

# **Southwestern College**

## **Graduate Programs**

**Catalog for 2013-2014**

**Southwestern College**  
**Winfield, Kansas 67156-2499**  
**(620) 229-6000**  
**[www.sckans.edu](http://www.sckans.edu)**

## **Our Vision**

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*Southwestern College in Winfield, Kansas,*

*is a learning community*

*dedicated to*

*—intellectual growth and career preparation,*

*—individual development and Christian values,*

*—lifetime learning and responsible citizenship, and*

*—leadership through service in a world without boundaries.*

# Table of Contents

<b>Notices.....</b>	<b>4</b>
<b>Admission to Southwestern.....</b>	<b>6</b>
<b>Academic Policies.....</b>	<b>11</b>
<b>Student Services .....</b>	<b>16</b>
<b>Charges and Fees .....</b>	<b>17</b>
<b>Financial Aid and Fellowships.....</b>	<b>21</b>
<b>Business .....</b>	<b>23</b>
Master of Business Administration (MBA) .....	23
<b>Education .....</b>	<b>25</b>
Doctor of Education (Ed.D.).....	25
Master of Arts in Teaching (M.A.T.) .....	29
Master of Education (M.Ed.).....	31
<i>M.Ed., Major in Curriculum and Instruction .....</i>	<i>31</i>
<i>M.Ed., Major in Early Childhood Education.....</i>	<i>33</i>
<i>M.Ed., Major in Special Education.....</i>	<i>34</i>
English Language Development .....	42
<b>Roster .....</b>	<b>44</b>
<b>Index.....</b>	<b>45</b>

# Notices

## Accreditation

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

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

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

## Academic Calendar

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The calendar for the academic year (fall, spring, summer semesters) can be found on the registrar's website at [www.sckans.edu/registrar](http://www.sckans.edu/registrar).

## Catalogs

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

### Selection of Catalog

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

## Graduate Studies Council

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

## Notice of Nondiscrimination

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

## Privacy

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

# Admission to Southwestern

## Admission With Full Standing

For master's programs, all applicants must have completed a baccalaureate degree from a regionally accredited institution with a minimum undergraduate cumulative grade point average (GPA) of 2.5 on a 4.0 scale for the M.A., M.A.T., and M.Ed. Major in Curriculum and Instruction programs and a 3.0 on a 4.0 scale for all other master's programs. For the Ed.D. program, all applicants must have completed either a baccalaureate degree from a regionally accredited institution with a minimum GPA of 3.25 on a 4.0 scale overall or from the last 60 hours of academic work, or a master's degree from a regionally accredited institution with a minimum GPA of 3.5 on a 4.0 scale on all graduate work. Applicants with a bachelor's degree only must also submit scores from the Graduate Records Exam (GRE) of 150 or higher on the verbal and quantitative sections.

## Conditional Admission

Some applicants may be granted conditional admission if grades do not meet the above standards or there are other deficiencies, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. In such cases, the appropriate academic administrator will advise of conditions to be met to attain full-standing admission. Full standing is attained after completion of nine credit hours of graduate coursework with a cumulative grade point average of 2.5 on a 4.0 scale for the M.A., M.A.T. and M.Ed. Major in Curriculum and Instruction programs and a 3.0 on a 4.0 scale for all other master's programs, and upon the removal of any condition that was specified at the time of the admission. For the Ed.D. program, applicants with a bachelor's degree only may be granted conditional admission without GRE scores and can remain a conditionally admitted student for one semester until acceptable GRE scores are submitted.

## Non-Degree Graduate Students

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

## International Students

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

Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern. Southwestern will accept the following tests/scores:

- English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;
- International English Language Testing Service (IELTS) with a score of 6.5 or higher;
- The Chinese Government English Exam with a score of a minimum of 6 for graduate admission.

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

In addition, international students must submit a certified bank statement indicating that the student or the student's sponsor has sufficient funds to meet the first year's expenses; a personal statement about the student's background, interests and personal accomplishments; and three

letters of recommendation. If the student is being sponsored, a certified letter from the sponsor should be submitted indicating that the sponsor will be supporting the student during the student's stay in the United States. If the student is sponsored by the student's home government, the student should send a certified letter from the government indicating support and billing information.

### **Application Process for Master's Programs**

**Fifth-Year MBA** Students may obtain a formal application packet from:

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

Application forms also are available electronically on the graduate website of Southwestern College ([www.sckans.edu/graduate](http://www.sckans.edu/graduate)).

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

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

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

Application for admission forms also are available electronically on the graduate website of Southwestern College ([www.sckans.edu/graduate](http://www.sckans.edu/graduate)).

The M.Ed. in Curriculum and Instruction requires a 2.5 cumulative GPA for all previous college coursework for admittance consideration. The M.A.T. requires a 2.75 cumulative GPA from the last 60 hours of academic credit. Applicants to the M.Ed. in Special Education (adaptive licensure or functional licensure for K-6 and 6-12) must have a 3.0 cumulative GPA for all previous college coursework for admittance consideration.

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

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

### Early Admission to the Special Education Program

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

Undergraduate students who have taken 7.5 hours of non-degree-seeking graduate-level coursework in special education through Southwestern College can apply those 7.5 hours of coursework with a “C+” or better toward the Master of Education Major in Special Education degree once he/she is accepted into the graduate program.

### Application Process for Doctoral Program

**Doctor of Education in Educational Leadership.** Students may obtain a formal application packet from:

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

Application forms also are available electronically on the graduate website of Southwestern College ([www.sckans.edu/graduate](http://www.sckans.edu/graduate)).

An educator with a bachelor’s degree who will have obtained a minimum of five years of teaching experience at a state-accredited school by the completion of the Ed.D program is eligible for this program. Southwestern’s Ed.D. program is designed to be completed in five years of continuous enrollment. Those who enter the program with a master’s degree and teaching experience at a state-accredited school can expect to complete the program in three years. The program is developed so no master’s degree is awarded unless the student is unable to complete the requirements for the doctorate. In such an instance, the master’s degree will be awarded if all requirements are met except successfully completing the dissertation or opting not to complete the dissertation due to medical or other unique circumstances approved by the education committee.

In addition, the application process requires:

- the bachelor’s degree bearing applicant must have a GPA of 3.25 on a 4.0 scale overall or from the last 60 hours of academic work.
- the master’s degree or higher degreed applicant needs to have a GPA of 3.5 on a 4.0 scale on all graduate work.
- GRE scores of 150 or higher on the verbal and quantitative sections – required for bachelor’s applicants from US colleges/universities.
- non-native English speakers follow institutional policies for English language proficiency.
- a Statement of Purpose. This should demonstrate excellence in writing and clarity of thinking. The statement is an opportunity for an applicant to describe his or her purpose in pursuing graduate study. Why Southwestern College, and this specific program? What are your reasons for graduate study? What is your plan in pursuing this degree?
- a written commitment from the district where employed indicating that the program participant can fulfill practica at the school building or district where s/he is employed. A second commitment is that an administrator will serve as a mentor during practica. The mentor will serve the program participant and must meet Southwestern’s criteria



as a clinical faculty member. In the school district where employed, the employee will complete practica within one or more schools and/or the central office and have a mentor while doing so.

- current employment in education or a related field.
- original transcripts for all degree bearing institutions.

## Transfer Students

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

Transfer students must also meet these requirements:

1. Regardless of grade points earned in graduate study at other institutions, have at least a grade point average of 3.0 for all graduate work taken at Southwestern College.
2. Accept the judgment of appropriate academic administrator in substituting transfer credits for courses in the Southwestern College graduate catalog.
3. Must have at least 30 credit hours from Southwestern College.

### Transfer Courses for M.Ed.

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

1. Transfer courses must have been taken within the last five years from the date of program entry. Transfer courses submitted for required courses must correspond to the catalog description of the Southwestern College course for which they are substituted. Use course substitution form. See: <http://www.sckans.edu/undergraduate/education/resources>
2. Undergraduate courses may be transferred for credit but only for licensure requirements—they will not count as graduate credits for the degree but may still be used to meet Kansas Department of Education licensure requirements.
3. Applying transfer courses for elective classes:
  - a. No more than three semester hours or equivalent can be transferred from courses that do not directly correspond to catalog descriptions for the special education/curriculum and instruction Southwestern College elective courses.
  - b. Special education transfer courses must be in the field of education or psychology and be directly related to the licensure standards for adaptive special education teachers.
  - c. For courses already taken, follow the procedures associated with the course substitution form. This should be submitted to the dean of teacher education.
  - d. For courses not yet taken, the student needs to obtain prior approval by submitting any available descriptive information on the class to the dean of teacher education. Prior approval is required to ensure acceptance of transfer courses to fulfill program requirements. A course substitution form as well as the official transcript is required once the course is completed to include it in the program of study.

- e. Graduate credit for education workshops may be available if prior arrangements are made to include the workshop in an independent study under EDUC 571x (A, B, C, etc.) IS in Education. Additional readings, activities, or assignments may be required to assure that the independent study meets standards for a graduate level course.

# Academic Policies

## Academic Integrity

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

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

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

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

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

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

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

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

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

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

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

### Policies for Dealing with Academic Dishonesty

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

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

Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing and must be received in the appropriate academic administrator's office by a date determined in consultation with the Graduate Studies Council. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the appropriate academic administrator to the Graduate Studies Council.

## General Academic Policies

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**Academic Forgiveness.** Individuals who have accumulated a grade point average of less than 2.00 at Southwestern College may petition the appropriate academic administrator and the Graduate Studies Council to have their prior Southwestern College academic record “forgiven.” To qualify, the petitioner cannot have been enrolled as a degree candidate at Southwestern College for a period of two years. A request is to be judged by the Graduate Studies Council in terms of the student’s readiness for academic success. A student may receive academic forgiveness only once. When granted, the student’s prior record of academic work completed at Southwestern College will be sealed. The new academic record will indicate “Academic Forgiveness Granted” and the effective date. The student may then resume study under no academic restrictions.

