legal Aspects of Security
- SMGT420 Emergency Planning
- SMGT424 Terrorism-Motivations and Adversaries
- CAPS494 Senior Capstone

Programs of Study

■ **BACHELOR OF SCIENCE**
   MAJOR: STRATEGIC LEADERSHIP 📄

Being a leader in today's rapidly-changing society requires content knowledge as well as knowledge about self and leadership style. The Strategic Leadership major provides learners with the ability to enhance their self-awareness and to effectively forecast and lead change. Learners completing this major will be able to take a proactive approach to strategic leadership and decision making.

Major Requirements

- STL 302   Self Awareness and Personality Traits
- STL 307   Leadership Theories and Practical Applications
- STL 310   Interpersonal Group Dynamics
- STL 410   Negotiation Skills
- STL 420   Forecasting and Leading Change
- STL 430   Multi-Cultural Perspectives and Global Trends
- STL 435   Strategic Planning
- CAPS495   Senior Capstone

■ **CYBER-CRIME INVESTIGATION CERTIFICATE**

The Cyber Crime Investigation Certificate provides individuals a bridge between criminal justice foundational knowledge and the growing law enforcement challenges of cyber crime. Learners in the Cyber Crime Investigation Certificate have an opportunity to learn investigative and legal aspects of cyber crime while also learning techniques for preventive measures in their organizations.

Required Courses

- CJUS325   Criminal Investigation Techniques
- SMGT320   Information Security
- SMGT415   Legal Aspects of Security
- COT 420   Computer Forensics and Cyber-Crime
- SMGT411   Loss Prevention and Crime Prevention

■ **CHANGE LEADERSHIP CERTIFICATE**

The Change Leadership Certificate engages individuals in a body of knowledge that focuses on how organizations move through change. Learners will examine how interpersonal behaviors and organizational structures impact change initiatives. The Change Leadership Certificate also allows the learner to develop skills for adapting to change and potentially leading a change initiative in an organization.

Required Courses

- HRD 345   Managing Human Resources
- BSAD328   Organizational Behavior
- OMGT320   Managing Group Dynamics
- STL 420   Forecasting and Leading Change
- STL 435   Strategic Planning

■ **ENTERPRISE QUALITY MANAGEMENT**
   CERTIFICATE

The Enterprise Quality Management Certificate is designed to provide individuals with a balanced exposure to the components of successful quality initiatives. It combines interpersonal and group dynamics, process improvement, project management, and statistical knowledge and practice to assist learners in developing their skills to successfully participate in and potentially lead quality initiatives in their organization.

Required Courses

- BQM 301   Business Quality Management
- BQM 310   Team Management
- BSAD328   Organizational Behavior
- COT 313   Project Administration
- MTCH317   Certified Quality Improvement Associate

Programs of Study

■ HOMELAND SECURITY CERTIFICATE

The Homeland Security Certificate is designed to address a multitude of issues and challenges facing organizations today given the ever-evolving nature of homeland security issues in the United States and those impacting on citizens and countries around the world. The courses are taught by practicing professionals who bring real-world applications to each of the classes.

Required Courses
- SMGT311   Introduction to Security
- SMGT315   Physical Security
- SMGT321   Homeland Security Fundamentals
- SMGT420   Emergency Planning
- SMGT424   Terrorism-Motivations and Adversaries

■ LEAN SIX SIGMA CERTIFICATE

The Lean Six Sigma Certificate provides individuals the opportunity to develop the necessary knowledge and skills to manage business processes using a philosophy of continuous improvement. Learners are introduced to the major concepts that will contribute to their success in the areas of operations and supply chain management. Concepts covered within this certificate include: lean principles, value stream, process management and analysis, project administration, and Six Sigma.

Required Courses
- OMGT311   Six Sigma Green Belt 1
- OMGT312   Six Sigma Green Belt 2
- OMGT310   Operations Management 1
- OMGT320   Managing Group Dynamics
- OMGT415   Integrative Supply Chain Management

■ MICROSOFT OFFICE ESSENTIALS CERTIFICATE

The Microsoft Office Essentials Certificate will allow learners to be well positioned as contributing members of any organization. With nearly every organization requiring Microsoft Office skills, this certificate provides an in-depth exploration of the Microsoft suite. The certificate can be completed as part of the Computer Operations Technology degree (or any undergraduate degree) or as a stand-alone certificate.

Required Courses
- COT 210   Microsoft PowerPoint
- COT 220   Microsoft Access
- COT 305   Advanced Microsoft Excel
- COT 311   Advanced Microsoft Word
- COT 325   Outlook Organizational Techniques

■ MINISTRY LEADERSHIP CERTIFICATE

The Ministry Leadership Certificate provides individuals with the foundational teachings in scripture and the practices of the Christian faith. Completion of the Ministry Leadership Certificate will better equip a lay person in leading a congregation or assisting in the ministry of a church or para-church organization.

Required Courses
- THEO215   Understanding the Old Testament
- THEO216   Understanding the New Testament
- THEO301   Systematic Theology 1
- THEO302   Systematic Theology 2
- MIN 325   Basic Preaching
- MIN 420   Evangelism

Programs of Study

■ **OPERATIONAL LEADERSHIP CERTIFICATE**

The Operational Leadership Certificate is designed for individuals interested in developing leadership strategies to assist organizations with the multiple challenges of leading in today's global society. Learners are introduced to leadership strategies in the areas of multi-cultural relationships, negotiating, and forecasting. Successful completion of the Operational Leadership Certificate prepares the learner to take a proactive role in strategic leadership and decision-making.

Required Courses
- STL 307   Leadership Theories and Practical Application
- STL 310   Interpersonal Group Dynamics
- STL 410   Negotiation Skills
- STL 420   Forecasting and Leading Change
- STL 430   Multi-Cultural Perspectives and Global Trends

■ **ORGANIZATIONAL COMMUNICATION CERTIFICATE**

The Organizational Communication Certificate is designed for individuals interested in understanding the professional communication skills necessary for personal success in today's busy work environment. Learners will have the opportunity to develop professional and interpersonal communication skills in addition to examining the process of team communication and participation. The knowledge and practice of both individual and group communication will also include the use of technology tools to better prepare them to be successful in their organization. The use of technology tools will also be explored.

Required Courses
- HRD 330   Microsoft Office Applications
- CLO 415   Professional Communication
- STL 302   Self Awareness and Personality Traits
- STL 310   Interpersonal Group Dynamics
- BQM 310   Team Management

■ **CERTIFICATION PREPARATION**

American Society for Quality (ASQ) Certification
This coursework is designed to prepare the learner to complete specific American Society for Quality (ASQ) certification exams.

Required Courses
- MTCH311   Certified Quality Technician (CQT)
- MTCH312   Certified Quality Engineer (CQE)
- MTCH313   Certified Quality Auditor (CQA)
- MTCH314   Certified Quality Inspector (CQI)
- MTCH316   Certified Reliability Engineer
- MTCH435   Certified Manager of Quality/ Organizational Excellence
- MTCH317   Certified Quality Improvement Associate (CQIA)
- OMGT311   Six Sigma Green Belt 1
- OMGT312   Six Sigma Green Belt 2
- MTCH318   Certified Six Sigma Black Belt 1
- MTCH319   Certified Six Sigma Black Belt 2

Course Descriptions

ACCT285: Principles of Accounting (3 cr hrs)
This course will provide an introduction to accounting theory and procedures. Topics include master budgets and planning, financial statements, accounts receivable, and analyzing and recording transactions.

ACCT379: Managerial Accounting (3 cr hrs)
Principles of managerial accounting are introduced during this course. Topics include the development and use of accounting information to support managerial decision making, study of cost accounting emphasizing job order costing, process costing, capital budgeting, and budget control analysis.

ACCT380: Financial Accounting 1 (3 cr hrs)
The course focuses on financial accounting considerations of business transactions. Emphasis is placed on understanding the accounting cycle; the conceptual framework underlying financial accounting; and recognition, measurement, and reporting of receivables, inventories, property, plant, and equipment.

ACCT381: Financial Accounting 2 (3 cr hrs)
Emphasis is placed on liabilities and corporate equity measurement; understanding the recognition, measurement, leases, pensions, and reporting of revenue and earnings per share; and critical evaluation of financial goals/performance.
Prerequisite: ACCT380

ACCT382: Federal Income Taxation-
Personal (3 cr hrs)
Learners study federal income tax law as it applies to individuals. Topics include filing status, dependents, gross income, itemized deductions, tax credits, cost recovery, and property transactions.

ACCT388: Government and
Not-For-Profit Accounting (3 cr hrs)
This course reviews the business structure and special needs of financial reporting for not-for-profit entities. Emphasis is on examination of accounting, financial reporting and budgeting for state and local governments, the federal government, and not-for-profit entities.

ACCT480: Financial Accounting 3 (3 cr hrs)
In this course, emphasis is placed on foreign currency, deferred taxes, segment reporting, derivatives, partnerships, branches, and accounting theory.
Prerequisites: ACCT380, ACCT381

ACCT482: Federal Income Taxation-
Corporate (3 cr hrs)
Learners study the basic principles of business taxation. This course deals primarily with the federal tax laws as they relate to corporations and partnerships.
Prerequisite: ACCT381

ACCT483: Cost Accounting (3 cr hrs)
A study of cost accounting emphasizing managerial cost information for forecasting, planning, control, and behavior factors. The course includes a focus on the elements of product costs, including job, process, standard, and variable costing systems and procedures.

ACCT484: Accounting Information Systems (3 cr hrs)
Learners study accounting information systems conceptions and applications. Topics include conceptual foundation of AIS, technology of information systems, and design processes and concepts. Emphasis is on developing learners' abilities to understand the processing of accounting data (with emphasis on the computer environment) and the controls that are necessary to ensure accuracy and reliability of the data processed by the accounting system.

ACCT490: Auditing Theory and Practice (3 cr hrs)
This course provides an Introduction to theory, concepts and principles of auditing. This course will emphasize topics including audit evidence, audit risk, ethical conduct and legal restrictions, professional standards of audit planning, Sarbanes-Oxley compliance, and audit reports.
Prerequisite: ACCT480

Course Descriptions

ARTS110: Theatre Appreciation (3 cr hrs)
The purpose of Theatre Appreciation is to increase learners' understanding, appreciation, and critical perceptions of the theatre. Readings and discussions will focus on the elements of theatrical practice; artists and innovators of theatre throughout history; and on the theatre's development as an art form and a social phenomenon; participation in class forum discussions and sharing of critiques and short reports will offer avenues to explore learners' individual theatrical interests; and optional attendance at theatrical events will offer firsthand experience in theatre arts.

