



COURSE CATALOG

2025-2026



100 College St. Winfield, KS
www.sckans.edu

Table of Contents

Welcome to Southwestern	4
Academic Information	7
Requirements for Graduation	11
Undergraduate Academic Policies	13
Graduate Academic Policies	26
Admission to Southwestern College	33
Student Services.....	39
Tuition and Fees.....	43
Undergraduate Financial Aid.....	48
Graduate Financial Aid and Fellowships.....	51
Notices and Disclaimers	53
Campus Facilities.....	55
Main Campus General Education	57
Main Campus Undergraduate Academic Programs.....	61
Main Campus Undergraduate Course Descriptions	99
Main Campus Graduate Academic Programs.....	1361
Main Campus Graduate Course Descriptions	1394
Professional Studies General Education.....	1472
Professional Studies Undergraduate Academic Programs	1505
Professional Studies Undergraduate Course Descriptions	1672
Professional Studies Graduate Programs	1905
Professional Studies Graduate Course Descriptions.....	1972
Rosters.....	2083

This catalog contains information and announcements about Southwestern College. It does not constitute a contract.

Southwestern College
100 College Street
Winfield, Kansas 67156-2499
1-800-846-1543

Welcome to Southwestern

Our Vision

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

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

The Vision Interpreted

Southwestern College in Winfield, Kansas, is a learning community...

- challenging each person to search for truth through consistent discipline of the mind.
- stimulating habits of careful reading and listening, clear speaking and writing, critical analysis and creative synthesis, individual thought and collaborative action.
- promoting rigorous intellectual competency within the context of vital interpersonal relationships.

Dedicated to intellectual growth and career preparation...

- emphasizing a broadly-based, value-centered liberal arts curriculum as the core of intellectual life, professional development and personal growth.
- integrating the core curriculum with career planning and preparation for a lifetime of service.
- building academic excellence and leadership potential.

Dedicated to individual development and Christian values...

- challenging each person to creative self-expression, aesthetic appreciation, freedom of thought, and responsible action.
- inviting students to explore ultimate reality; honoring the spiritual nature of human existence; affirming Christian values as central to an ethical, caring and inclusive community life.
- defining its historic commitment to community, freedom and diversity within a covenant relationship to the Great Plains Conference of the United Methodist Church.

Dedicated to lifetime learning and responsible citizenship...

- promoting responsible citizenship through active learning, professional growth and volunteer service.
- building wholeness, health and athletic abilities for lifetime physical fitness.
- encouraging lifelong intellectual and personal growth.

Dedicated to leadership through service in a world without boundaries...

- fostering opportunities for service in personal, family and professional life.
- recognizing the inherent worth of each person, the need for personal and social responsibility, the interdependence of all peoples, and the requirements of the age for justice and responsible living on the earth.
- inviting graduates to accept leadership roles in the emerging global community.

The Mission of Southwestern College

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

Southwestern College:

- Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
- Employs emerging technologies that promote learning.
- Strives to live by and teach a sustainable way of life.
- Provides preparation for a wide range of church-related vocations and involvement.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
- Affords a residential learning experience abundant with co-curricular activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership.

History

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

Always strong in the arts, the music program was augmented by the merger, in 1926, of the Winfield College of Music with the college.

The campus facilities were seriously affected in 1950 by a fire that destroyed the interior of Richardson Hall, the college’s administration building. The reconstruction of this building and the subsequent erection of new academic facilities have provided the college with a modern campus to support its program.

Major steps were taken in 1994 to develop a professional studies program with the opening of a center in downtown Winfield. With this step the college signaled its commitment to reach students in all stages of life development, unrestrained by physical location. An on-ground center is now located in Wichita, but the majority of students choose to complete classes online.

Graduate degrees are offered both on the main campus and through Professional Studies, with the college enrolling its first doctoral students (Doctorate in Educational Leadership) in 2012.

Accreditation

Southwestern College is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411 www.hlcommission.org, (312) 263-0456. It is further accredited by the University Senate of the United Methodist Church, the National Association for the Education of Young Children (early childhood education), the National Association of Schools of Music (music), and the Council for the Accreditation of Educator Preparation and the Kansas State Department of Education (teacher education program).