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

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

**Academic Suspension and Expulsion.** Students who fail to make minimum progress toward the degree and who fail to maintain defined academic standards set by the Graduate Studies Council may be suspended from the college. After completing 12 credit hours of graduate program coursework, a student must have a minimum GPA of 3.0 with no grade below a “C” (2.0) or the student will be suspended from the graduate program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Degree Requirements.**

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

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

A copy of the notification letter will be sent to the appropriate academic administrator. Any exemption from this policy must be discussed with the instructor personally, and the instructor has the final judgment.

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

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

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

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

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

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

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

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

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

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

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

**Repeating Course Work.** If a student repeats a course, both the original and repeat grade will be recorded on the official transcript, but only the repeat grade will be used in calculating earned

hours and grade point averages, regardless of whether that grade is higher or lower than the original grade. Courses shown in the catalog as repeatable for credit do not fall under this rule.

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

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

# Student Services

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

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

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

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

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

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

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

### *Responsibilities of Students with Disabilities*

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

### *Responsibilities of Faculty*

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



# Charges and Fees

## Charges

The following charges apply to main campus graduate programs:

Tuition (M.A. in music)	\$402	per credit hour
Tuition (MBA and M.S.L.)	583	per credit hour
Tuition (M.Ed. and M.A.T.)	417	per credit hour
Tuition (Ed.D.)	368	per credit hour
Payment plan fee (per semester)	30	
Education background check fee ( <i>EDUC 606</i> )	20	
Education background check fee ( <i>EDUC 601</i> )	40	
Transcript fee	7	per copy
faxed	10	per copy
Transcript evaluation ( <i>foreign credentials only</i> )	50	
Replace ID card	10	
<hr/>		
Board (all meals)	1,818	per semester
Room (base rate, double room)	1,500	per semester
Books (average cost)	500	per semester

## Payment of Accounts

### Payment Policy

**Student's Payment Obligation:** All tuition and fees are due and payable before the first day of classes. In order to finalize registration, payment arrangements must be made before classes begin. Any student unable to make payment in full before the first day of classes (including those students who have not completed the financial aid process) must make a payment arrangement. A \$30 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 and dropping classes may result in all classes being dropped. Failure to make any payment as agreed in a payment plan may result in mandatory administrative withdrawal from courses in which the student debtor is currently enrolled. Disagreement with an administrative decision may be presented for appeal through the Financial Appeals process (see Financial Appeals section).

### Payments

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

**Payment Methods:** Payments to Southwestern College may be paid online through Self-Service by ACH/electronic check, Visa, MasterCard, American Express or Discover. Students may also pay through College Services in person, by mail or by phone.

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

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

**Cashiering Services:** In addition to making payments, students may cash checks for up to \$100 a day at College Services.

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

### Payment Plans

**Standard Payment Plan:** For those who are unable to pay their tuition in full prior to class start date, Southwestern offers a payment plan option. A \$30 per semester non-refundable fee will be assessed for all payment plans. The standard payment plan allows payment over five months in the semester (August-December for fall; January-May for spring; and May-July for summer). Failure to pay according to the payment plan agreement will result in a stop on the student account until it has been brought to a current status. Missed or late payments will be subject to a finance charge based on the unpaid balance for the semester.

**Direct Company Billing:** If a student's organization has authorized Southwestern College for direct billing to the organization, a voucher or letter authorizing the direct billing must be submitted to billing office at Southwestern College, 100 College Street, Winfield, KS 67156. Students will be responsible for paying the Third-Party Billing fee if not paid by their sponsor. The letter should be printed on company letterhead and must specify the following:

- Name of the agency
- Appropriate contact person
- Invoice mailing address
- Student name
- Courses and/or fees that have been pre-approved for payment.

**Company Reimbursement:** For tuition reimbursed by an employer, the student must provide the billing office a copy of their employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement. Payment will be deferred for 60 days from the end date of the semester on tuition and fees covered by the employer. Payment for all tuition and fees not covered by the employer is due by the first day of class. A \$30 nonrefundable fee will be assessed unless the full amount of tuition and fees is paid in full by the first day of class. The letter should be printed on company letterhead and must specify the following:

- Name of the agency
- Appropriate contact person
- Student name
- Course and/or fees that have been pre-approved for payment.

### Military TA:

- **All Active Duty Airmen:** After registering for courses with Southwestern College, all active duty airmen who wish to use Tuition Assistance (TA) as payment for their course(s) and fee(s) will need to log in to the AI Portal and request their Tuition Assistance. Once the student has been notified that Tuition Assistance has been approved, they will then need to submit a completed TA form to the financial aid office.
- **All Navy and DOD:** After registering for courses with Southwestern College, all Navy and DOD students who wish to use Tuition Assistance (TA) as payment for

their course(s) and fee(s) will need to submit their approved TA form to the financial aid office.

**VA Educational Benefits:** Veterans attending Southwestern College are encouraged to contact the financial aid office in person or by phone with questions they may have pertaining to the processing of their VA educational benefits or military activation assistance while at Southwestern College. The financial aid office is primarily responsible for the administration of veteran's benefits programs and the necessary enrollment certifications.

### Past Due Accounts

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

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

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

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

### Financial Appeals Process

Students may appeal the payment policy requirements, and seek special permission to enroll and access college services and programs, by presenting information regarding the reason for their inability to pay their bill in full. As part of the appeal process, the student must present a plan for paying his or her bill in full. The student may ask family or campus personnel to provide additional information. The appeal must be filed with the business office before the official add or drop date each semester. The appeal will be assessed by the Financial Obligation Appeal Committee, whose membership includes an administrator from each of the following areas of the college: academic affairs, student life, and financial aid. The Financial Obligation Appeal Committee will determine whether an appeal is to be approved and may set conditions after approving an appeal for the involved student's continued enrollment at the college. The committee will communicate its decision to business office, which will notify the student.

### Cancellation of Charges for Master's Students

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

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

<b>Period</b>	<b>Amount Cancelled</b>
To end of 1 <sup>st</sup> week	100%
To end of 2 <sup>nd</sup> week	70%
Later	No cancellation

*lasting eight weeks:*

<b>Period</b>	<b>Amount Cancelled</b>
To end of 1 <sup>st</sup> week	100%
To end of 2 <sup>nd</sup> week	50%
To end of 4 <sup>th</sup> week	25%
Later	No cancellation

*lasting 12 weeks or longer:*

<b>Period</b>	<b>Amount Cancelled</b>
To end of 1 <sup>st</sup> week	100%
To end of 3 <sup>rd</sup> week	50%
To end of 6 <sup>th</sup> week	25%
Later	No cancellation

### **Cancellation of Charges for Doctoral Students**

*lasting 2 weeks:*

<b>Period</b>	<b>Amount Cancelled</b>
To end of 1 <sup>st</sup> day	100%
To end of 2 <sup>nd</sup> day	50%
To end of 3 <sup>rd</sup> day	25%
Later	No cancellation

*lasting 12 weeks or longer:*

<b>Period</b>	<b>Amount Cancelled</b>
To end of 1 <sup>st</sup> week	100%
To end of 3 <sup>rd</sup> week	50%
To end of 6 <sup>th</sup> week	25%
Later	No cancellation

### **Change from Full-Time to Part-Time Status**

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Students who enroll for full-time study but then officially drop one or more courses during the enrollment period are eligible for a cancellation if the number of hours dropped changes the student's enrollment status to part-time. If the student elects to continue using the school-issued laptop, the \$500 laptop fee will be charged. No adjustment is made for students who withdraw from some but not all courses after the enrollment period has ended; these students continue to be classified as full-time students.

### **Room Deposits**

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All resident students are required to make and maintain a \$150 room deposit. Against this deposit damages will be charged as described by the housing policies of the college. The room deposit remains permanently on account until the student withdraws from college, or graduates.

If a student requests a room for a forthcoming semester and then cancels that reservation later than June 1 for the fall semester and January 1 for the spring semester, a \$150 penalty is charged against the room deposit. After residence halls open for the term, a \$300 penalty may be charged to students who cancel their reservations before moving in. Students who move in and then decide to leave are charged the full room rate, but the room deposit is refundable.

# Financial Aid and Fellowships

## Financial Aid

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

## Cancellation of Financial Aid

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

## Refunds

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

## Graduate Fellowships

Three graduate programs (business, leadership, and education) have one graduate fellowship each. They are awarded on a competitive basis. Tuition waivers depend on the terms of the fellowship. Please obtain information about these fellowships directly from the department or program to which you are seeking admission.

## How to Apply for Financial Aid

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Students must be granted admission to Southwestern before receiving an official offer of financial aid. These additional steps should be followed:

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), using Southwestern College’s school code. The form is located online at: [www.fafsa.gov](http://www.fafsa.gov). Priority application receipt date for financial aid for all returning students is April 1.
2. To guarantee full renewal of Southwestern College institutional scholarships, the student’s FAFSA must be submitted by April 1.
3. Complete the institution’s student information form or student data form. If a family is not interested in applying for federal or state grants, loans or work study, the student may waive the FAFSA requirement on this form in lieu of completing the FAFSA by the priority deadline.
4. If the student’s FAFSA is selected for verification, complete and submit a verification worksheet with supporting documents if required.

## Financial Aid Regulations

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The following regulations govern Southwestern College scholarships and grants:

1. Southwestern College scholarships are awarded on application for the scholarship.
2. Financial aid awarded is divided evenly to the student’s account each regular semester depending on the number of terms enrolled each academic year.
3. Students in the professional studies and graduate programs are not eligible for main campus Southwestern College institutional aid.