BQM 301: Business Quality Management (3 cr hrs)
This course is an overview of the key elements that comprise a superior quality management program and the most accepted techniques (e.g., benchmarking, Baldrige criteria) for achieving quality.

BQM 310: Team Management (3 cr hrs)
This course examines teams and the impact of self-directed teams on continuous improvement. The focus will be on viewing the organization as a series of interactive teams with emphasis on the skills and knowledge essential to organizing teams, evaluating data, measuring progress, plotting accomplishments, and developing empowered teams.

BQM 320: Organizational Leadership (3 cr hrs)
This course is a study of leadership models and styles, including the principles of the latest leadership thinkers. The focus will be particularly on leadership within organizations emphasizing motivational, decision-making, communication, and employee involvement skills. Special emphasis will be given to diversity management, including minorities and gender issues, in the workplace.

BQM 425: Research Project (3 cr hrs)
The development of skills required in research, evaluation, implementation, presentation, and feasibility both financial and non-financial. Projects may relate directly to the business or organization in which the student serves or hopes to serve.

BQM 432: Accounting for Management (3 cr hrs)
This course is designed to address the needs of the nonfinancial, non-accountant manager. Study will include basic accounting principles as they deal with budgeting, asset value, cost factors, direct labor, overhead, standard cost, positive and negative variances, and spreadsheet analysis. An overview and an examination of activity-based costing are included as well.

BQM 444: Project Management (3 cr hrs)
This course covers the study and understanding of project management dealing with knowledge of the product and the environment in which the project is realized. The knowledge of technologies involved, financial, and contractual matters are included. Learners will also develop an understanding that human relations and communications are critical to project management.

BQM 450: Statistical Techniques (3 cr hrs)
The course is a survey of descriptive and inferential statistics, probability theory, sampling theory, hypothesis testing, and study of variability, regression and correlation. Emphasis will be placed on statistical applications and how to apply statistics in reducing large amounts of data into a meaningful form for effective decision making.

BSAD195: Customer Service (3 cr hrs)
This course is designed to provide learners with the tools necessary to deal with a variety of customers. Learners will explore different types of customers and gain an understanding of how to handle customers in an effective manner for their organization. The common theme throughout the course is delivering on every promise that is made to a customer and to always under promise and over deliver. Additional topics that will be covered include: managing conflict, empowering your employees, urgency in customer service, and task management.

Course Descriptions

BSAD205: Introduction to Business (3 cr hrs)
This course is designed to give students an overview of key concepts within the business environment with today's business issues in mind. It covers business vocabulary and main concepts. Students will explore economics, forms of business ownership, marketing, human resource management, finance, accounting, and other areas of the business arena. In addition, students will review how businesses are owned, organization, and managed.

BSAD210: Entrepreneurship (3 cr hrs)
This course introduces learners to the challenges and opportunities of entrepreneurship. It includes sound academic theory, success stories, case studies, and exercises in critical and creative thinking to help students develop the understanding, skills, and plans needed to start a successful new business.

BSAD218: Business Math (3 cr hrs)
This course covers the practical application of math procedures to business problems. Students will study math used for problem solving in banking, purchasing, inventories, payroll, loans, property ownership, depreciation, taxes, investments, and statistics. Course procedures include quantitative methods and group interaction in class.

BSAD310: Financial Accounting Systems (3 cr hrs)
Topics covered in this courseinclude accounting and business organizations, recording process, income determination, asset valuation, financial statements, fund statements, ratio analysis, and use of financial accounting information for decision making.
Prerequisite: BSAD395

BSAD320: Managerial Economics (3 cr hrs)
Learners in this course apply models derived from microeconomics, macroeconomics and international economics to the solution of business problems in a global economy.
Prerequisite: SSC 326

BSAD328: Organizational Behavior (3 cr hrs)
This course covers individual and work group behavior in organizations. Exercises in the dynamics of power, developing leadership, facilitating quality and change, and interpersonal communication skills will be emphasized.

BSAD340: Legal Environment of Business (3 cr hrs)
This course examines the social and governmental structure within which business operates. Labor and employment law, contracts, business torts and crimes, legal process, public issues, and environmental regulations will be addressed.

BSAD394: Marketing (3 cr hrs)
Product concepts from idea to delivery to the consumer will be examined. Pricing, promotion, distribution, and planning for the marketing effort will also be covered. Emphasis on being an informed consumer is included. Course procedures include oral and written communications, group interaction in class, and a group project.

BSAD395: Corporate Finance (3 cr hrs)
This course provides an introduction to the long-term and short-term investing and financing decisions required in the financial management of a business. Course procedures include quantitative methods, oral and written communication, and group interaction in class.

BSAD410: International Business (3 cr hrs)
This course provides a framework for analyzing the competitive structure of industries and for formulating strategy within an international context. Study of foreign exchange, balance of payments, and the international monetary system are included.

BSAD420: Management Information Systems Analysis (3 cr hrs)
In this course, learners review evaluations of different types of software and their applications in organizations. Emphasis is on practical skills, spreadsheet modeling, and database design. Learners discuss techniques for developing systems that are responsive to managerial needs.

BSAD430: Financial Management (3 cr hrs)
This course covers problems and procedures of financial management encountered in normal operations of a corporation. Emphasis is on forward looking financial analysis such as investments, project finance, and risk.
Prerequisite: BSAD310

Course Descriptions

BSAD440: Strategic Management (3 cr hrs)
This course provides a synthesis of major business administration disciplines. It is recommended that this be the last course taken in the business administration core curriculum.

CAPS491: Senior Capstone (3 cr hrs)
This course is for accounting, business administration, and healthcare administration majors. Learners will be required to develop a portfolio project that demonstrates their knowledge, skills, and abilities in their major discipline. Particular attention will be given to the presentation of evidence and artifacts from their major courses as well as recent research relevant to their specific program outcomes. The purpose of the final portfolio project is to document learner achievement and to ensure learning outcomes are met.

CAPS492: Senior Capstone (3 cr hrs)
This course is for business quality management and operations management majors. Learners will be required to develop a portfolio project that demonstrates their knowledge, skills, and abilities in their major discipline. Particular attention will be given to the presentation of evidence and artifacts from their major courses as well as recent research relevant to their specific program outcomes. The purpose of the final portfolio project is to document learner achievement and to ensure learning outcomes are met.

CAPS493: Senior Capstone (3 cr hrs)
This course is for computer operations technology and computer programming technology majors. Learners will be required to develop a portfolio project that demonstrates their knowledge, skills, and abilities in their major discipline. Particular attention will be given to the presentation of evidence and artifacts from their major courses as well as recent research relevant to their specific program outcomes. The purpose of the final portfolio project is to document learner achievement and to ensure learning outcomes are met.

CAPS494: Senior Capstone (3 cr hrs)
This course is for criminal justice and security management majors. Learners will be required to develop a portfolio project that demonstrates their knowledge, skills, and abilities in their major discipline. Particular attention will be given to the presentation of evidence and artifacts from their major courses as well as recent research relevant to their specific program outcomes. The purpose of the final portfolio project is to document learner achievement and to ensure learning outcomes are met.

CAPS495: Senior Capstone (3 cr hrs)
This course is for human resource development, psychology, and strategic leadership majors. Learners will be required to develop a portfolio project that demonstrates their knowledge, presentation of evidence and artifacts from their major courses as well as recent research relevant to their specific program outcomes. The purpose of the final portfolio project is to document learner achievement and to ensure learning outcomes are met.

CJUS300: Foundations of Criminal Justice (3 cr hrs)
Foundations of Criminal Justice surveys the concepts of crime and justice, the rule of law, and provides an overview of how crime impacts society. It provides a summary of police, prosecution, courts, and the correctional system. Additional issues and challenges in the criminal justice system such as juvenile crime, terrorism, and transnational organized crime are reviewed.

CJUS315: Perspectives in Policing (3 cr hrs)
This course provides an in-depth analysis of the functions of police in a contemporary society by placing modern policing in a historical, sociological and political context. There is particular emphasis on conflicting role expectations of police in a democracy. This course explores the roots of modern law enforcement, beginning in Great Britain in the 1300s, to Sir Robert Peel's nine principles in 1829, and through societal and technological changes altering U.S policing in the twenty-first century. Extensive inquiry will uncover the positive and negative characteristics of the Political and Traditional Eras of Policing that have an impact on law enforcement and community problem solving policing efforts today.

Course Descriptions

CJUS325: Criminal Investigation Techniques (3 cr hrs)
This course is designed to acquaint the learner with the problems and techniques involved in the investigation of crime. It includes current investigative procedure used in handling crime scenes, interviewing and interrogating suspects and witnesses, gathering and preserving evidence, obtaining information, and understanding the investigative process as it relates to crimes against persons and property. The legal aspects of case management, preparation, and court presentation will be examined.

CJUS335: Correctional Theory and Practice (3 cr hrs)
This course explores the ideas, practices, and characteristics of modern corrections. The course will equip learners with the skills necessary to succeed in the field of corrections. The course utilizes a three-pronged approach to corrections which includes a thorough description of correctional ideology, including professionalism, policy issues, and society's avowed goals for the correctional enterprise; a comprehensive overview of correctional practice, including the everyday operations of correctional agencies, prisons, jails, and the procedures of parole and probation; and the development of personal skills applicable to the corrections field.

CJUS340: Criminal Justice Ethics (3 cr hrs)
This course is designed to introduce students to ethical decision-making in the criminal justice system. The course will examine concepts and principles of ethics and values as they relate to 1) all three segments of the CJ system—police, courts, and corrections—and 2) both philosophical principles/ theories and hands-on criminal justice issues and applications.

CJUS400: Criminology and Deviant Behavior (3 cr hrs)
This course examines maladaptive behavior in American society. Definitions and theories of deviance will be explored with emphasis on theories of victimology that describe the motives, methods and backgrounds of various types of criminal predators. Special attention will be given to the causation of predatory violence that is rooted in maladaptive psychological development, neurological dysfunction, mental disorders, and maladaptive social influences. This course will also address how the criminal justice system investigates and responds to predatory offenders.