Assessment

Southwestern College is committed to quality in higher education. It strives to meet the educational needs of society and of individual students. The student assessment program at Southwestern exists to evaluate the effectiveness of the college experience in assisting students’ movement toward the outcomes identified as flowing from the mission of the college. To that end aggregate data are collected from students at the beginning of the fall semester and at the end of the spring semester. The process and product of student assessment focuses on the centrality of the teaching mission of higher education, and on the institution’s ability to self-correct in ways meaningful to the

educational experience of students. Application for accreditation of the nursing program by the Kansas State Board of Nursing and the Commission on Collegiate Nursing Education will be made during the 2025-2026 academic year.

Students enrolled at Southwestern are expected to participate in the student assessment program. The information resulting from the assessment process will not be used in any way other than for institutional improvement and individual student advising. Students may be privy to their individual scores and may use them in ways they deem helpful.

Academic Information

Degrees Offered

Southwestern College confers the following degrees:

- A.G.S., Associate of General Studies
- B.A., Bachelor of Arts
- B.G.S., Bachelor of General Studies
- B.Phil., Bachelor of Philosophy
- B.S., Bachelor of Science
- B.S.N., Bachelor of Science in Nursing
- M.A., Master of Arts
- M.B.A., Master of Business Administration
- M.S., Master of Science
- Ed.D., Doctor of Education

Undergraduate Majors and Minors Offered

Southwestern College offers the following majors and minors:

Main Campus Majors

- Accounting (B.A.)
- Biochemistry (B.S.)
- Biology (B.A., B.S.)
- Biology with Secondary Licensure (B.A., B.S.)
- Business Administration (B.A.)
- Business Administration with emphasis in Entrepreneurship (B.A.)
- Business Administration with emphasis in Finance (B.A.)
- Business Administration with emphasis in Management (B.A.)
- Business Administration with emphasis in Marketing (B.A.)
- Business Administration/Agribusiness (B.A.)
- Business Administration/Construction Management (B.A.)
- Business Administration/Environmental Safety Management (B.A.)
- Chemistry (B.A.)
- Chemistry with Secondary Licensure (B.A.)
- Communication (B.A.)
- Computer Science and Digital Arts with emphasis in Computer Science (B.S.)
- Computer Science and Digital Arts with emphasis in Digital Arts (B.S.)
- Computer Science and Digital Arts with emphasis in Game Development (B.S.)
- Criminal Justice and Legal Studies (B.A.)
- Elementary Education (B.A.)
- English with emphasis in Digital Storytelling (B.A.)
- English with emphasis in Secondary Education (B.A.)
- English with emphasis in Writing (B.A.)
- General Studies (B.G.S.)
- Health Science (B.S.)
- Interdisciplinary Studies (B.A.)
- Liberal Arts and Sciences (B.A.)
- Mathematics (B.A.)
- Mathematics with Secondary Licensure (B.A.)
- Middle Level Mathematics Education (B.A.)

Nursing (B.S.N.)
Philosophy and Religion (B.A.)
Physical Education (B.S.)
Physical Performance and Sport Studies (B.S.)
Psychology (B.A.)
Sport Management (B.A.)

Professional Studies Majors

Accounting (B.S.)
Business Administration (B.S.)
Business Innovation and Entrepreneurship (B.S.)
Business Quality Management (B.S.)
Computer Science (B.S.)
Criminal Justice (B.S.)
Data Science (B.S.)
Elementary Education (B.A.)
General Studies (A.G.S., B.G.S.)
Healthcare Administration (B.S.)
Human Resource Management and Development (B.S.)
Information Systems Management (B.S.)
Operations Management (B.S.)
Organizational Psychology (B.S.)
Security Management (B.S.)
Strategic Leadership (B.S.)

Main Campus Minors

Accounting
Biology
Business Administration
Chemistry
Christian Discipleship Studies
Communication
Computer Game Development
Computer Science
Criminal Justice and Legal Studies
English
Mathematics
Philosophy and Religion
Psychology
Social Media
Sustainability and Environmental Studies
Writing
Youth Ministry

*Minors only available at Main Campus

Main Campus Certificate Programs

Leadership

Professional Studies Certificate Programs

Business Innovation and Entrepreneurship
Business Essentials
Cloud Computing
Cyber Crime Investigation
Data Science

Emergency Management and Business Continuity
Information Technology Analytics
Operational Leadership
Organizational Communication
Quality Management

Graduate Programs Offered

Main Campus

Business Administration (MBA)
Educational Leadership (Ed.D.)