**Consortium Agreements.** Occasionally, it is in the student’s best interest to round out their semester schedule using coursework from one or more different colleges. Under certain circumstances and on a case-by-case basis, Southwestern can enter into a consortium agreement

with these other colleges so that the student's enrollment at all colleges is considered to establish the student's status as a full-time student. Students interested in this option should speak with their academic advisor and then notify the financial aid office of their plans.

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

- 1) **Successful Completion of Courses.** At the end of the fall, spring, and summer semesters, student 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 term, students must have earned at least 70 percent of the credits they 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: AU- Audit, F – Failure, I – Incomplete, WD – Withdrawal, WF – Withdraw Failure.
- 2) **Cumulative Grade Point Average.** Students whose work is below levels described in the academic suspension policy are failing to make minimum progress toward their degree (see Academic Policies).
- 3) **Maximum Time to Degree.** Graduate students are eligible to receive federal and state financial aid up to 54 attempted credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters.
- 4) **Overall Pace Toward Degree.** At the end of the fall, spring and summer semesters, student 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). Students 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: AU- Audit, F-Failure, I-Incomplete, WD – Withdrawal, WF – Withdraw Failure.

**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 student on financial aid warning is eligible to receive financial aid for the next semester of attendance. If the student does not meet one of the four conditions during the warning period, the student will be placed on financial aid suspension. Suspension prevents the student from receiving any federal, state or institutional financial assistance for future semesters until such time as the student again meets all four satisfactory academic progress standards. Students on suspension have the option to appeal the decision.

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

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

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

# Business

## Master of Business Administration (MBA)

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

### For More Information

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

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

### Program Requirements

#### Master of Business Administration Degree (Fifth-Year)

Students pursuing an MBA must earn a grade of "C" or better in each course required for the program.

#### Requirements (36 credit hours):

In Management:

- 605 Managerial Economics
- 610 e-Commerce
- 615 Financial Analysis and Management
- 620 Marketing Management
- 625 Financial Accounting
- 627 Managerial Accounting
- 630 Human Resource Management
- 635 Organizational Behavior
- 637 Business Law and Ethics
- 640 Operations Management
- 647 Conflict Resolution and Management
- 710 Strategic Management

### Management Courses

Department Code: MGMT

- 605 Managerial Economics.** An exploration of the major concepts of macro and microeconomics as they affect business managers. Macroeconomics topics will include an examination of major economic theories; the workings of the monetary and banking system, including the Federal Reserve System; the nature of economic cycles; and the impact of inflation, interest rate changes, and government economic policy. Microeconomics topics will include production and cost structure; product and resource markets; pricing models, and measures of economic competition. This course assumes prior undergraduate economics coursework. Credit 3 hours.
- 610 e-Commerce.** Conveys the principles of e-Commerce. This involves leveraging the Internet resources into a redefinition of what it means to market products and services in a world awash with communication channels that literally reach the world in an instant and with great efficiency. Credit 3 hours.

- 615 Financial Analysis and Management.** Covers a broad range of financial topics of interest to managers of large and small businesses. Included are debt and equity issuance; the stock market and business valuation methods; mergers and acquisitions; risk management; project finance; and basic financial derivatives. The emphasis will be on practical understanding of financial concepts. Students will be expected to perform hands-on modeling projects in Excel. This course will assume prior familiarity with spreadsheet software such as Excel or Lotus. Credit 3 hours.
- 620 Marketing Management.** Explores various marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management. The emphasis will be on strategic implications of these topics, rather than the theories themselves. Students will be required to exhibit mastery of the topics through the development of a complete, case-based integrated marketing strategy. Credit 3 hours.
- 625 Financial Accounting.** Concentrates on interpreting financial statement information, using accounting information for decision-making and evaluation, and examining current trends in accounting of importance to the manager. Students will exhibit mastery over the subject matter through group interaction, written examinations and appropriate outside-of-class projects. Credit 3 hours.
- 627 Managerial Accounting.** Examines the use of accounting information to assist management in planning, analyzing, and implementing business decisions and activities. Focuses on strategic and operational performance analysis and evaluation. Students will exhibit mastery of the topics through group interaction, written examinations, and the completion of papers and case assignments. Prerequisite: MGMT 625. Credit 3 hours.
- 630 Human Resource Management.** Explores human resource issues faced by managers of large and small businesses. Covered will be employee selection and recruitment, training and employee development, performance appraisal, compensation, termination, and labor-management relations. Also discussed will be implications of the global business environment, EEOC and diversity issues, and other current topics. Special emphasis will be placed on employment law as it affects managers. Credit 3 hours.
- 635 Organizational Behavior.** An examination of the complex organizational dynamics of large and small firms. Discussed will be organizational culture, motivational theories, personality styles, leadership techniques, change management, and other topics of importance to managers. Credit 3 hours.
- 637 Business Law and Ethics.** This course is a study of legal concepts applicable to business, including forms of business organization, legal aspects of organizing and operating a business, the Uniform Commercial Code, contracts, commercial paper, secured transactions, bankruptcy, securities regulation, antitrust law, consumer protection, torts, criminal business law, social and political influences, management rights, powers, and responsibilities, ethical considerations, and a brief overview of the structure of the judicial system. Credit 3 hours.
- 640 Operations Management.** Presents best practices for systems that produce goods and services. Simulations will be used to demonstrate the payoffs of using world class operating policies, methods, and procedures. Subject areas covered will include capacity and facility planning, scheduling, distribution, production control, quality systems management, and demand forecasting. Credit 3 hours.
- 647 Conflict Resolution and Negotiations.** This course explores communication, conflict, negotiation, public relations, and leadership issues in large and small organizations. Included will be individual personality, preference, and style assessment, interpersonal interaction, and group dynamics. Special emphasis will be placed on conflict assessment, resolution, and conflict management techniques, negotiation theory, tactics, and practice as well as contingency theories of management and leadership. Credit 3 hours.
- 710 Strategic Management.** A case-based capstone course in the MBA curriculum. Students will be expected to synthesize material learned in previous MBA courses. The course will concentrate on written cases, in-class discussion and debate, and team-based problem identification/proposed solutions. The course will include a significant written analysis component, as well as in-class presentations. Prerequisites: successful complete of at least 10 other core courses. Credit 3 hours.



# Education

The Southwestern College teacher education program is a student-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.

## Southwestern College Educator Preparation Program Conceptual Framework

The Southwestern College Educator Preparation Program Conceptual Framework consists of five constructs with three recurring components. Indicators for each construct and component detail the expectations of educators prepared in Southwestern College's undergraduate and graduate programs.

- **Content and Pedagogy:** The educator has knowledge, skills, and dispositions in content and pedagogy that continuously grow and evolve over time.
- **Instruction and Assessment:** The educator has knowledge, skills and dispositions to facilitate learning for students.
- **Collaboration:** The educator has knowledge, skills and dispositions to interact collaboratively with students, families, colleagues, other professionals, and community members.
- **Leadership:** The educator has the knowledge, skills, and dispositions to act as an instructional leader, data analyst, community relations officer and change agent.
- **Reflection and Growth:** The educator has knowledge, skills, and dispositions to use evidence, reflection, and feedback to continually evaluate his/her practice, the effects of his/her choices and actions on others and adapt practice to meet the needs of each learner.

The graduate programs at Southwestern College are aligned to the Conceptual Framework. The education programs are described in the following pages.

## Doctor of Education (Ed.D.)

The doctor of education (Ed.D.) in educational leadership is a professional degree for practitioners in education and is presented through admission processes that develop cadres of intelligent, visionary doctoral-level educators who will integrate education with 21st century society and technology. The program continues the Southwestern College tradition of educators as servant leaders. A graduate and educational leader will be devoted to improving education by serving the needs of students and organizational members; focusing on meeting their needs; developing employees to bring out the best in them; coaching others and encourage their self-expression; facilitating personal growth in all who work with them; and listening as they build a sense of community.

The doctor of education in educational leadership program is for early- and mid-career educators who view building, district, and teacher leadership as collaborative, visionary, and transformative to effect supportive as well as responsive educational settings. The degree is awarded upon successful completion of the professional portfolio and oral presentation in areas for licensure, and the dissertation and its defense. The curriculum includes both the theory and the practice of education through learning modules that typically establish the theory and then include a practicum within the module. The Ed.D. is offered in educational leadership with Kansas licensure programs in building administration, district administration, and teacher leader. Students in the five-year program are required to obtain two areas of licensure through the Ed.D. program. Students who have master's degrees and one of the three areas of licensure

already obtained can add one additional area of licensure while earning the Ed.D. Those with two areas of licensure in leadership such as principal and district may seek the doctorate.

### For More Information

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

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

### Program Requirements

**Time Limit.** To ensure continuity of progress and currency of knowledge, doctoral degree students normally complete all requirements for the degree within 10 years after first enrollment in a doctoral program. The Teacher Education Committee has the authority to grant a one-year extension of the normal seven-year time limit for persuasive reasons, on the written advice of the dissertation committee. There is a 10-year limit on the doctoral degree program.

*Note:* A student may petition the Teacher Education Committee for a leave of absence during the program of study to pursue professional activities related to long-range professional goals. Leaves of absence also may be granted because of illness or other emergency. Generally a leave of absence is granted for one year, with the possibility of an extension upon request. After an absence of five years, however, a doctoral student or candidate loses status and must apply for admission to the program. After re-admission to the program is granted, the student may petition the Teacher Education Committee to review the student's currency of knowledge relative to courses and program requirements completed during the initial attempt. The decision by the Teacher Education Committee to allow courses/requirements completed during the initial doctoral program plan of study be included in the second plan of study is final.