CJUS425: Criminal Law and Procedure (3 cr hrs)
This course combines both laws and procedure that support the criminal justice system. It examines substantive criminal law and procedural rights of the accused. Topics include elements of crimes and parties to crimes, types of crimes, criminal defenses, search and seizure, arrest, interrogation, and identification procedures, the pre-trial process, the criminal trial, sentencing and punishment, and other related topics.

CJUS430: Criminal Justice Organizations: Administration and Management (3 cr hrs) (3 cr h
This course introduces learners to endemic and emerging administrative problems and issues confronting the criminal justice agency. Learners will describe, analyze, and synthesize contemporary management problems and issues in a criminal justice organization. Modern management concepts significant to criminal justice organizations will be reviewed.

CJUS440: Special Topics in Criminal Justice (3 cr hrs)
This course will include an intensive examination of specialized contemporary topics in criminal justice. Topics may vary from course to course, but will include subjects such as drugs and substance abuse, gangs, race, hate groups, women in the criminal justice system, domestic violence, and serial crime and criminals.

CLO 320: Critical Thinking (3 cr hrs)
This course prepares learners to critically interpret, synthesize, analyze and evaluate information. It is designed to introduce learners to complex problems and help them come to well reasoned conclusions and solutions.

CLO 340: Ethics in Today's Organizations (3 cr hrs)
This course will utilize the expertise of professionals working in the various disciplines as well as the moral reasoning of ethicists. An approach to the ethical challenges of a modern society is developed.

Course Descriptions

CLO 410: Decision Sciences (3 cr hrs)
This course introduces the learner to utilizing and applying both quantitative and qualitative methods for individual, organizational, and societal decision making. A variety of tools and techniques will be examined as the foundation for the development and interpretation of attributes and variables in addition to the use of data sources for the purpose of improving processes and organizational environments.

CLO 415: Professional Communication (3 cr hrs)
Learners study the communication processes in situations encountered in organizations and professional environments. Analysis of simulated and real life situations will include the creation of professional documents and various functions of written, oral, and interpersonal communications.

CLO 499: Responsibility for the Future (3 cr hrs)
Seniors from various majors will share approaches from their different disciplines towards dealing holistically with issues that shape the future, seeking to integrate disciplines and to synthesize knowing, caring and doing.

COM 115: Interpersonal Communications (3 cr hrs)
An overview of interpersonal communication models and practices.

COM 125: Speech (3 cr hrs)
This course is designed to prepare learners to practice introductory communication, listening, and presentational skills. Learners will be exposed to basic components of communication theory and given opportunity to perform speaking to inform, speaking to persuade and functioning in small groups. Other topics to be covered include use of language, research and proper citation, impromptu speaking, ethics and structuring a presentation in terms of delivery, visual aids, etc. The class is limited to no more than 15 learners.

CORE101: Developing Academic and Professional Strengths (3 cr hrs)
Introducing academic and professional skills, topics and tools that are intended to establish and strengthen learner success, this course includes an indicator of learner strengths and areas for improvement. Course work is designed to provide learners an opportunity to evaluate, communicate and reflect upon the skills needed to excel in both an academic and profession environment. An overview of the learning management system (LMS), and accelerated course format to reach degree completion will be provided.

CORE110: Information Literacy (3 cr hrs)
This course is designed to provide learners with the skills that are fundamental to becoming an information-literate professional who can locate, evaluate, organize and communicate information. The abundance and rapid flow of data requires skill development in the understanding of information resources, accessing information sources, determining the credibility of Internet information, logically organizing sources and finally presenting the information professionally.

COT 101: Introduction to Computers (3 cr hrs)
An introduction to personal computers and the packaged software commonly available to them. It is designed for learners with little or no prior computer experience.

COT 210: Microsoft PowerPoint (3 cr hrs)
Learners in this course will focus on the skills needed to create impressive presentations. The course provides a thorough grounding in PowerPoint's most important tools and features. Learners will explore audience demographics as well as approaches to layout, typography, imagery, color, animation, navigation schemes, sound and data representation including the use of charts and graphs. This course is a combination of theory and hands-on application.

Course Descriptions

COT 220: Microsoft Access (3 cr hrs)
This course covers the basic steps of database application development. Using Microsoft Access database software, the learner develops database tables, queries, forms and reports to create working Access database application.

COT 305: Advanced Microsoft Excel (3 cr hrs)
Learners in this course will focus on advanced uses of Excel, including layout, formulas, built-in functions, graphing, and secondary and derived sheets. Participants also learn to manipulate and summarize lists, publish documents, create charts and data maps, and record macros.

COT 308: Advanced Microsoft Access (3 cr hrs)
Course requires learners to integrate Access with the web, automate tasks with macros and VBA (Visual Basic for Applications), and both manage and secure databases.
Prerequisite: COT 220

COT 311: Advanced Microsoft Word (3 cr hrs)
The primary focus of this course is to teach effective preparation of technical documents using Microsoft Word. The course covers structure and management of large documents, use of styles and templates, and linking and embedding of pictures and drawings. It also introduces versioning and revisions, and general mark-up.

COT 312: Database Development (3 cr hrs)
This course covers the steps of database applications development. Using database design principles coupled with Microsoft Access database software, the learner uses database table structures, design principles, queries, forms and reports, command objects, and macros to fully design a working database model.

COT 313: Project Administration (3 cr hrs)
This course provides an introduction to project management using Microsoft Project. Topics covered include tasks, phases, milestones, critical path tracing, resource planning, budgeting, and skill mix staffing.

COT 320: Software Integration (3 cr hrs)
Windows XP professional, Windows Vista and the Linux operating systems are explained in detail. The course progresses from installation through the desktop environment to disk configuration and maintenance, firewall configuration, phishing filtering, hardware and software configuration, file maintenance and using the many multimedia functions and features of XP, Vista, and Linux labs are completed that further explain the more complex functions and features of the operating systems.

COT 325: Outlook Organizational Techniques (3 cr hrs)
This course introduces key concepts, functions and features, and automating methods most widely used in the popular Microsoft Outlook email client software. The course presents an overview of how Outlook's various components and tools work together and how to configure and use them efficiently. Topics include the advanced tools such as forms design, adaptive menus, rules, and VBA programming results in extending organizational objectives resulting in advanced collaborative solutions.

COT 410: Local Networking (LAN) Fundamentals (3 cr hrs)
This course covers the networking of computers within a small geographic area using current and emerging Ethernet protocols and includes the functions of internetworking devices such as routers, switches, hubs, and NICs. Network operating systems, delivery media (both physical and wireless), peer networking, server functions, workstation and server hardware, network addressing, and TCP/IP protocols will also be covered.

COT 411: Website Management (3 cr hrs)
The focus of this course is on design and development of websites to support business operations. Topics include the study of site design, maintenance, and the integration of databases and other programming functionality to increase the capability of a Web site to support changing business needs.

Course Descriptions

COT 420: Computer Forensics and

  Cyber Crime (3 cr hrs)

This course will cover the basics of starting, conducting, and completing a computer-related investigation. This course will expose the learner to basic definitions, procedures, and different techniques involved in cyber-related investigations.

CPT 285: Introduction to Computer

  Programming (3 cr hrs)

Students learn the fundamental logic, design and applications software required to enter the Computer Programming Technology (CPT) degree program. An overview of computer programming logic, structures, documentation, design and the planning process is presented. Students install and configure the required programming tools and software used throughout the CPT programming courses. The course exposes the learner to the general object orientated programming. Concepts required – decisions making, looping, arrays, methods, and data file handling. The course is not language specific and prior programming is not required.

CPT 322: SQL Fundamentals (3 cr hrs)

Using SQL server, learners retrieve information from various relational databases. Beginning with simple queries that retrieve selected data from a single table, the course progresses to advanced queries that summarize data, combine it with data from other tables, and display the data in specialized ways.

CPT 323: VBA, The Internet and

  Microsoft Office Applications (3 cr hrs)

This course focuses on using Visual Basic for Applications programming to support applications in Microsoft Access and Excel. Learners use the Object Model for both Access and Excel and produce programs that include declaration and assignment of object, string, date and numeric variables, selection statements, repetition statements, custom dialog boxes, and ADO data exchange.
Prerequisite: COT 220

CPT 390: PHP Programming with MySQL

PHP and MySQL go hand in hand. An introduction to PHP, SQL and MySQL leads to programming PHP to develop, manipulate, maintain and query MySQL databases. The course covers key PHP programming concepts and features, and shows how to effectively integrate PHP and MySQL to build powerful interactive web sites.

CPT 400: C# (3 cr hrs)

Course covers programming in C# and writing object orientated code to solve business applications. Course begins with an overview of C# which leans heavily on Visual Studio, syntax, variables, scope, program control, exception handling and decision manipulation and moves to constructing and manipulating SQL data constructs.

CPT 410: Java Servelets and JSP (3 cr hrs)

Skills developing e-commerce web sites are developed in an open-source environment using Java Server Pages (JSP) and Servlets coupled with MySQL and Tomcat web /Apache web server software. These skills include working with HTML, HTTP, servlets, JSP, sessions, cookies, JavaBeans, SQL, JDBC, connection pooling, JavaMail, SSL, security, and XML.
Prerequisite: CPT 431.

CPT 421: Java Programming Principles 1 (3 cr hrs)

This course presents Java object-oriented programming logic and fundamental techniques – from the basic concepts of primitive data types, operations, and control statements, to user defined methods, objects, classes, class inheritance and GUIs – to construct robust business solutions.

CPT 422: Hypertext Markup Language

  Programming Techniques (3 cr hrs)

In this course, learners leverage the power of JavaScript coupled with HTML to build company business sites that deliver state-of-the-art interactivity, and use tools such as image maps, forms and style sheets to integrate JavaScript and HTML language to design sites.

Course Descriptions

CPT 423: Project: Designing and Programming an Application (3 cr hrs)
Through the design of a complete application, participants learn how to establish a robust, scalable and secure business solution using the development and programming tools learned throughout previous computer programming courses.
Prerequisite: 4 CPT courses

CPT 425: Programming Mobile Applications (3 cr hrs)
Native and Web apps are created for Google™ Android™, Apple® iOS, and Windows® Phone 7 platforms. As identical apps are developed for each platform, the development processes are compared to determine which platform is best for a selected environment. The course covers platform architecture to native app life cycle management, with emphasis on fundamental programming concepts, including optimization and object-orientated design. Portability design of multiple platforms ensures a solid understanding of the programming principles in delivering mobile applications.
Prerequisite: Students need to have completed at least one semester of a programming language for success with developing applications in the course.

CPT 431: Java Programming Principles 2 (3 cr hrs)
The course progresses from programming business applications using arrays and strings, through advanced inheritance and composition, to handling exceptions and events. Advanced GUIs and graphics are presented, and recursion is introduced.
Prerequisite: CPT 421

CPT 432: Visual Basic.Net Programming Essentials 1 (3 cr hrs)
This course covers the essentials of Visual Basic.Net applications programming within Microsoft's Visual Studio.Net Integrated Development Environment. Students learn how to develop object-oriented programs, test and debug applications, produce active Windows controls, develop multi-form applications, enhance the graphic user interface, and manipulate dates and strings within the .Net platform.

CPT 433: Visual Basic.Net Programming Essentials 2 (3 cr hrs)
Using Microsoft's Visual Basic.Net Integrated Development Environment, students learn advanced concepts on how to work with arrays and collections, structures and files, and XML to build robust business solutions. Advanced skills in object-orientated programming are presented for developing database applications using ADO.Net to produce bound controls and parameterized queries to develop Web forms and services.
Prerequisite: CPT 432

CPT 444: XML (Extensible Markup Language) (3 cr hrs)
Learners will develop applications with XML that share and access data through the Web and apply the structure and code of XML for business applications that manipulate, share, extract, and store data.
Prerequisite: CPT 422

EDUC212: Education Entrance Seminar (1 cr hr)
This is an introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon inquiry and personal involvement in planning an effective and successful career in education.

EDUC215: Foundations of Education (3 cr hrs)
This course explores the theories and applications of educational philosophies for students' use in both the classroom and their personal and professional lives. Additionally, educational institutions will be examined from historical, economic, sociological, and political perspectives.

EDUC216: Diversity Field Experience (1 cr hr)
This course provides an opportunity for prospective teachers to observe, tutor, or mentor students in a school where there is a diverse population. Students must complete at least 20 hours of work in a school with a diverse population.
Prerequisites: EDUC 215 (or concurrent enrollment.)

Course Descriptions

EDUC220: Educational Technology (3 cr hrs)
Students will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Students will interpret and implement the National Educational Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Technology integration across the curriculum will be explored and students will develop and design lessons and use technology tools to support learning in an educational environment.

EDUC223: Fine Arts in the Elementary
School (3 cr hrs)
The course provides a pre-service teacher with the design, implementation, and evaluation of fine arts (music, art, dance) learning activities that are developmentally appropriate, meaningful, and challenging for all K-6 students, and the learning activities leading to positive learning outcomes that develop positive dispositions toward artistic explorations and expression.

EDUC311: Introduction to Early
Childhood Education (3 cr hrs)
This is an introductory course for those preparing for licensure to teach in the early childhood area. This course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in early childhood education. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in early childhood, and developing an understanding of how children develop and learn successfully. Current trends, issues, developmental theories, and research findings related to the education of young children will be explored.

EDUC318: Numbers, Computation, and
Mathematical Processes (3 cr hrs)
A course focusing on number sense, number systems, and their properties with an emphasis on analyzing the Kansas State Department of Education (KSDE) numbers and computation standard, benchmarks, and indicators. An introduction of theorists, theories, and developmental stages will be addressed and integrated into activities and lessons. Development

and understanding of the five process standards, connection, and application with number sense in the classroom. All methods, concepts, and strategies will be applied to a classroom environment and differentiated for all learners.

EDUC322: Educational Psychology (3 cr hrs)
A course designed specifically to study the behavior of individuals and groups in educational settings. Emphases are placed upon development, motivation, assessment, individual differences, teaching modalities and learning preferences. Attention is also given to character education and attitudes. Directed observation and participation in the public schools provide practical application of course theory. Twenty hours of observation/participation in a public school classroom is required.
Prerequisite: Admission to Teacher Education.

EDUC323: Introduction to Exceptionalities (3 cr hrs)
A course designed to prepare prospective elementary and secondary teachers in the understanding and appreciation of students with exceptionalities. Emphases are placed upon characteristics and categories of exceptionality, processes of referral, assessment, and placement of exceptional students. Effective teaching practices and observation in the public schools provide practical application of course theory. Twenty hours of observation/participation in a public school classroom is required.
Prerequisite: Admission to Teacher Education.

EDUC325: Motor Development,
Expressive Arts, Social Studies (3 cr hrs)
This course will examine the curricula, instructional strategies, and classroom organization for motor development, expressive arts, and social studies relevant to children ages birth through 8. Emphasis will be placed on the uniqueness as well as interrelatedness of the content areas, teaching methodology, and their successful implementation in the classroom environment. The course is designed as lecture with a co-requisite 45 hours lab practice with children in an early childhood setting.

Course Descriptions

EDUC328: Instructional Strategies in Physical Education for the Elementary Classroom Teacher (2 cr hrs)
Designed for K-5 classroom teacher, this course addresses the major concepts of health education, human movement, and physical activity as essential elements which foster a healthy lifestyle. Content includes health, nutrition, safety, impact of movement on brain development and learning, and integrates movement learning theories and practice across all curricular areas and instruction.

EDUC329: Children's and Adolescents' Literature (3 cr hrs)
This is a survey of literature K-12. It explores literature and relevant contemporary issues regarding literary works and pedagogy for pre-K through 12th grade.

EDUC333: Teaching Young Children with Disabilities (4 cr hrs)
This course is designed to prepare prospective early childhood teachers in the understanding and appreciation of young children with exceptionalities. It will provide an overview of early childhood special education including service delivery models, atypical infant/toddler development, the effects of early intervention, and characteristics and etiologies of disabilities in young children. Appropriate delivery systems, assessment, curriculum, and intervention strategies will be considered.

EDUC335: Infant Development (3 cr hrs)
The purpose of this course is to introduce students to growth and development issues related to infants and toddlers and to provide experiences with the organization and management of high quality environments for infants. Appropriate play activities will be introduced.

EDUC336: Introduction to the Reading Process (3 cr hrs)
This course introduces prospective early childhood and elementary teachers to children's speech and language development, the recognition and development of emergent literacy, and the foundational knowledge of the reading process. This will include an understanding of basic literacy development and the cultural and linguistic diversity issues related to this development, knowledge of the major components of reading, appropriate methodologies for building an effective balanced reading program, and a variety of assessment tools and practices used to plan and evaluate effective reading instruction.

EDUC337: Science in the Elementary School (3 cr hrs)
A course that focuses on methods of science instruction, organizing and presenting science materials for instruction, observation of classroom science presentation, familiarization with current trends in science education, and the development of a background in the content areas of science.

EDUC338: Math in the Elementary School (3 cr hrs)
A course focusing on principles and methods of mathematics instruction at the elementary level organized around the 13 math standards of the Kansas State Board of Education (adapted from NCTM guidelines). Development and presentation of math materials and units of instruction, familiarization with current trends in math curriculum and instructional methodology, and attention to evaluating and adapting instructional materials and delivery methods to the needs and learning styles of students are components of this course.
Prerequisite: EDUC 318

EDUC339 Assessment Strategies in Early Childhood (3 cr hrs)
This course is designed to prepare teachers to conduct reliable and valid assessments of children's growth and development in the early childhood arena. Students are introduced to and have an opportunity to practice developing formal and informal assessment devices. Practice in developing and evaluating both open and closed assessment format is also provided. Special attention is given to performance-based assessments, particularly in the context of instruction that is developmentally appropriate.

Course Descriptions

EDUC341 Reading in the Elementary School (3 cr hrs)
This course will emphasize the various methods of teaching and assessing reading in the elementary school. It will prepare prospective teachers to develop programs to strengthen vocabulary and comprehension skills, assess growth in reading skills, diagnose reading problems, and adapt instructional materials and delivery methods to meet the special needs and learning styles of students. In conjunction with regular course work, the prospective teacher will gain experience through practical application with a required 20 hour practicum in the public schools. *Prerequisite: Admission to Teacher Education.*

EDUC343: Home, School, and Community (3 cr hrs)
The purpose of this class is to promote the understanding that quality services for young children and their families are best ensured by establishing collaborative relationships between the home, school, program, and community. A portion of the course focuses on techniques for establishing collaborative relationships with parents and involving family members in the growth and development of the young child. Health, nutrition, and safety issues also will be explored.

EDUC344: Content Area Literacy (3 cr hrs)
This course will address the content area literacy movement and the philosophy behind this approach to instruction in K-12. Schema activation for pre-reading, metacognitive monitoring for during reading and post-reading discussion building and critical thinking will be addressed. This class will also address vocabulary and concept development, study skills, effective writing prompts, assessments and considerations for special-needs and English language learners.

EDUC345: Social Science in the Elementary School (3 cr hrs)
This course emphasizes the relationship of the various social science areas and the elementary school curriculum. Content includes unit and instructional material development and presentation, familiarization with current trends in social studies instruction. Emphases include multicultural instruction, interdisciplinary unit development, and the methodology of content delivery.

EDUC420: Oral Language Development (3 cr hrs)
This course introduces prospective educators to children's speech and language development, recognition and development of readiness skills, and appropriate methodologies for developing the communications skills of young children.

EDUC425: Administration, Guidance, and Behavior (3 cr hrs)
This course will provide an overview of the responsibilities of administrators, directors, and teachers in school and program management. Legal and financial issues also will be covered, as well as ethical aspects of early childhood programs. Additionally, students will be introduced to successful classroom management strategies.

EDUC429: Assessment in Early Childhood Intervention (3 cr hrs)
This course will focus upon the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior, and processes will be included.

EDUC432: Technology in Special Education (3 cr hrs)
The goal of this course is to provide an overview of assistive technology and what it can do for learners with special needs. In addition, students will be able to implement a framework for identifying student needs and determining desired outcomes when choosing technological solutions.

EDUC435: Science and Math (3 cr hrs)
This course will prepare prospective teachers to teach science and mathematics in the early childhood (birth through eight) setting. Theories and methodologies will be explored. Special attention will be given to developmentally appropriate activities, with significant emphasis placed on integrating subject matter. Technology issues also will be covered.