**Period of Continuous Study.** During the time the student is engaged in the Ed.D. program, the following expectation must be satisfied: four consecutive semesters, two of which are summer sessions, of full-time/part-time (summer) enrollment in scheduled courses. (Full time equals nine credit hours in fall or spring and part time during the summer with six credit hours.) Students who enter the program with a bachelor's degree will not be able to complete the doctoral program within the time limits specified unless there is a commitment to an extended period of continuous study.

**Common Requirements.** Doctoral students must have on their graduate records the following common course work:

- (a) The appropriate Research and Writing Module for either the three- or five-year program relative to the requirements specified on the plan of study.
- (b) An area of emphasis

**Research Skills.** Before being scheduled for the professional portfolio review and oral presentation, students must present satisfactory evidence that they possess the professional research skills of advanced practitioners in their concentrations by completing all the courses and course expectations with a GPA of 3.5 on a 4.0 scale in the Research and Writing Module.

**Professional Portfolio and Oral Presentation for Licensure.** The professional portfolio review and oral presentation should be scheduled after the student has completed the research skills requirements and all, or a major portion, of the course work for area(s) of licensure. Upon

completion of the professional portfolio, the request for the professional portfolio review must be made at least two months before the end of a regularly scheduled semester. The professional portfolio must be presented electronically to the review committee. Committee members review the professional portfolio and score it separately over a five-week time period. Individual scores are then compiled. A score of 'standard met' or better by each committee member for each standard attempted within an area of licensure is necessary to pass this program requirement. After meeting this requirement, an oral presentation of the professional portfolio is scheduled to present the major areas of the student's work and respond to advisory committee questions. The oral presentation must occur during the regular academic schedule. Students must be enrolled in courses during the professional portfolio review and oral presentation. The examining committee must consist of at least three program faculty members and one additional member who is designated by the Teacher Education Committee.

The student passes the professional portfolio if a majority of the official examining committee (including the chair) approves the student's performance and all standards are met. The grade on this portfolio is Honors, Satisfactory, or Unsatisfactory. If the student fails the professional portfolio (one or more standards is not met), he or she may be allowed, upon the committee's recommendation, to continue to work on the professional portfolio, but it may not be reviewed more than three times. A reasonable length of time must lapse between each review to provide the student with adequate time to address the shortcoming(s). In the event a second or third review is needed, each review must be separated by at least thirty days. Once a standard is determined by the selected committee members and designated committee member as passed, the student has met the program expectation and another review of a passed standard is not expected. A student who does not pass the professional portfolio is exited from the program.

*Note:* All members of the student's committee are involved in the evaluation processes.

The written component of the professional portfolio, like the oral presentation, focuses on advanced knowledge in the area(s) of licensure and any appropriately related areas. The focus of the professional portfolio is the ability to relate this knowledge to tasks and problems faced by practitioners.

**Dissertation Committee and Proposal.** Doctoral students begin work on the dissertation during the summer residency. A student is required to complete all the dissertation writing courses assigned on the plan of study in order to complete the program. In the event the dissertation is not completed within the dissertation writing sequence as outlined in the program of study, continuous enrollment in dissertation study is required for the committee to review the dissertation. Consequently, EDUC 904 Dissertation Writing 3 or EDUC 905 Dissertation Defense can be repeated to fulfill the continuous enrollment expectation.

**Requirements.** Students pursuing an Ed.D. must earn a grade of "C" or better in each course required for their chosen area of emphasis outlined below: Educational Leadership, District Leadership, Building Leaders, and/or Teacher Leadership.

**Graduation:** A doctoral degree can be conferred by the college in May, August or December. Commencement occurs only in May. Therefore the commencement event includes the hooding ceremony. A doctoral student can be hooded only after the dissertation is completed, signed by all parties, and submitted for publication.

The five – year program for building and district licensures requires the completion of the following core requirements and completion of the emphasis in district leadership and building leadership in their entirety. The program requires 90 credit hours for completion.

### **Core Requirements (30 credit hours)**

In Education:

- 804 Research Methods 1
- 805 Statistical Methods 1
- 806 Research Methods 2
- 807 Statistical Methods 2
- 901 Dissertation Writing 1
- 902 Dissertation Writing 2
- 903 Publication Writing
- 904 Dissertation Writing 3
- 905 Dissertation Defense
- Portfolio (3-15 hours)

### **Emphasis in Building and District Leadership (48 credit hours)\***

In Education:

- 810 Theories and Practices in Educational Administration
- 815 Information Strategies and Professional Practice
- 816 Values, Ethics, and Professionalism
- 817 Power and Politics of Education
- 819 Classroom Inquiry through Action Research
- 824 Mission and Vision for Student Learning
- 825 Conflict in Education

#### **Emphasis in Building Leadership**

- 518 Educational Practice and Innovation
- 801 History of Education
- 802 Educational Law
- 808 The Principalship
- 818 Multicultural Education
- 820 Multi-Tier System of Supports (MTSS)

#### **Emphasis in District Leadership**

- 809 District Level Leadership
- 814 Environmental Scanning
- 821 Introduction to Special Education Law

A five-year program that combines areas of licensure such as building level licensure and teacher will include all core course requirements and the completion of the emphasis areas below. Additional courses will be selected from the program modules as well as other relevant graduate classes to meet the unique areas of licensure and student interests. The program requires 90 credit hours for completion.

### **Emphasis in Building and Teacher Licensure (51 credit hours)\*\***

In Education:

- 808 The Principalship
- 819 Classroom Inquiry through Action Research
- 820 Multi-Tier System of Supports (MTSS)
- 824 Mission and Vision for Student Learning
- 825 Conflict in Education

#### **Emphasis in Building Leadership**

- 518 Educational Practice and Innovation
- 801 History of Education
- 802 Educational Law
- 810 Theories and Practices in Educational Administration
- 815 Information Strategies and Professional Practice
- 816 Values, Ethics, and Professionalism
- 817 Power and Politics of Education
- 818 Multicultural Education

### Emphasis in Teacher Leadership

- 809 District Level Leadership
- 822 Cultivating a Collaborative Culture of Learning
- 823 Differentiated Program Planning & Professional Development
- 847 Assessment and Evaluation in Adult Education

The three-year program in educational leadership will include the core course requirements and the completion of the emphasis in educational leadership. The program of study is determined through an analysis of the courses completed for the master's degree and graduate study. The program requirements will range from 54–60 hours.

### Emphasis in Educational Leadership (15 credit hours)

In Education:

- 808 District Level Leadership
- 809 The Principalship
- 819 Classroom Inquiry Through Action Research
- 824 Mission and Vision for Student Learning
- 825 Conflict in Education

Electives (15 credit hours)

The balance of remaining hours will be selected electives.

\*All “In Education” courses are required for licensure in “Building” or “District” Leadership. Additionally, emphases in “Building” and/or “District” courses are required for the appropriate license by that title.

\*\*All “In Education” courses are required for licensure in “Building” or “District” Leadership. Additionally, emphases in “Building” and/or “Teacher” courses are required for the appropriate license by that side.

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

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The master of arts in teaching degree at Southwestern College provides graduate courses toward Kansas teacher licensure for grades 6–12 for graduates who have received baccalaureate or higher degrees in the following areas: biology, chemistry, English, social sciences, mathematics, and speech/theatre. The program can enable licensure for grades K–12 for graduates who have received baccalaureate or higher degrees in music as well as physical education. The graduate program does not include a pathway to early childhood or elementary licensure. A transcript review is conducted to determine if additional undergraduate courses are needed to meet all Kansas State Department of Education (KSDE) content standards associated with a teaching license. A content area deficiency plan is developed if additional courses are needed. Successful completion of the M.A.T. does not ensure teacher licensure. In addition to KSDE approved teacher education course work, the agency also requires successful completion of the Praxis II content exam as well as the Principles of Learning and Teaching exam to receive a teaching license. See <http://www.ets.org>

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

### For More Information

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

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

### Program Requirements

The on-ground (main campus) or online (professional studies) master of arts in teaching includes 36 semester hours of graduate courses for student seeking to obtain grades 6-12 or P-12 licensure. Enrollment in the program requires a minimum 2.75/4.0 GPA, an application, and degree-bearing official transcript from a Higher Learning Commission or equivalently accredited college or university, and successful completion of Praxis II content exam associated with the area of licensure. (See [www.ets.org](http://www.ets.org).) No content area courses with grades below a "C" are accepted. Once admitted, professional dispositions are assessed. This master's program cannot be completed by a person who already holds a valid teaching license.

The restricted licensure candidate is enrolled in EDUC 608 each semester s/he is teaching under a restricted license until the program is completed. Restricted licensure candidates complete EDUC 609 during their last semester of classes. Graduate students not in the restricted licensure program will complete a 14-week student teaching practicum, course EDUC 607, and be concurrently enrolled in EDUC 609. Ultimately, candidates must take and pass the Praxis II exams at the respective scores per KSDE. The M.A.T. program successfully prepares graduate students to teach and pass the Principles of Learning and Teaching exam #524. That said, it is the responsibility of the student to pass the exam as a condition of licensure. Hence, completion of the M.A.T. program does not guarantee a recommendation for a teaching license. A recommendation for a teaching license occurs after all licensure requirements are successfully completed.

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

Students pursuing an M.A.T. must earn a grade of "C" or better in each course required for the program.