Course Descriptions

EDUC436: Early Childhood Methods and Management (3 cr hrs)
This course focuses on the development of professional teaching skills for the early childhood teacher, including a personal philosophy of education; classroom management procedures; a discipline plan; and instructional methods. This course is for online learners only.

EDUC437: Elementary School Methods and Management (3 cr hrs)
This course focuses on the development of professional teaching skills for the elementary and middle school teacher, including a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to the professional block.
Prerequisites: Admission to Teacher Education and senior standing.

EDUC440: Student Teaching Seminar (1 cr hr)
A seminar course designed to be taken in conjunction with the student teaching block. This course focuses on the theory and application of educational philosophies for the student's use in both classroom and personal professional life. Candidates practice reflection and problem solving of professional issues and tasks which may be encountered by the beginning teacher. Students are also prepared to seek professional positions.
Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with either EDUC 446, 447, 448, or 449.

EDUC446: Observation and Supervised Teaching in Early Childhood Programs (12 cr hrs)
Clinical experiences in kindergarten through third grade public school classrooms for teacher licensure candidates.
Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with EDUC 440.

EDUC447: Observation and Supervised Teaching in the Elementary School (12 cr hrs)
Clinical experiences in the public schools for teacher licensure candidates.
Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with EDUC 440.

EDUC448: Observation and Supervised Teaching in the Middle School (12 cr hrs)
Clinical experiences in the public schools for teacher licensure candidates. *Prerequisites: Unconditional admission into student teaching. Concurrent with EDUC 440.*

EDUC449: Observation and Supervised Teaching in the Secondary School (12 cr hrs)
Clinical experiences in the public schools for teacher licensure candidates. *Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with EDUC 440.*

EDUC450: Introduction to Language and Linguistics (3 cr hrs)
This is an introductory course in language and linguistics which explores the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought in anticipation of working with communities of nonnative English-speakers. This course is designed as one in a series of three courses to enable the learner to successfully pass the ESOL praxis.

EDUC459: Restricted Licensure Program Practicum (1 cr hr)
This course provides restricted licensure students with supervised practica throughout the teacher education program until they obtain their initial license. Restricted licensure students are required to enroll in the practicum fall and spring semesters until the initial license is granted. This course may be repeated for credit six times.

Course Descriptions

EDUC480: Second Language Acquisition and Cultural identity in Language (3 cr hrs)
This course explores the theories and research of second language acquisition in order for the teacher to facilitate ESOL students' acquisitions of a new language. In addition, this class will examine the complex relationships among communication, culture and identity as it relates to language learning. This course is designed as one in a series of three courses to enable the learner to successfully pass the ESOL praxis.

EDUC490: Teaching English as a Second Language and Assessing Language Competency (3 cr hrs)
This course provides the foundation for second language instruction by examining a broad range of methodologies to provide academic experience for English language learners. (SIOP model included.) Application of these "best practice" concepts will be used to plan, implement, and evaluate instruction for ESOL students. An opportunity to volunteer with ESOL students for 8 hours during the course will be included.

ENGL101: Composition 1 (3 cr hrs)
This course focuses on developing reading and writing skills necessary for college level coursework. It provides a focus on the writing process and rhetorical modes utilized in writing.

ENGL102: Composition 2 (3 cr hrs)
This course emphasizes the writing associated with critical thinking and research, argumentation and persuasion.

ENGL201: Language, Literature and Humanities (3 cr hrs)
This course emphasizes literature as a source of pleasure and knowledge about human experience while investigating and practicing techniques of reading, responding to, and writing about and enjoying stories. Learners examine some of the best works in English, American, and world literature and considers imagery, characterization, narration, and patterns in sound and sense. This course considers stories in all narrative forms. This course fulfills an Exploratory Requirement in humanities.

ENGL202: Environmental Literature (3 cr hrs)
Learners in this course examine a selection of literary works from the perspective of current thinking about environmental issues. The works examined portray a variety of interactions between people and environments, and readings will be informed by some key works in recent environmental theory. The course will examine the ways in which literature both reflects and helps to shape environmental attitudes and awareness. This course fulfills an Exploratory Requirement in humanities.

HCA 280: The Healthcare Industry (3 cr hrs)
This course addresses the organization, delivery, and financing of health services in the United States and provides an overview of the U.S. health services system and its key components including organization, management, resource development, economic foundations, and delivery. Learners will examine the political, behavioral, economic, contextual and historical influences that continue to shape the American health care system.

HCA 305: Healthcare Law and Regulations (3 cr hrs)
Public and private healthcare regulatory agencies and their governance are examined for their impact on healthcare services. Legal requirements for healthcare professionals, medical records, patient rights, and corporate responsibilities are studied. Standards and ethical dilemmas are explored.

HCA 315: Economics of Healthcare (3 cr hrs)
This course examines the nature of health economics and the related public and private sector influences on healthcare systems. The healthcare markets and how healthcare services operate within the healthcare markets are examined.

HCA 325: Policy Issues in Healthcare (3 cr hrs)
This course examines the challenges of health policy strategies; formulation, implementation, and evaluation of health care services; as well as regulatory policies that impact the healthcare industry. The impact of policy makers' objectives, constraints, and conduct on patients, providers, and payers is studied. The various policy makers that influence healthcare in society are explored.

Course Descriptions

HCA 410: Healthcare Information Systems (3 cr hrs)
The application and use of technology in healthcare settings is the primary focus of this course. Integration of technology into decision making, as well as examining the processes for selecting and implementing the use of technology and software in a variety of healthcare applications will be studied.

HCA 420: Management in Healthcare Services (3 cr hrs)
This course discusses health service organizational structures and management theories and principles necessary for effective management in a complex health system.

HCA 430: Fiscal Management in Healthcare Services (3 cr hrs)
This course provides an in-depth study of financial management of healthcare organizations. The financial management of health service organizations within free market economics is covered. Topics also include reimbursement mechanisms and their effect on healthcare provider organizations, managed care, capitation, and per case or per diagnosis payment, as well as how these financial strategies are utilized by third-party payers. Focus is on financial challenges associated with provision of indigent care and, competition and market cost increases. Ratio analysis, cost analysis, working capital, capital budgeting and investment in relation to net present value and value added to the organization, and other financial management techniques are also discussed.
Prerequisite: ACCT285

HIS 120: World Civilizations (3 cr hrs)
A basic introductory survey of world cultures and history, this course introduces learners to the study of the past. The course considers political, social, economic, cultural, religious and philosophic topics.

HRD 310 Legal and Regulatory Environment of Human Resources (3 cr hrs)
This course is a survey of the various levels of government statutes and regulations as they affect the human resource function in modern organizations.

HRD 320: Professional Growth and Development (3 cr hrs)
This course offers an assessment of personal and professional life experiences with regard to skills, competencies, and knowledge gained which will produce an understanding of the evolution of the value systems learners bring to bear in professional roles.

HRD 321: Compensation and Benefits (3 cr hrs)
This course analyzes the labor market, insights into socioeconomic and political events that influence wage and salary administration, methods of building an adequate and equitable compensation package in order to attract and retain competent employees, reward for merit and accomplishments, and providing incentives for development.

HRD 322: Training and Development (3 cr hrs)
Training and development of human resources in organizations is considered in this course as are – conducting and supervising training and development programs for employees. The role that training plays in developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm is also explored.

HRD 323: Finance for Non-Financial Managers (3 cr hrs)
Learners will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of financial statements, sources of funds for financial operations, managing the cash flow process, the cost of capital, and capital budgeting. In addition, the financial impacts of international operations will be explored.

HRD 324: Performance Management (3 cr hrs)
The learner is introduced to the application of the principles and techniques of behavior modification to the performance of individuals and groups in organizations. The course includes application of the ABC analysis and the study of antecedents, behaviors and consequences that can be used to successfully sustain individual and group performance.

Course Descriptions

HRD 325: Developing Workforce Talent (3 cr hrs)
This course focuses on the creation of a personal development plan that will provide insight into abilities, strengths and weaknesses that help the participant to succeed professionally. It will focus on skills assessment, career planning, developing the attributes and talents that help people move both up and laterally in organizations. It will also focus on the current trends in organization effectiveness development.

HRD 327: Employee and Labor Relations (3 cr hrs)
Learners in this course will implement industrial labor relations programs and interpret and administer the contract with respect to grievances, wages and salaries, employee welfare, healthcare, pensions, union and management practices, and other contractual stipulations.

HRD 330: Microsoft Office Applications (3 cr hrs)
The applications involved in Microsoft Office Professional (Word, Excel, Access, PowerPoint, and Schedule) will be surveyed individually, and ways they interact will be explored. Emphasis will be on applications that typically benefit the small business or departmental computing.

HRD 338: Human Resources Technology (3 cr hrs)
Learners develop an understanding of the role of application systems software in supporting the business functions of human resource management. The course will address the strategies and methodologies utilized in the design, development, and deployment of information technology solutions including vendor evaluations and user involvement.

HRD 345: Managing Human Resources (3 cr hrs)
Learners in this course study the development of the personnel management role, the organization of work, staffing the organization, developing human resources, creating a favorable work environment, management labor relations, compensation, and benefit administration.

LAN 124: Elementary Spanish (3 cr hrs)
This Spanish language course emphasizes understanding, speaking, reading and writing phrases of practical value. No previous Spanish courses are necessary.

LAN 244: Elementary Spanish 2 (3 cr hrs)
A language course with emphasis on understanding, speaking, reading and writing. This course builds on the information from Elementary Spanish 1, and adding additional verb tenses, vocabulary, and other grammar concepts.
Prerequisite: LAN 124

MASC105: Intermediate Algebra (3 cr hrs)
This course provides a review of basic algebra, exponents, radicals, quadratic formula, systems of equations, and graphing.

MASC110: Statistics and Probability (3 cr hrs)
This course provides an introduction to statistics and probability with emphasis on applications. Topics include numerical and graphical displays of data, linear regression, hypothesis testing, and elementary probability, including counting methods, conditional probabilities, and probability distributions.

MASC115: College Algebra (3 cr hrs)
This course provides a review of intermediate algebra with more in-depth exploration of logarithmic and exponential functions, the binomial theorem, systems of quadratic equations, and matrices and determinants.

MASC160: The Physical World (3 cr hrs)
This course is designed to present a relevant and practical introduction to everyday physical phenomena for learners who have little or no previous background in physics. The course is largely descriptive in nature without mathematical emphasis.