#### Requirements (36 credit hours):

In Education:

- 512 Action Research
- \* 524 Introduction to Special Education
- \* 549 Race, Class, and Power in Schools
- \* 601 Seminar
- \* 602 Education Foundations
- \* 603 Educational Psychological/Learning Theories
- \* 604 Content Area Literacy
- \* 605 Teaching in the Content Areas
- \* 606 Teaching Methods
- \* 607 Student Teaching Practicum or \*608 Restricted Licensure Practicum (may be repeated for credit—see course description)
- \* 609 Teacher Portfolio
- \* 610 Developmental Psychology or 518 Educational Practice and Innovation or 526 Classroom Management

\* Course required for licensure. Equivalent undergraduate courses will substitute for licensure but will not be included toward the master's degree.

If developmental psychology is not on the undergraduate transcript, EDUC 610 is required. Otherwise, EDUC 518 and/or 526 can be included in the program to complete the degree.

## Master of Education (M.Ed.)

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

### For More Information

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

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

### Program Requirements

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

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

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

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

This program is consistent with the conceptual framework of the Dole Center for Teacher Education, which specifies that we build professional educators who have the abilities of wisdom, interaction, facilitation, and reflection. Each of these abilities can be seen in all of the dimensions of the program.

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

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate students will have a specified curricular strand that includes EDUC 520 Instruction and English Language Learners, EDUC 540 Creating Community in the Classroom, and EDUC 560 Investigating Student Work. The content area focus promotes critical thinking skills

and helps graduate students use prior knowledge to gain confidence and independence in posing, exploring, and solving new problems.

Three English for Speakers of Other Languages (ESOL) courses can be included in the program. These courses are substituted in place of courses from either the Professional Core and/or Area of Emphasis. Students should work with their advisor to ensure program expectations are met.

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

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

### EDUC 562 Portfolio

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

- Thoroughly knowing the subjects taught and how to effectively teach those subjects to students
- Effectively managing and monitoring student learning
- Thinking systematically about practice and learning from that experience
- Demonstrating competencies in critical and reflective thinking, and scholarly writing
- Demonstrating commitment to students and their learning
- Demonstrating growth and transformation through the establishment of new professional goals
- Disseminating knowledge and appropriate practice to the professional community

Reflective statements similar to those in NBPTS licensure processes will connect themes of experiences in the candidate's graduate program to understanding of theory, research, knowledge, skills and dispositions learned. The electronic presentation of the portfolio to the teacher education faculty has as its main goal an assessment process that incorporates work completed during the program and requires the candidate to engage in critical dialogue on how her/his current self-evaluation processes reflect the thoughtful consideration of knowledge gained through the completion of the program presented in her/his role as a teacher/scholar.

The master of education with a major in curriculum and instruction incorporates the ideals of the National Board and empowers teachers to become reflective practitioners who will be able to meet the challenge of providing quality educational programs for all students.

Students pursuing an M.Ed. must earn a grade of "C" or better in each course required for the program.

### **Major Requirements: (33 credit hours).**

In the Professional Core—select five courses:

501 Current Educational Trends



- 518 Educational Practice and Innovation
- 530 Curriculum Development
- 542 Instructional Design
- 549 Race, Class, and Power in Schools
- 615 Reading Assessment and Intervention
- Area of Emphasis *or* Courses in ESOL:
  - 520 Instruction and English Language Learners
  - 540 Creating Community in the Classroom
  - 560 Investigating Student Work
- or
  - 550 Introduction to Language and Linguistics
  - 580 Second Language Acquisition and Cultural Identity in Language
  - 590 Teaching English as a Second Language and Assessing Language Competency
- In Research and Assessment:
  - 512 Action Research
  - 543 Assessments, Tests and Measurements
- Portfolio Experience:
  - 562 Portfolio

## **Program Requirements**

### **M.Ed., Major in Early Childhood Education**

The master of education with a major in early childhood (M.Ed. in ECE) includes 33 semester hours of courses for birth through third grade teachers and other early childhood professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment. Enrollment in the program requires a minimum 2.5 grade point average, an application, and degree-bearing official transcript from a Higher Learning Commission or equivalently accredited college or university. Once admitted, dispositions will be assessed and such information is aggregated across all students to establish baseline information for the program.

The advanced professional preparation is aligned to the core standards of the National Association for the Education of Young Children. These are identical to NAEYC's Initial Licensure core standards for early childhood programs. At the graduate level, students demonstrate competence at a higher level and with greater depth and specialization in the following standards:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing, Documenting and Assessing to Support Young Children and Families
- Teaching and Learning
- Connecting With Children and Families
- Using Developmentally Effective Approaches
- Understanding Content Knowledge in Early Education
- Building Meaningful Curriculum
- Growing as a Professional

The standards noted are assessed through assignments in the capstone experiences courses: EDUC 626 Professionalism in Early Childhood Education I and EDUC 630 Professionalism in Early Childhood Education II.

Students pursuing an M.Ed. must earn a grade of "C" or better in each course required for the program.

### **Major Requirements: (33 credit hours)**

In the Professional Core:

- 525 Collaboration with Families and Communities
- 612 Advanced Child Development

### Area of Emphasis:

- 532 Technology in Special Education
- 614 Advanced Theory and Practice for Early Childhood Education
- 618 Classroom Management and Organization–Early Childhood Settings
- 622 Teaching Methods and Practice in Early Childhood Education
- 624 Early Childhood Education through Different Cultural Perspectives

### In Research and Assessment:

- 512 Action Research
- 543 Assessments, Tests and Measurements

### Capstone Experience:

- 626 Professionalism in Early Childhood Education 1
- 630 Professionalism in Early Childhood Education 2

## Program Requirements

### M.Ed., Major in Special Education (Adaptive)

The master of education with a major in special education is designed for those who wish to earn a license in teaching special education as part of their graduate degree programs. A core of 30 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Licensure in mild disabilities (learning disabilities, intellectual disabilities, emotionally disturbed, autism spectrum disorders, developmental delay, and other health impairments) may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional license.

Successful completion of two or three practica courses is required depending on the program of study. In the program for adaptive grades K–6 two practica courses, EDUC 558 and 658 are required. In adaptive grades 6–12 two practica courses, EDUC 559 and 659 are required. In the adaptive PreK–12 program, three practica courses, EDUC 557, 559 and 658 are required. Each practicum requires 100 hours of instructional services with students with adaptive-level disabilities. Within each practicum, a case study is developed to demonstrate mastery of the standards required for licensure.

Successful completion of a portfolio will be required for this major. The portfolio will demonstrate that the student has met the state standards for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education.

Students pursuing an M.Ed. must earn a grade of “C” or better in each course. the program.

### Core Major Requirements: (27 credit hours)

#### In Education:

- 514 Introduction to Special Education: Individual Educational Plan Development
- 522 Instructional Strategies: Behavior Difficulties
- \* 523 Instructional Strategies: Learning Difficulties
- \* 524 Introduction to Special Education
- 525 Collaboration with Families and Communities
- 526 Classroom Management
- 529 Legal Issues in Special Education
- 535 Assessment Strategies

#### In K-6

- \* 558 Initial Practicum in Adaptive Special Education K-6
- 559 Capstone Practicum in Adaptive Special Education 6 -12

#### In 6-12

- 559 Initial Practicum in Adaptive Special Education 6-12
- 659 Capstone Practicum in Adaptive Special Education 6 -12

#### In PreK-12

- \* 557 Initial Practicum in Adaptive Special Education Preschool
- 559 Initial Practicum in Adaptive Special Education 6 -12
- 658 Capstone Practicum in Adaptive Special Education 6 -12

**Electives (choose six credit hours):**

In Education:

- 532 Technology in Special Education
- 533 Language Development and Disorders
- 534 Transitions in Education
- 549 Race, Class, and Power in Schools
- 555 Topics in Education (up to three hours)
- 615 Reading Assessment and Intervention
- 819 Classroom Inquiry through Action Research

**Research requirements: (three credit hours)**

In Education:

- 512 Action Research
- \*required for provisional certification

**Program Requirements****M.Ed., Major in Special Education, (Functional)**

The master of education with a major in special education is designed for those who wish to earn a license in teaching special education as part of their graduate degree programs. A core of 33 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Licensure in functional disabilities, (Severe and Profound Cognitive Disability, Medically Fragile, Deaf/Blind) may be earned with 33 hours. A minimum of 9 hours is required for a provisional license. EDUC 512 Action Research must be completed within the first 15 hours of the program of study.

Successful completion of two practica courses is required: EDUC 758 Initial Practicum in Functional Special Education and EDUC 759 Advanced Practicum in Functional Special Education. Each practicum requires 100 hours of instructional services with students with functional-level disabilities. Within each practicum, a case study is developed to demonstrate mastery of the standards required for licensure.

Successful completion of a portfolio will be required for this major. The portfolio will demonstrate that the student has met the state standards for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. It is currently listed as 5545 or 545, computer based or paper, respectively. Students pursuing an M.Ed. must earn a grade of "C" or better in each course.