MIN 124: Introduction to Youth Ministry (3 cr hrs)
This is an exploratory course that introduces students to the necessary concepts and skills related to youth ministry. The course includes observation in local church and/or para-church youth ministry settings.

MIN 224: Adolescent Spirituality (3 cr hrs)
This course explores age-relevant existential questions concerning belief in God, belief in humanity and young people's relationships to the church and to each other. It includes an introduction to spiritual disciplines associated with the Christian faith.

Course Descriptions

MIN 324: Teaching Methods in
Youth Ministry (3 cr hrs)
This course builds on prior learning in youth ministry courses by combining that learning with educational theory, to develop a knowledge base and skill in teaching in youth ministry settings. It includes teaching in groups and one-to-one.
Prerequisite: MIN 124.

MIN 325: Basic Preaching (3 cr hrs)
Though a form of public speaking, preaching is different in many important respects. This course is designed to help the learner develop skills in delivering a sermon.

MIN 332: Caring in the Christian
Community (3 cr hrs)
The course will help learners become better informed as caring ministers and more effective in developing care ministries in their local settings. Learners will learn to use a method of critical refection in praxis, through which they can identify where suffering is occurring, analyze the causes of suffering, and imagine responses by which suffering can be alleviated with caring.

MIN 354: United Methodist History (3 cr hrs)
This course surveys the history of Methodism in the United States, from its British and Wesleyan roots to the present, and counts toward meeting United Methodist certification requirements in designated ministry areas.

MIN 420: Evangelism (3 cr hrs)
This course is designed to help the learner gain theoretical and practical education in Christian evangelism.

MIN 424: Applications in Youth Ministry (3 cr hrs)
This is a comprehensive youth ministry course, the content of which is foundational to local church work. Emphasis will be placed on equipping learners to practice youth ministry in the local church by exploring a variety of theories, techniques, and resources.

MIN 425: Church Administration and
Finance (3 cr hrs)
This course will help learners evaluate the administrative and financial aspects of ministry.

MIN 454: Practicum in Ministry (3 cr hrs)
The practicum involves real work experience in a ministry setting and should allow significant application of concepts learned throughout the program of study.
Approval forms are available online and must be completed by the learner, the off-campus supervisor, and the supervising instructor. The completed form must be returned to a Professional Studies office at the time of enrollment for the course.

MTCH311: Certified Quality
Technician (CQT) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) exam for Certified Quality Technician. Subjects include quality concepts and techniques, practical statistical methods, metrology and calibration, inspection and test, quality audits and preventive corrective action.

The Certified Quality Technician is a paraprofessional who, in support of and under the direction of quality engineers or supervisors, analyzes and solves quality problems, prepares inspection plans and instructions, selects sampling plan applications, prepares procedures, trains inspectors, performs audits, analyzes quality costs and other quality data, and applies fundamental statistical methods for process control.

Course Descriptions

MTCH312: Certified Quality Engineer (CQE) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) exam for Certified Quality Engineer. Subjects covered include quality systems, management, leadership, product and process quality, reliability, quantitative methods, quality improvement, and assuring product/process quality.

The Certified Quality Engineer is a professional who understands the principles of product and service quality evaluation and control. This body of knowledge and applied technologies include, but are not limited to, development and operation of quality control systems, application and analysis of testing and inspection procedures, the ability to use metrology and statistical methods to diagnose and correct improper quality control practices, an understanding of human factors and motivation, facility with quality cost concepts and techniques, and the knowledge and ability to develop and administer management information systems and to audit quality systems for deficiency identification and correction.

MTCH313: Certified Quality Auditor (CQA) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) exam for Certified Quality Auditor. Subjects include auditor skills and conduct, audit reporting, planning and conducting an audit, audit program management and corrective action.

The Certified Quality Auditor is a professional who understands the standards and principles of auditing and the auditing techniques of examining, questioning, evaluating, and reporting to determine a quality systems adequacy and deficiencies. The CQA analyzes all elements of a quality system and judges its degree of adherence to the criteria of industrial management and quality evaluation and control systems.

MTCH314: Certified Quality Inspector (CQI) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) exam for Certified Quality Inspector. Subjects include inspection and test, technical math, statistical techniques, quality improvement, and measurement tools.

The Certified Quality Inspector is an inspector with the necessary knowledge and industrial experience to pass the certification examination. In support of and under the direction of quality engineers, supervisors, or technicians, this inspector can use, in a responsible manner, the proven techniques included in the body of knowledge. Under professional direction, the quality inspector evaluates hardware documentation, performs laboratory procedures, inspects products, measures process performance, records data, and prepares formal reports.

MTCH316: Certified Reliability Engineer (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) exam for Certified Reliability Engineer (CRE). Subjects covered include reliability management, probability and statistical tools, modeling and prediction, data collection and analysis and corrective action, reliability tools in design and development, maintainability and availability, reliability testing and product safety and liability.

MTCH317: Certified Quality Improvement Associate (CQIA) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) Certified Quality Improvement Associate (CQIA) exam. Subjects covered include quality basics, teams, and continuous improvement.

Course Descriptions

MTCH318: Certified Six Sigma
Black Belt 1 (CSSBB) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society for Quality (ASQ) for Six Sigma Black Belt exam. This course is the first in a two part series. Subjects covered in this course include enterprise-wide deployment, business process management, project management, Six Sigma improvement methodology, and both tools-define and tools-measure.

MTCH319: Certified Six Sigma
Black Belt 2 (3 cr hrs)
This course is the second in a two part series. Subjects covered in this course include Six Sigma improvement methodology (tools-analyze, tools-improve, and tools-control), lean enterprise, and design for Six Sigma.

The Certified Six Sigma Black Belt is a professional who can explain six sigma philosophies and principles, including supporting systems and tools. The Black Belt should demonstrate team leadership, understand team dynamics, and assign team member roles and responsibilities. They have a thorough understanding of and can use all aspects of the DMAIC model in accordance with six sigma principles. They have basic knowledge of lean enterprise concepts, are able to identify non-value-added elements and activities, and are able to use specific tools.

MTCH435: Certified Manager of Quality/
Organizational Excellence
(CMQ/OE) (3 cr hrs)
This course is designed to acquaint learners with the body of knowledge contained in the American Society of Quality (ASQ) exam for Certified Manager of Quality/Organizational Excellence (CMQ/OE). Subjects covered include leadership, strategic plan development and deployment, management elements and methods, quality management tools, customer-focused organizations, supply chain management, training and development.

NURS310: Introduction to Professional
Nursing Education (3 cr hrs)
This course provides an introduction to the concept of professionalism and BSN education. Learners explore the program's philosophy and mission, and skills necessary to be a successful adult learner. Learner roles, critical thinking, and scholarly work are addressed.

NURS332: Caring: A Foundation for Nursing (3 cr hrs)
Learners analyze the concept of caring as the essence of nursing with exploration of caring theory, relationships, influences, and behaviors, and development of caring for self and others.

NURS333: Health Promotion: A Framework
for Nursing Practice (3 cr hrs)
In this course, health promotion and disease prevention as a framework for nursing practice are explored from a theoretical, philosophical and historical perspective. Consideration of clients as individuals with health issues is approached from a positive orientation.

NURS334: Theories, Trends, and Issues
in Nursing (3 cr hrs)
Learners consider the past, present, and future of nursing, including analysis of the impact of current healthcare system dynamics on nursing roles.

NURS336: Health Assessment (3 cr hrs)
This course discusses comprehensive health assessment as a foundation for professional nursing practice.

NURS337: Professional Nursing Issues (3 cr hrs)
Issues affecting the delivery of quality health care, present and future, are explored, and the nurse's role in effecting change is analyzed.

NURS345: Nursing Research (3 cr hrs)
This course teaches principles of research and identification of applications to nursing practice. Learners experience the research process through writing a proposal and critical evaluation of written research.
Prerequisite: Successful completion of two nursing courses.

Course Descriptions

**NURS359: Elective Practicum
Experience** (1-3 cr hrs)
This course is designed to allow currently practicing practitioners to pursue individual interest in a variety of practicum areas while working directly with a faculty member. Learners will develop a learner/faculty learning contract to guide practicum experiences. Each credit hour represents a minimum of 18 hours of practicum.
(This course is considered an unscheduled course. Learners may enroll at anytime by contacting the program director.) (A total of 6 hours can be earned towards BSN degree).

**NURS400: Ethical and Legal Dilemmas
in Nursing** (3 cr hrs)
This course teaches ethical principles and legal issues associated with nursing and health care. Emphasis is on personal introspection and self-understanding.

NURS410: Community Health Nursing (3 cr hrs)
Learners develop an understanding of the concept of community-as-partner as the basis for nursing practice in and for the community. Emphasis is on theories critical to understanding the community-as-partner, the process of community-as-partner, and strategies for health promotion. Coursework involves an individualized practicum project.

**NURS426: Culturally Competent
Nursing Care** (3 cr hrs)
In this course, cultural diversity as well as universality are emphasized in comparing beliefs, values, and practices pertaining to health, care expressions, and well-being among cultural groups. Communication to convey mutual understanding of thoughts, feelings and actions is emphasized. Coursework involves directed online reading, learning, interaction and an individualized, individually scheduled practicum project.

**NURS434: Pathophysiology for
Current Practitioners** (3 cr hrs)
Major pathophysiologic concepts are explored in this course using a body systems approach. Theories relating etiology, pathogenesis and clinical manifestations physiology, chemistry, and other science courses provide the foundation for exploring human dysfunction. This course provides a basis for understanding alterations in functioning imposed by stressors and disease processes so that application to understanding clinical manifestations can be made.

NURS440: Nursing Management (3 cr hrs)
Learners explore management skills necessary to function as a professional practitioner within today's healthcare organizational hierarchy. An individualized practicum component includes observation of management skills as they are applied in an organizational setting.

NURS442: Research Applications in Nursing (3 cr hrs)
Learners apply the research process to nursing and explore evidence-based practice. Basic statistical methods for conducting research are explored and research results are interpreted.
Prerequisite: NURS345

**OMGT305: Organizational Quality
Management** (3 cr hrs)
This course provides an overview of the key elements required in all aspects of operational management utilizing the most accepted techniques for achieving quality, including Malcolm Baldrige, AS9100, and change management principles.