**Core Major Requirements: (33 credit hours)**

In Education:

- \*514 Introduction to Special Education: Individual Educational Plan Development
- \*524 Introduction to Special Education
- 525 Collaboration with Families and Communities
- 534 Transitions in Education
- 714 Characteristics of Children & Youth with Low-Incidence Disabilities
- \*718 Methods: Life Skills and Community-based Instruction
- 722 Functional Behavioral Assessment Positive Behavior Support and Classroom Management
- 724 Advanced Methods: Strategies for Students With Significant Sensory, Motor and Health Needs
- 735 Assessment, Diagnosis, and Evaluation
- 757 Communication and Literacy
- \*758 Initial Practicum in Functional Special Education
- 759 Advanced Practicum in Functional Special Education

Research requirements: (three credit hours)

In Education:

- 512 Action Research
- \*required for provisional certification

## Education Courses

Department Code: EDUC

- 501 Current Educational Trends.** Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development. Credit 3 hours.
- 512 Action Research.** This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise. Credit 3 hours.
- 514 Introduction to Special Education: Individual Educational Plan Development.** Course will provide training in the procedures for developing high quality individual education plans for students with disabilities, based on state curriculum standards and meeting all of the requirements of state and federal special education laws and regulations. This course can be taken in conjunction with EDUC 524 Introduction to Special Education. Credit 1 hour.
- 518 Educational Practice and Innovation.** Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.
- 520 Instruction and English Language Learners.** Students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students. Credit 3 hours.
- 522 Instructional Strategies: Behavior Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with behavior disorders, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with behavior disorders. Credit 3 hours.
- 523 Instructional Strategies: Learning Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with academic problems, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with academic difficulties. Credit 3 hours.
- 524 Introduction to Special Education.** Designed to provide an overview of the fields of behavior disorders, learning disabilities, and mental retardation for present and future teachers, school psychologists, administrators, counselors, and other professionals preparing to work with students with mild disabilities. Emphasis on causes, identification, classification, characteristics, and recent trends and issues. Credit 2 hours.
- 525 Collaboration with Families and Communities.** This course develops an understanding and valuing process relative to the importance and complexity of characteristics of young children's family and their communities. Based on student knowledge and learning, they will support and empower families and communities through respectful, reciprocal relationships, and involve families and communities in their children's development and learning. Credit 3 hours.
- 526 Classroom Management.** A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.
- 529 Legal Issues in Special Education.** The focus of this course is on the legal and professional issues in special education. It will include an in-depth study of special education laws and their impact on programs for exceptional children and youth. Credit 3 hours.
- 530 Curriculum Development.** Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.
- 531 Field-Based Research Block 1.** A cohort experience where students develop and implement action research projects with area schools and service organizations. Special emphasis will be placed on issues related to curriculum and student outcomes. The importance of building meaningful school and organization partnerships will be explored. All students majoring in curriculum and instruction are required to complete EDUC 531. Credit 3 hours each.
- 532 Technology in Special Education.** This course will provide an overview of the technology available for students with special needs. Included will be low-tech devices, augmentative devices, and using technology to adapt instruction. Credit 3 hours.
- 533 Language Development and Disorders.** This course is designed to provide an introduction to language disorders. Designed for classroom teachers, it provides an overview of language development and language disorders, the development of literacy, the relationship between language disorders and learning disabilities, and language as it affects academic areas. Credit 3 hours.

- 534 **Transitions in Education.** The focus of this course is on the theoretical constructs and practical considerations in programming for students with disabilities from the preschool through the secondary and post-secondary level. Credit 3 hours.
- 535 **Assessment Strategies.** Focus on the use of observation techniques and the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs. Credit 3 hours.
- 540 **Creating Community in the Classroom.** Students will discuss topics such as the structure and management of the classroom. The curriculum includes interdependence, cooperation, trust, responsibility, and active participation. Teaching strategies include techniques, and activities that emphasize decision-making, critical thinking, cooperation, responsibility, and empowerment. Credit 3 hours.
- 542 **Instructional Design.** Students will cover typical instructional design models and learning theories. Students will complete an entire instructional design unit including curriculum, instruction, and assessment of student learning. Credit 3 hours.
- 543 **Assessments, Tests, and Measurement.** Provides classroom educators with the knowledge and skills necessary to effectively measure student achievement and the reflective skills necessary to examine and improve upon practice. Credit 3 hours.
- 544 **Characteristics of the Adult Learner.** The study of the context of adult learning in the 21st century and major theories on adult development and learning, including andragogy, self-directed learning, and transformational learning. Emphasis will be on the practical application of these theories to the practice of teaching and training adults in post-secondary and organizational settings. Credit 3 hours.
- 545 **Teaching Methods for Adult Learners.** Study and practice in effective teaching techniques for post-secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.
- 546 **Online Teaching and Training.** Explores the communication technologies used in the foundation and delivery of online courses, programs and seminars. Includes topics on synchronous and asynchronous modes of communication, web-based resources, models of teaching and learning theory, and formative evaluation. Credit 3 hours.
- 548 **Program Planning.** Investigates the theory and research of program planning and development for adults, including processes used to develop educational programs in various settings. Topics include needs assessment, program design and development, implementation, and evaluation. Credit 3 hours.
- 549 **Race, Class and Power in Schools.** Students will explore theoretical frameworks for understanding cultural difference as it impacts teaching and learning in the classroom. They will examine ways to provide equity in education for all students. Credit 3 hours.
- 550 **Introduction to Language and Linguistics.** This is an introductory course in language and linguistics, which explores the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. 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. Credit 3 hours.
- 555 **Topics in Education.** The 555x courses will be available in the summer primarily as topics of special interest or independent study courses with approval of the coordinator of the special education program. Credit 1 hour. May be repeated for credit.
- 558 **Initial Practicum in Adaptive Special Education K-6.** This is a field-based course relating theory to application. Students will teach in settings where they will obtain experiences working with students with mild disabilities in grades K-6. Credit 3 hours.
- 559 **Initial Practicum in Adaptive Special Education 6-12.** This is a field-based course relating theory to application. Students will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.
- 560 **Investigating Student Work.** Students will investigate ways in which the things students make in and for school can be studied as evidence of teaching and learning. Credit 3 hours.
- 562 **Portfolio.** The focus of this course will be the development of a purposeful collections of educational artifacts designed to provide tangible evidence of the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance student learning. It is a capstone experience in the major. Credit 3 hours.
- 580 **Second Language Acquisition and Cultural Identity in Language.** This course explores the theories and research of second language acquisition in order for the teacher to facilitate ESOL students' acquisition of a new language. In addition, this class will examine the complex relationship 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. Credit 3 hours.
- 590 Teaching English as a Second Language and Assessing Language Competency.** This course provides the foundation for second language instruction by examining a broad range of methodologies to provide academic experiences for English Language Learners. (SIOP model included.) Application of these "best practice" concepts will be used to plan, implement, and evaluate instruction for ESOL students. An opportunity to volunteer with ESOL students for 8 hours during the course will be included. Credit 3 hours.
- 601 Seminar.** An introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon use of Blackboard, IQ Web, program assessments, field experiences, Praxis II exams, and personal involvement in planning an effective and successful career in education. Credit hour.
- 602 Education Foundations.** This course explores the historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons as well as guide instruction, educational practices, and decision making to support policies, practices, and legal requirements that promote student welfare and development. Credit 3 hours.
- 603 Educational Psychology/Learning Theories.** This course explores concepts and distinctions imperative to apply learning theories from theory to practical application. Each theory is uniquely derived from a time period and vision of the theorist. Each learning theory will allow students to explore how to properly implement the theory and use it as an instructional process. Through the in depth analysis, students will have a better understanding on how to improve classroom practice and student learning. Credit 3 hours.
- 604 Content Area Literacy.** A course on content-based literacy designated to encompass study skills, concept development, reading comprehension strategies, and critical thinking. This course presents the area of reading demands of content subjects and the need shown by a diverse population of students. This course will serve as a basis for new teachers to demonstrate their knowledge and enable higher-order thinking to be present in schools today. This course focuses on each aspect of reading, but more specifically on comprehension. Reading, interpretation, and visualization will be key components to have cohesion exist among content areas within education. Credit 3 hours.
- 605 Teaching in the Content Areas.** Course will assist prospective teachers in developing the skills necessary for utilizing teaching strategies in the middle and secondary school environment. Students will study new and traditional methods in teaching middle and secondary education. Special attention will be given to research in selecting materials, use of proper strategies, assessment, delineating information, and cooperative learning. Credit 3 hours.
- 606 Teaching Methods.** Course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to student teaching. Credit 3 hours.
- 607 Student Teaching.** Clinical experiences in the public schools for teacher licensure candidates .Student teaching is a 14-week full time teaching experience. Concurrent enrollment with EDUC 609 Teacher Portfolio. Credit 3 hours.
- 608 Restricted Licensure Practicum.** This course provides restricted licensures students with supervised practica throughout the teacher education program until they obtain their initial license. Credit 1 hour. May be repeated for credit six times.
- 609 Teacher Portfolio.** Course is a collection of candidate assignments over the program aligned with the 13 professional standards. The course also requires candidates to complete a Kansas Performance Assessment during student teaching. Restricted licensure candidates complete this course during their last semester of courses. Credit 3 hours.
- 610 Lifespan Developmental Psychology.** Course focuses on human development throughout the lifespan, from birth to death. Students will examine central concepts related to parameters of human development, individual and social, which arise throughout the life span, as well as continuity and change within the developing individual. Credit 3 hours.
- 612 Advanced Child Development (up through age 8).** This course develops an understanding of young children's development and learning needs to create a healthy, respectful, supportive, and challenging environment for all children. Students will have an in-depth knowledge on the multiple influences on development and learning. Credit 3 hours.

- 614 **Advanced Theory and Practice for Early Childhood Education.** This course will provide knowledge and understanding and use effective approaches, strategies, and tools for early education. They integrate their understanding of and relationships with children and families to effectively design a positive learning experience for all young children. Credit 3 hours.
- 615 **Reading Assessment and Intervention.** The course develops an overview of the varied pathways of reading development and prepares learners to analyze reading achievement as well as administer and interpret diagnostic measures of reading. Through case studies, learners will use progress-monitoring data processes to analyze specific instructional strategies and interventions. Credit 3 hours.
- 618 **Classroom Management and Organization–Early Childhood Settings.** This course will provide knowledge and understanding regarding the importance, central concepts, inquiry tools, and structures of content area or academic disciplines; students will use own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes Credit 3 hours.
- 622 **Teaching Methods and Practice in Early Childhood Education (Field Experience).** This course develops professional teaching skills for the early childhood instruction and assessment. Credit 3 hours.
- 624 **Early Childhood Education through Different Cultural Perspectives.** This course develops a high level of competence in understanding and responding to diversity of culture, language and ethnicity. Understanding how different cultures impact children and their development and learning. Credit 3 hours.
- 626 **Professionalism in Early Childhood Education 1.** This is a capstone experience, which develops multiple topics through guided study and early childhood projects, including but not limited to: cultural competence, knowledge and application of ethical principles, communication skills, mastery of relevant theory and research. Credit 3 hours.
- 630 **Professionalism in Early Childhood Education 2.** This is a capstone experience, which develops several topics through guided study and early childhood projects including but not limited to: inquiring skills and knowledge of research methods, skills in collaborating, teaching and mentoring, advocacy skills, leadership skills and skills in personnel and fiscal management. Credit 3 hours.
- 658 **Capstone Practicum in Adaptive Special Education K–6.** This is a field-based course relating theory to application. Students will teach in settings where they will obtain experiences working with students with mild disabilities in grades K–6. Credit 3 hours.
- 659 **Capstone Practicum in Adaptive Special Education 6 –12** This is a field-based courses relating theory to application. Students will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6–12. Credit 3 hours.
- 714 **Characteristics of Children & Youth with Low-Incidence Disabilities.** This introductory course provides an overview of the characteristics of learners with significant needs for support. Learners will be introduced to the various classification systems and the implications of: low-incidence disabilities, significant cognitive disability, various vision and/or hearing impairments, motor disabilities, and health impairments. The diversity of curriculum needs for students at the functional level will be addressed; including cognitive, physical, social, and emotional needs across the developmental spectrum. The course prepares learners for more advanced study in specific areas, such as assessment, instructional methodology, behavior management and transitions. Credit 3 hours.
- 718 **Methods: Life Skills and Community-based Instruction.** This course will provide an overview of instructional practices contributing to community-referenced planning, community-based and life skills instruction. Students design community-based instructional programs, ecologically valid and age-appropriate to facilitate mastery of skills essential for community and social inclusions including family and student involvement, transportation, and administrative and policy support. Credit 3 hours.
- 722 **Functional Behavioral Assessment Positive Behavior Support and Classroom Management.** This course provides a problem-solving approach and the framework for teaching and to develop pro-social behavior in students with functional disabilities in classrooms and school contexts. Students ascertain behaviors, discover the functions of behavior, and learn pro-social behaviors for home, school, and community settings. Credit 3 hours.
- 724 **Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs.** In this course students learn instructional strategies for teaching children and youth with sensory and/or motor impairments and complex medical needs. Students will learn use of residual and alternative senses: proper positioning and transfer for students with motor impairments, nutrition, hydration, medical monitoring, and seizure activity. Students will develop appropriate goals and objectives in the sensory and motor areas, incorporate related services into inclusive educational settings, embed sensory and motor skills training into the general education curriculum, adapt materials and apply assistive technologies. Credit 3 hours.
- 735 **Assessment, Diagnosis, and Evaluation.** This course will develop the use of observation techniques

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

- 757 Communication and Literacy.** This course will provide overall instructional practices in the area of effective communication and literacy for students with significant disabilities. Students will demonstrate the ability to collaborate with related service providers, community personnel, general education teachers, families and paraprofessionals in the pre-assessment, construction, implementation and reassessment of both high and low tech communication systems. Students will also demonstrate the ability to design literacy objectives that align to the Common Core state standards and create formative and summative assessments to support the objectives. Credit 3 hours.
- 758 Initial Practicum in Functional Special Education.** This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with functional disabilities. Credit 3 hours.
- 759 Advanced Practicum in Functional Special Education.** This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with severe and profound cognitive disability, medically fragile, deaf/blind disability. Credit 3 hours.
- 801 History of Education.** A comprehensive study of influential persons and movements in the development of educational thought, Eastern and Western, from ancient times to the present. Emphasis on those ideas and historical roots which are relevant to contemporary issues in teaching and school administration. Credit 3 hours.
- 802 Educational Law.** This course is a study of legal principles and issues affecting educational policy making and practice with emphasis on student and teacher rights, equity, and the administration of schools. Credit 3 hours.
- 804 Research Methods 1.** This course is an introduction to qualitative research methods. As an introductory course, its focus is on developing a pilot study, anecdotal research, and case studies. The primary objective of the course is to prepare students to do action research in schools. There is development of the philosophical and theoretical foundations of qualitative research and debates that surround this broad research tradition. Credit 3 hours.
- 805 Statistical Methods 1.** This course is a study of basic statistical concepts, both descriptive and inferential. Emphasis is placed on the use of these concepts in solving educational problems. Credit 3 hours.
- 806 Research Methods 2.** This course develops quantitative research methods, including models of scientific inquiry, role of theories/research design, role of measurement error in quantitative data-based inference, and qualitative methods of inquiry. Credit 3 hours.
- 807 Statistical Methods 2.** This course develops methods of educational accountability. It focuses on the meaning of student/school accountability. The course includes measurement of educational inputs, processes, and results. The focus is on data analysis and data use for school improvement. Credit 3 hours.
- 808 The Principalship.** This course is an introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school building administrators. Students are presented typical problems faced by school administrators through simulations, case studies, and role playing and are expected, through reflection and discussion, to develop viable solutions. Credit 3 hours.
- 809 District Level Leadership.** Understanding of the district strategic planning process will be fostered by an examination of philosophy and its impact upon school improvement. Collaboration with colleagues will include opportunity to create a relevant connection between theory and practice. Topics to be covered within two week modules include: Strategic development, vision/mission, communication skills, consensus/negotiation, school improvement, information and data analysis. Credit 3 hours.
- 810 Theories and Practices in Educational Administration.** Module 3 is a nine-credit block that integrates the concepts and principles of school finance, human resource management, and the legal aspects governing the public school system. Module 3 is designed for practicing educational leaders in both public and independent PreK-12 schools who are interested in developing organizational competence from a district-level perspective. This module will provide the learner with an in depth review of the applications and practices associated with managing the organization to ensure the success of all students through Human Resource Management, School Law, School Finance, and School Safety Issues. Credit 9 hours.
- 814 Environmental Scanning.** This course is a study of the information gathering practices for administrators. Scanning is defined as the systematic collection of information external to the organization in order to streamline the flow of information into the organization and provide



information about the community and the interconnections of its various sectors. The information collection and review of information is translated into the organization's planning and decision making processes. Credit 3 hours.

- 815 Information Strategies and Professional Practice.** This course is designed to examine, compare and evaluate theoretical approaches and conceptual models for the study of complex organizations. The study includes communication strategies that increase the effectiveness of listening, asking questions, giving constructive feedback, paraphrasing, checking perceptions, and describing behavior. It includes improving nonverbal communication for enhancing interpersonal relationships with colleagues and constituents. Media communication is emphasized. Credit 3 hours.
- 816 Values, Ethics and Professionalism.** This course focuses on the many ways in which political and moral values are an important part of the foundation of successful policymaking. The course seeks to develop students' abilities to think reflectively and argue persuasively about the moral and ethical dimensions of educational policies. Students learn how to ask questions with greater clarity and insight and craft answers to establish the foundations of policymaking. Credit 3 hours.
- 817 Power and Politics of Education.** This course meets the following standard: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context." It is a 6-credit block designed to provide frameworks and approaches to the politics of education as well as to provide an introduction to the field of educational politics including the theoretical and conceptual analysis for the political behavior of education's stakeholders and the policy performance of educational systems. Credit 6 hours.
- 818 Multicultural Education.** This course provides students with an understanding of multicultural education as part of the educational reform movement. The content develops systemic processes meant to ensure educational equity, fairness, transparency, and accountability. Students will examine different approaches that ensure the values of diversity and democracy in the schools. Credit 3 hours.
- 819 Classroom Inquiry Through Action Research.** In this course the educational leader will be able to initiate and facilitate colleagues' design and implementation of action research and analysis of data for individual and group decision-making. The educational leader is able to improve the quality of colleagues' collaboration within the educational processes. The educational leader promotes the success of all students (and staff in the district) by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community. The educational leader promotes the success of all students by advocating, nurturing, and sustaining a climate and instructional programs conducive to student learning and staff professional growth. Credit 3 hours.
- 820 Multi-Tier System of Supports (MTSS).** This course develops how schools provide support for each child in their building to be successful and the processes and tools teachers use to make decisions. The course also studies the Individuals with Disabilities Act, which defines special education, and how the Act influences the way districts identify and serve students with exceptionalities through the concept Response to Intervention. Credit 3 hours.
- 821 Introduction to Special Education Law.** This course provides an introduction to concepts and authorities essential to a basic, useful understanding of special education law and policy. Credit 3 hours.
- 822 Cultivating a Collaborative Culture of Learning.** The purpose of this class is to provide a solid foundation from which educational leaders can develop and support collaborative teaming that in turn will promote collegial interactions in order to improve the effectiveness of practice. Credit 3 hours.
- 823 Differentiated Program Planning and Professional Development.** The course investigates the theory and research of program planning and development for educational programs. Strategies for coherent, integrated, and differentiated professional development are aligned with student and teacher needs. Credit 3 hours.
- 824 Mission and Vision for Student Learning.** This course will further develop understanding the process of designing the shared vision/mission for student learning and will drive professional development fostered by collaboration and interaction. Seeking to nurture a responsive culture, opportunity to examine planned educational processes impacting of shared vision/mission for student learning to increase productivity, effectiveness and accountability will be given. Topics to be covered within two week modules include: Shared vision/mission for student learning, professional development, collaboration and interaction, responsive culture, planned educational processes, productivity, effectiveness, and accountability. Credit 3 hours
- 825 Conflict in Education.** Development of conflict management and resolution skills are mandatory for today's school administrators. Conflict, role, and negotiation theories are examined as well as creating collaborative work cultures and integrated systems. Constructive conflict, diplomacy, communication, and current court cases are reviewed. Conflict in Education culminates with a vision of creating meaning of community, teaching and learning for transformation, nonviolent