OMGT310: Operations Management 1 (3 cr hrs)
This course provides an overview of the salient aspects of operations management related to process analysis, product and service delivery design, work measurement, reliability and quality. This course is the first course in a two part series. Discussion of the aspects of operations strategy, supply chain management, competitive advantage, and the management of operations in a global environment are included.

Course Descriptions

OMGT311: Six Sigma Green Belt 1 (3 cr hrs)
This course is the first of a two part series to prepare professionals to participate on teams that are designed to improve, redesign, and create efficient, customer-focused business processes. It will provide an understanding of how Six Sigma integrates tools and best practices from various disciplines into a more powerful system of management. The teaming aspects critical to Six Sigma will be described.

OMGT312: Six Sigma Green Belt 2 (3 cr hrs)
This course is the second in a two-part series and will emphasize the quantitative and problem solving techniques associated with Six Sigma. Statistical Process Control (SPC) and how it is used for monitoring, analyzing, and improving quality will be covered. In addition, analysis of histograms and machine/process capability will be studied. Proficiency with problem solving tools will be gained through practical application. Methods for achieving continuous improvement will be discussed. The Green Belt candidates must successfully complete a process/quality improvement project in the second of the two course series.

OMGT320: Managing Group Dynamics (3 cr hrs)
Learners in this course will examine individual and group behavior within the context of the organizational design and culture. Learners gain theoretical and practical knowledge for understanding topics such as motivation, leadership, management decision-making, group process, and conflict resolution.

OMGT410: Operations Management 2 (3 cr hrs)
This course is the second of a two part series. An overview of layout strategy, forecasting, and constraint theory will be covered. A detailed investigation of planning and scheduling strategies that are applicable to a broad range of business situations, and an introduction to simulation are also included.

OMGT415: Integrative Supply Chain Management (3 cr hrs)
The focus of this course is on intricacies of supply chain management and disruptive factors that influence the supply chain. Topics include an analysis of current practices that reflect maximum supply chain reliability and sustain delivery integrity.

OMGT422: Finance for Management (3 cr hrs)
This course is designed to address the needs of the non-financial, non-accountant manager. Study will include basic financial principles as they deal with budgeting, asset value, cost factors, direct labor, overhead, standard cost, positive and negative variances, and capital budgeting.

PHIL225: Critical Thinking (3 cr hrs)
This course introduces learners to skills necessary for analyzing arguments, including learning to recognize informal fallacies, which learners can then use to determine the strength or soundness of ideas they encounter in their reading.

PSC 400: Applied Project (2 cr hrs)
This course is designed to allow learners in a variety of majors to pursue an individual applied project in their chosen field, while working directly with a faculty member. Learners will develop a learner/faculty learning contract to guide the project experience.

PSY 110: General Psychology (3 cr hrs)
This course provides an introduction to the scientific study of behavior and mental processes. Special attention is placed on the scientific method and the exploration of consciousness, learning, motivation, emotion, development, personality, mental disorders, biological factors, social-psychological phenomena, and cognitive processes.

PSY 252: Developmental Psychology (3 cr hrs)
Learners in this course will gain a basic understanding of the biosocial, cognitive, and psychosocial development in humans from birth through adolescence, with additional emphasis on young adult through death.

PSY 262: Social Psychology (3 cr hrs)
The course explores the social factors in behavior of individuals and groups, including attitudes, leadership, personality, and culture.

Course Descriptions

PSY 332: Biological Foundations of Psychology (3 cr hrs)

The course offers an introduction to the study of the anatomy, physiology, and function of the nervous and endocrine systems, and their relationship to psychological issues.

PSY 352: Cognition (3 cr hrs)

This course covers the psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity.

PSY 362: Personality Theories (3 cr hrs)

The course provides an in-depth examination of the contemporary approaches to the psychological study of personality.

PSY 400: Psychology Research Methods (3 cr hrs)

The course is designed to provide learners the opportunity to study the theory and methodology of psychological research design, execution, and presentation of scientific research in psychology.

PSY 410: Emotion (3 cr hrs)

The course offers a survey of the major historical and contemporary theories of human emotion, including biological, developmental, cognitive, and social perspectives.

PSY 420: Abnormal Psychology (3 cr hrs)

The course provides an introduction to personality disorders and major psychiatric disorders. The emphasis of the course is on theories of pathology and treatment.

PSY 430: History and Systems of Psychology (3 cr hrs)

The course is a study of the evolution of psychology as a science through an examination of philosophical and physiological history, major systems and schools of thought, and contemporary approaches.

PSY 440: Psychological Assessment (3 cr hrs)

The course offers an examination of classic and current theories and methods of psychological assessment, including personality assessment, interviewing, projective techniques, and observation and behavioral techniques.

SMGT311: Introduction to Security (3 cr hrs)

The course includes a detailed review of the representative duties of the professionals engaged in private and public security. It focuses on the latest trends, concerns, and issues in the security industry today. This includes specific threat analysis, countermeasures, the security function, and fundamentals of defense. The course will also provide an overview of the historical development of security.

SMGT315: Physical Security (3 cr hrs)

This course examines physical design, risk assessment, security surveys, barriers, locks, lighting, alarms, entry control, closed circuit television, and digital recording systems. The overall process of physical protection system design and integration is also extensively covered.

SMGT316: Agri Terrorism (3 cr hrs)

This course takes an in-depth look at food sources in the world and their vulnerability towards contamination by domestic and/or international terrorists. Animals and crops that may be affected by agriterrorism (agoterrorism) will be reviewed. Historical incidents and the effectiveness of security measures will be included.

SMGT320: Information Security (3 cr hrs)

The course provides a framework for analyzing current and projected data and information exposure within an organization. Also included are the study of firewalls, virus prevention techniques, network security, and common forms of cyber crime.

SMGT321: Homeland Security Fundamentals (3 cr hrs)

A diverse group of topics related to homeland security are covered. Topics include, but are not limited to, critical infrastructure sectors and protection, weapons of mass destruction, planning and response strategies, national security, and public management. There is also a review of the essential coordination and communication between government agencies and private entities.

Course Descriptions

SMGT335: Security Investigation Techniques (3 cr hrs)
This course includes the study of interviewing and interrogation techniques that are appropriate for employee investigations relating to business fraud, discrimination or harassment. The separation of fact from attribution relative to witness observations is included.

SMGT411: Loss Prevention and Crime Prevention (3 cr hrs)
The course examines the security function and issues from a loss prevention and crime prevention perspective. It specifically shows how to avoid or minimize losses with a wealth of practical information. This includes, community-oriented policing, workplace violence, internal theft controls, executive protection, awareness, retail security, high-rise security and fire life safety, personal safety and self defense, designing crime risk management systems, financial institution security, telecommunications fraud, and counterespionage strategies.

SMGT415: Legal Aspects of Security (3 cr hrs)
This course provides a thorough overview of the legal issues and concepts that security professionals must be familiar with while operating in public or private organizations. A review of legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from theft by employees, customers and others is covered. The laws of arrest, search and seizure, detention, surveillance, and legal consequences are also examined.

SMGT420: Emergency Planning (3 cr hrs)
The course provides a practical process of disaster response planning and mitigation for security professionals working in both public and private organizations. A review of the Federal Emergency Management Agency (FEMA) is covered, as well as an examination of the roles, responsibilities, and interrelationship between FEMA, state and local emergency management systems, and other critical partners. The government's emergency resources available before, during, and after crises are also explained. The fundamental disciplines of emergency management are covered as well.

SMGT424: Terrorism-Motivations and Adversaries (3 cr hrs)
This course reviews the events, ideas, motivations, and histories that result in terrorist acts. In addition, it examines the theories that help explain the volatile behavior surrounding international and domestic terrorism, as well as domestic extremist groups in the United States. There is also a conceptual overview of terrorism which progresses to a focused discussion of the terrorists, investigation of the nuances of the terrorist trade, and concludes with a final analysis of modern terrorism.

SOC 131: Sociology (3 cr hrs)
A fundamental course which explores the development and interaction of the individual in society with consideration of the culture, structures and functions of societies, social groups and institutions.

SOCS302: Diversity (3 cr hrs)
This course has a twofold emphasis: 1) increasing learners' awareness of their own ethnocultural roots and how they influence their world views, and 2) increasing learners' understanding of and sensitivity to other ethnocultural backgrounds.

SOCS310: Women in Business (3 cr hrs)
With an ever growing number of women in the workforce, there is a need to examine the differing experiences of women. This course is designed to provide students, both women and men, with a foundation for the exploration and analysis of women's experiences in the workplace and their approaches to management. The course will also explore strategies for career development and provide a framework for considering the future of women in business.

SOCS320: Adults in Transition (3 cr hrs)
This course will focus on adults moving through transitions. The skills necessary to negotiate transitions will be identified. Participants will become aware of various career assessment inventories and other resources available to assist adults confronting career and life changes.

Course Descriptions

SSC 110: Principles of Microeconomics (3 cr hrs)
Microeconomics will focus on the decisions of households and business firms. Students will learn to associate the concept of elasticity and the theory of consumer choice to real world experiences. The nature of business firms will be explored. To further understand how business firms make decisions, the student will examine the firm's production costs and how inputs are transformed into outputs. The many forms of competition and the role of the government in those competitive forms will also be explored. The rules to hire resources will be presented. Microeconomic applications will help students to develop insights into issues ranging from the environment to income distribution to health care to international economics.

SSC 111: Principles of Macroeconomics (3 cr hrs)
Macroeconomics is an introductory analysis of the American economic system and its place in the world economy. Topics of the course will include the core concepts of scarcity, opportunity costs, and production possibilities; price determination through demand and supply analysis; economic functions of the government; comparative economic systems, unemployment and inflation; national income accounting; theory of aggregate demand and supply analysis; macro-economic models; fiscal policy; money creation and the banking system; monetary policy; stabilization of the economy through fiscal and monetary policies; global economics; and economic growth.

SSC 133: Geography (3 cr hrs)
This course explores the major themes in geography- human and environment in interaction, patterns of distribution of natural phenomena affecting human use of the earth, and the cultural patterns of occupancy and exploitation of the natural world.

SSC 219: Cultural Anthropology (3 cr hrs)
This is a comparative study of primitive, traditional, and modern societies with emphasis on analyzing and understanding the different types of economic, technological, political, family, educational, and religious systems that make up the basic social structure and way of life of such societies. It includes a comparative study and analysis of the identity, values, ideals, beliefs, patterns of behavior, expressive arts, language, and world view of a variety of people. Ethnographic principles and ethnological theories are utilized to interpret cultural expressions, patterns of behavior, and individual perception and personality.