social change, and social justice. Credit 3 hours

- 845 Teaching Methods for Adult Learners.** Study and practice in effective teaching techniques for post-secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.
- 847 Assessment and Evaluation in Adult Education.** Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours
- 901 Dissertation Writing 1.** This course is an introduction to the dissertation process. Students will generate a dissertation topic and the questions related to an issue, instructional program, curricular area, or another topic at the place of employment where data are available. A draft of the introduction, statement of the problem, and significance of the problem is presented for faculty review. Credit 3 hours.
- 902 Dissertation Writing 2.** In this course students explore and synthesize the research literature related to the topic and draft the literature review for faculty review. The research design section is drafted. Data collection and analysis begin. Credit 3 hours.
- 904 Dissertation Writing 3.** In this course students revise and finalize the sections of the dissertation developed in EDUC 901 and 902: the introduction and significance sections, the literature review, and research design. A draft is written for the data collection, analysis, and conclusion sections. Credit 3 hours. May be repeated.
- 905 Dissertation Defense.** This course finalizes the dissertation. Students complete the conclusions and implications sections for faculty review and approval. The dissertation is defended through oral presentation after the dissertation committee approves the written copy. Credit 3 hours. May be repeated.

## English Language Development

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The Intensive English Language Certificate program at Southwestern College provides high quality, intensive instruction in English as an additional language. There are four levels of language instruction, and students receive 20 hours of instruction per week. The curriculum has an academic focus based on the core classes of reading/composition, listening/speaking and grammar. Students may also be allowed to choose classes for credit based on academic and cultural interests.

Graduate program admission is gained upon passing advanced level courses in reading, writing/grammar, listening, and speaking or TOEFL/IELTS/Chinese English Exam Level 6. (Please note that SC also considers an applicant's previous academic record as part of the admission process.)

The Intensive English Language Certificate (IELC) program provides non-English speaking or limited-English speaking students with an intensive English language program leading to a higher level of English language fluency and better preparation for their entrance, participation and success in academic programs delivered in English.

### Program Requirements

#### Intensive English Language Certificate

##### Certificate requirements:

In English Language Development:

- 562 Listening and Speaking
- 563 Writing and Grammar
- 564 Reading and Vocabulary
- 565 Fundamentals of College Writing
- 566 English Language Support
- 567 Speaking in a Cultural Context

#### English Language Development Courses

Department Code: IELC

- 562 Listening and Speaking.** This course allows students to improve conversational English skills as demonstrated by their ability to respond to messages by asking questions or briefly restating oral

messages; to identify important details and main idea to stories, literature, and other information; to identify and verbally summarize a variety of media messages and give some details supporting the messages; to prepare and deliver short presentations obtained from a variety of sources; to participate in and initiate social conversations with peers and adults by asking and responding to questions on an unfamiliar topic; to use appropriate ways of speaking that vary according to purpose and audience; speak clearly and comprehensibly by using standard English sounds, intonation, pitch, and grammar. Credit 6 hours.

- 563 Writing and Grammar.** This course is designed to improve basic application of grammar utilization and to enhance student writing skills. Students will be able to demonstrate the following: the ability to correctly use English parts of speech, word order, and sentence structure; to write clear, grammatically correct sentences, paragraphs, and one page compositions; correctly respond in writing to a variety of texts; write short story narratives, including elements of character, setting, and events; to use both simple and complex vocabulary in the writing process; to write a formal letter; to use each step of the writing process(i.e. outline, initial draft, edit draft, final draft) to compose a two page composition. Credit 6 hours.
- 564 Reading and Vocabulary.** This course is designed to improve students' ability to comprehend newspapers, magazines, textbooks, and electronic resource materials. To accomplish this objective, students will be able to apply knowledge of word relationships, such as roots and suffixes; to derive meaning from printed material, including literature, textbooks, and research articles; to use the computer and dictionary to derive meaning of unknown vocabulary words; to identify variations of the same word in a printed passage; to use decoding skills for both academic and social vocabulary; to identify inferences in a printed passage, to interpret the meaning of words by using context clues; to read aloud both narrative and expository texts; to prepare oral and written reports on reading passages; to evaluate the credibility of an author's point of view; to apply knowledge of the English language to achieve comprehension of informational materials, literary text, and text in content areas; and to compare and contrast a similar written theme or topic. Credit 6 hours.
- 565 Fundamentals of College Writing.** This course is designed to review the range of grammatical and writing concepts necessary to be a competent writer in academic coursework. Students will demonstrate the ability to create coherent paragraphs and essays; to use complex sentences in writing biographies and short stories that include a sequence of events and supporting details; to use note taking, outlining, and the writing process to structure drafts of essays with consistent use of standard grammatical forms; to paraphrase, summarize and cite material accurately; to develop in writing a clear thesis and support it by using analogies, quotations, and/or facts appropriately; to use acceptable language variations in writing for language arts and other content areas; to write responses to literature that develop interpretation, exhibit careful reading, and cite correctly specific parts of text. Credit 6 hours.
- 566 English Language Support.** This course is designed to provide language support in listening, speaking, grammar, writing, reading, and vocabulary based upon the strengths and weaknesses identified through the proficiency test results of a student seeking advanced degree work. Credit 3 hours. May be repeated for credit.
- 567 Speaking in a Cultural Context.** This course is designed to have students compare and contrast culture of their home country with the American culture. Using magazine, journal, and newspaper articles and electronic research materials, in addition to active participation in college and community activities, students will be able to actively participate in daily discussions related to social, political, geographic and current events; identify similarities and differences between lifestyle in the United States and China; read aloud materials related to cultural differences; make oral presentations on assigned topics; actively participate in local events and report in writing about their experiences; prepare in writing research reports about the elements of the lifestyle existing in the United States; demonstrate the ability to participate in conversations about cultural differences; and use English colloquialism in their conversations. Credit 6 hours.

# Roster

## Administration

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W. Richard Merriman Jr., Ph.D., President  
James A. Sheppard, Ph.D., Vice President for Academic Affairs  
David Hofmeister, Ph.D., Division Chair, Education  
Kurt Keiser, Ph.D., Division Chair, Business  
Brenda Hicks, M.A., Director of Financial Aid  
Marla Sexson, M.A., Director of Admission  
Donna Boese, M.A., Registrar

# Index

## A

Academic calendar, 4  
**Academic dishonesty**, 11  
 Academic forgiveness, 12  
**Academic integrity**, 11  
 Academic policies, 11  
 Academic probation, 12  
 Academic suspension, 12  
 Accreditation, 4  
**Administration**, 44  
 Admission: Ed.D., 8; M.A.T., 7; M.Ed., 7  
 Admission to the college, 6  
 Admission, international students, 6  
 Admission, non-degree students, 6  
 Advisors, 16  
 Appeal of grade, 13  
 Appeals, Financial, 19  
 Application process, Doctoral, 8  
 Application process, Master's, 7  
 Attendance policy, 13  
 Auditing of classes, 13

## C

Cancellation of courses, 13  
 Catalog, selection of, 4  
**Change of enrollment status**, 20  
 Change of registration, 14  
**Charges and fees**, 17  
 Charges, cancellation of for Doctoral Students, 20  
 Charges, cancellation of for Master's Students, 19  
 Complaint policy, 16  
 Consortium agreements, financial aid, 21  
 Course load, 13  
 Course offerings: Education, 36; English Language Development, 43; Management, 23  
 Course requirements, failure to meet, 13  
**Curriculum and Instruction major (M.Ed.)**, 31

## D

Degree, completion of, 13  
 Degree, requirements for, 13  
**Deposits, room**, 20  
**Doctor of Education (Ed.D.)**, 25

## E

**Early Childhood Education major (M.Ed.)**, 33  
 Ed.D., admission to, 8  
**Education**, 25  
 English Language Development, 42  
**Enrollment status, change of**, 20

## F

Family Educational Rights and Privacy Act (FERPA), 5  
**Fellowships**, 21  
**Financial aid**, 21  
Financial Appeals Process, 19  
Full-time course load, 13

## G

Grade, appeal of, 13  
Grading system, 14  
Graduate Studies Council, 4

## I

Incompletes, 14  
Independent study, 14  
**Index**, 45  
Intensive English Language Certificate, 42  
International students, 6

## L

Library, 16

## M

M.A.T., admission to, 7  
M.Ed., admission to, 7  
M.Ed., transfer courses for, 9  
**Master of Arts in Teaching (M.A.T.)**, 29  
**Master of Business Administration (MBA)**, 23  
**Master of Education (M.Ed.)**, 31

## N

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

## P

Part-time course load, 13  
**Payment of Accounts**, 17  
**Plagiarism**, 11  
Policies, academic, 11  
Privacy, notice of, 5  
Probation, academic, 12  
Probation, financial aid, 22

## R

Registration, 14  
Regulations, academic, 11  
Regulations, financial aid, 21  
Repeating a course, 14

**Room deposits, 20**

Roster, 44

## **S**

Satisfactory academic progress, financial aid, 22

Selection of catalog, 4

**Special Education major (M.Ed.), 34**

**Student services, 16**

Students with disabilities, policy for, 16

Suspension, academic, 12

Suspension, financial aid, 22

## **T**

**Table of contents, 3**

Transfer coursework, 9

Transfer students, 9

**Tuition charges, 17**

## **V**

Vision of the college, 2

## **W**

Withdrawal from college, 15

Withdrawal from courses, 15

Withdrawal, administrative, 12