SSC 300: Ethics (3 cr hrs)
Ethics introduces students to moral philosophy, the branch of philosophy that questions what is good and bad. In the first two thirds of the course, students will learn about a number of important ethical theories-ethical relativism, objectivism, egoism, altruism, utilitarianism, duty-based moral theory, natural law, natural rights, and virtue ethics-as they examine reasons as to why certain actions are morally right or wrong. In the final third of the course, students will apply their knowledge of ethical theories to analyze and evaluate many sides of current controversial issues such as euthanasia, abortion, and cloning. Upon completing this course, students will have gained the ability to question ethical matters from a variety of angles, and thus will have acquired new tools to assist them in making ethically sound, well-informed decisions throughout their lives.

SSC 326 Economic Theory (3 cr hrs)
This course provides a theory and issues-oriented approach to the study of economics. Both microeconomic and macroeconomic principles will be explored. Various cases and issues are used to develop the economist's view and contribution to solutions.

STL 185: Introduction to Leadership (3 cr hrs)
This course is designed to give learners an introductory knowledge of leadership relationships and organizational behaviors. Learners are introduced to interpersonal skills and tactics used in successful leadership practices.

**STL 302: Self Awareness and
    Personality Traits** (3 cr hrs)
This course is designed for learners to enhance their self-awareness and creativity, and identify their leadership style. It requires learners to evaluate and enhance their personal leadership skills and develop a personal model of leadership.

Course Descriptions

STL 307: Leadership Theories and
    Practical Applications (3 cr hrs)
This course is an introduction to various leadership theories and models. Learners will evaluate and apply leadership theories to practical real work situations.

STL 310: Interpersonal Group Dynamics (3 cr hrs)
The course is designed to focus on the interpersonal dynamics of groups and individuals. Learners will examine how non-verbal communication and perceptions of self and others influence people's behavior.

STL 410: Negotiation Skills (3 cr hrs)
This course helps learners develop the tactics, strategies, and interpersonal skills necessary for today's complex organizations. Learners are also introduced to strategies for conflict management and the technique of dispute resolution. The process of mediation, facilitation and negotiation will be reviewed as well.

STL 420: Forecasting and Leading Change (3 cr hrs)
The course is designed to enable learners to use market trends and societal changes to forecast changes. Topics that include demographic changes, market trends, national income, and societal shifts to effectively forecast future changes by using forecasting techniques will also be covered.

STL 430: Multi-Cultural Perspectives
    and Global Trends (3 cr hrs)
This course includes the study of leadership implications surrounding political, social, economic and other world views. Learners will also explore how global events effect decision making and strategic goals.

STL 435: Strategic Planning (3 cr hrs)
This course is designed to help learners take a proactive approach to strategic planning. A variety of perspectives, models, and approaches will be used in the most common form of strategic planning.

THEO200: Bible Survey (3 cr hrs)
This course provides an introduction to the basic content of the Biblical books. The main objective of this course is to help learners gain a solid overview and to discern major scriptural themes.

THEO215: Understanding the
    Old Testament (3 cr hrs)
Learners in this course undertake a study of the Hebrew scriptures, seeking to understand them in their original context and thus their significance for today.
Prerequisite: THEO200

THEO216: Understanding the
    New Testament (3 cr hrs)
This course covers the origin and development of the Christian religion as expressed in the New Testament. Learners will pursue understanding the Christian scriptures in their original context and thus their significance for today.
Prerequisites: THEO200 and THEO215

THEO 225: Comparative Religion and
    Philosophy (3 cr hrs)
Exploration of religion and its role in human life, coupled with a study of the origin and development of significant concepts that have influenced modern man's ideological heritage.

THEO301: Systematic Theology 1 (3 cr hrs)
This course provides an introduction to the best practices of Christian thinkers to equip pastors and youth pastors with interpretive tools for helping people understand the Christian faith. The focus of this course is on methods (critical tools) for the interpretive role of pastor/youth pastor.
Recommended Prerequisite: PHIL225

THEO302: Systematic Theology 2 (3 cr hrs)
This course provides a study of the core teachings of the Christian faith and the means by which the church through the centuries has come to organize these teachings. This course shows the deep internal relationships between the various teachings and how they shape both individual and communal Christian life.

Course Descriptions

THEO320: Philosophy of Religion (3 cr hrs)
This course is an inquiry into the general subject of religion from the philosophical point of view. Among the specific questions considered are: the nature, function, and value of religion; the validity of the claims of religious knowledge; the nature of evil; and the existence and character of deity.

THEO333: The Church: Origins
to the Middle Ages (3 cr hrs)
This course introduces students to the major movements, personalities, and ideas that have shaped Christian thought and practice through the centuries. It also links these matters to issues the contemporary church and world are facing. The course covers the time frame from the church's beginnings to approximately 1300 CE/AD.

THEO334: The Church: Renaissance
to the Present (3 cr hrs)
This course is an extension of THEO333 and follows the same approach; it introduces learners to major thinkers, ideas, and movements that shape today's church and helps learners to see their significance for understanding today's church and world.
Although it is best to take the courses in order, THEO334 may be taken prior to taking THEO333

THEO340: Texts and Their Meanings (3 cr hrs)
This course provides an introduction to the basic principles involved in interpreting and understanding texts. The course will look at such questions as the relationship and understanding between author, the text, the reader(s), and the community in which these materials come together.
Recommended prerequisite: THEO200

THEO401: Theological Systems and Issues (3 cr hrs)
This course provides a brief review of theological method and a survey of well-known modern systems of Christian thought including process, liberation, feminist, and neo orthodox/evangelical theory.
Recommended prerequisites: THEO301 and 302

THEO415: Denominational Heritage
and Structure (3 cr hrs)
This course is designed to assist students in the knowledge of their chosen denomination as it relates to the universal Church. Independent research and personalized instruction will be part of the learning process.

■ **GRADUATE STUDIES**

Southwestern College offers the following graduate programs. For complete information regarding graduate programs, see the graduate catalog online at http://www.southwesterncollege.org/catalogs-handbooks.cfm or contact:

    Graduate Programs
    Southwestern College
    2040 S. Rock Rd
    Wichita, KS 67207-5350
    Phone: 316-685-5335

Master of Accountancy (M.A.C.C.)

The master of accountancy program at Southwestern College is a 30-hour program offered completely online.

Master of Arts in Specialized Ministries (M.A.S.M.)

Southwestern College's Master of Arts in Specialized Ministries program is a 36-hour program offered completely online.

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

The Master of Arts in Teaching program at Southwestern College is offered completely online. Some courses are also available on ground.

Master of Arts in Theological Studies (M.A.T.S.)

The Master of Arts in Theological Studies program is a 42-hour program offered completely online.

Master of Business Administration (MBA)

Southwestern College Professional Studies MBA program is a 39-hour program offered either on ground or completely online.

Master of Education (M.Ed.)

The Master of Education degree is offered with an emphasis in special education or curriculum and instruction. The special education emphasis is offered online and on ground. The curriculum and instruction emphasis is offered completely online.

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

Southwestern College's Master of Science in Leadership program is a 36-hour program offered completely online.

Master of Science in Management (M.S.M.)

Southwestern College's Master of Science in Management program is a 39-hour program offered completely online.

Master of Science in Security Administration (M.S.S.A.)

The Master of Science in Security Administration program at Southwestern College is a 36-hour program offered completely online.

SOUTHWESTERN COLLEGE
PROFESSIONAL STUDIES

CATALOG ADDENDUM
UNDERGRADUATE CATALOG 2012-2013

The Southwestern College Professional Studies Catalog Addendum represents course and program changes made since the last publication of the catalog. Included in this Addendum are revised and discontinued academic programs effective spring 2013. This Addendum also includes course description revisions as well as course prerequisite additions.

REVISED ACADEMIC PROGRAMS	DISCONTINUED ACADEMIC PROGRAMS
Effective: Spring 2013	Effective: Spring 2013

- **ENTERPRISE QUALITY MANAGEMENT CERTIFICATE**

Required Courses
- BQM 301   Business Quality Management
- BQM 310   Team Management
- BSAD328   Organizational Behavior
- COT 313   Project Administration
- OMGT305   Organizational Quality Management

- **ASSOCIATE OF GENERAL STUDIES (A.G.S.)**

- **AMERICAN SOCIETY FOR QUALITY (A.S.Q.) Certification Preparation**

Course Descriptions

COURSE DESCRIPTION REVISIONS
Effective: Spring 2013

**CORE101: Developing Academic and
             Professional Strengths**   (3 cr hrs)
How does higher education help create the type of person that businesses want to hire? Learners will explore the answer to this question, and in doing so, help lay the foundation for academic and professional success. Each learner will develop a core set of skills needed to be both an effective college student and a successful professional in the 21st-century workplace. Learners will develop and practice practical strategies with which to become more efficient and effective learners, while also developing higher-order learning skills to reflect on critical issues relevant to both academic and professional environments such as personal responsibility and ethics.

**COT 325: Outlook Organizational
            Techniques**   (3 cr hrs)
How can Microsoft Outlook be configured and used effectively to support organizational functions and activities such as communication, collaboration, and managing tasks and knowledge? Learners study and apply key concepts, functions and features, and automation methodologies associated with Microsoft Outlook. Learners examine how Outlook's various components and tools work together, and explore how to configure and use them efficiently and effectively. Advanced tools such as templates and rules that extend the effectiveness of Microsoft Outlook to support organizational functions and activities are also explored.

HRD 330: Microsoft Office Applications   (3 cr hrs)
What are the Microsoft Office applications typically used by organizations? What are these applications' major capabilities and how can they work together to extend human resource capabilities for the benefit of an organization? Learners study and apply major functions and features associated with Microsoft Word, Excel, PowerPoint, Outlook, and OneNote. Learners examine how the various applications' major components and tools work together, and explore how to configure and use them effectively.

COURSE PREREQUISITE ADDITIONS
Effective: Spring 2013

**ENGL201: Language, Literature and
             Humanities**   (3 cr hrs)
Prerequisite: ENGL101, ENGL102.

ENGL202: Environmental Literature   (3 cr hrs)
Prerequisite: ENGL101, ENGL102.