Professional Studies

Education (M.Ed.)
Professional Business Administration (MBA)
Leadership (M.S.)
Management (M.S.)
Security and Emergency Studies (M.S.)
School Leadership (M.Ed.)
Special Education – High Incidence (M.Ed.)
Special Education – Low Incidence (M.Ed.)
Sport Management (M.A.)

Certificate Programs*

Emergency Risk Management
Executive Leadership
Executive Quality Management

* Available at Professional Studies only

For specific requirements, students should see the appropriate discipline listing in this catalog. For more information, main campus students should contact faculty in the discipline, while Professional Studies students may contact their academic success coach.

Declaration of Major

Freshmen may declare a major field of study or work within the general curriculum. All students are encouraged to declare a major during their sophomore year. Declaration of a major is made at the registrar's office.

Declaration of Minor

Main campus students may declare minors in a discipline listed in this catalog. Declaration of a minor is made at the registrar's office.

Changing Majors

A student wishing to change majors must submit a completed Change of Major form to the registrar's office. The student must assume the responsibility for any extra credits that may be involved in meeting the requirements of the new major.

Academic Advising

Incoming main campus freshmen and transfer students with a declared major will be assigned a faculty advisor. Undeclared/undecided students will be assigned a general advisor to help them identify their future goals and select an academic major.

To change advisors, a main campus student must complete the required form (available from the registrar), obtain the new advisor's signature, and return the form to the registrar's office for processing.

A staff of professional, full-time academic success coaches assists Professional Studies students with degree plans, course selection, and other issues related to the student's program.

Academic Calendar

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

Requirements for Graduation

Selection of Catalog

In most cases, students meet graduation requirements stated in the catalog under which they first enter Southwestern College. When graduation requirements change, students may adhere to the catalog under which they first entered or choose a newer catalog for graduation requirements. In either case, both general education and major requirements must be met from the same catalog. Students enrolled in main campus degree programs who leave Southwestern but re-enroll having missed no more than two (three for Professional Studies students) semesters (counting fall, spring, and summer as semesters) may follow the catalog under which they were previously enrolled. Readmitted students must follow the catalog of the year they resumed their studies at Southwestern College or select a newer catalog.

Undergraduate Degree Requirements

These are the requirements for a degree:

1. Complete the specific course requirements for a major field of study including required cognate courses, with a minimum grade point average of 2.0 (C) in courses required by each major, minor, certificate, or secondary licensure to be granted.
2. Complete the general education requirements.
3. Complete a minimum of 124 credit hours (minimum of 64 for the AGS degree).
4. Have an overall grade point average of 2.0 (C average) or meet program grade point average requirements.
5. Have Southwestern College course credit of at least 30 credit hours.
6. Have taken 15 of the last 30 course credit hours at Southwestern.
7. Complete the Application for Degree by the stated deadline.
8. Be elected to the respective degree by the faculty and by the Board of Trustees.

Undergraduate Degree Requirements for Transfer Students

1. Complete requirements listed above.
2. Have at least a 2.0 (C average) for all work taken at Southwestern College.
3. Complete a minimum of 60 hours at a baccalaureate degree-granting institution.
4. Obtain administrative approval for substituting transfer credits for courses in the Southwestern College catalog.

Graduate Degree Requirements

These are the requirements for a degree:

1. Complete the specific program requirements for the graduate program.
2. Have an overall grade point average of 3.0 (B average), with no single grade below a "C" 2.0 for the MBA, M.Ed., and Ed.D. programs. Have an overall grade point average of 2.5 (B- average) for all other master's programs or certificates, with no single grade below a "C" (2.0).
3. Have Southwestern College graduate course credit of at least 30 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.

Requirements for Two Bachelor's Degrees Simultaneously

Current students seeking a second degree to be awarded simultaneously must fulfill all requirements as listed in the catalog for each degree.

Requirements for a Second Bachelor's Degree

Students who have already earned a bachelor's degree from an accredited university and wish to earn a second degree must meet the following requirements:

1. Must meet all major specific requirements.

2. Complete a minimum of 30 semester hours at Southwestern College; requirements pursuant to the desired major may count toward the 30-hour minimum.

Conferring Degrees

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 degree conferral. Regardless of the point at which a student completes coursework for a degree at Southwestern College, degrees are conferred in May, August, and December. The College has one commencement in May of each year. Students who received degrees in the previous December and students who anticipate completing degree requirements in May or August may participate.

Undergraduate Academic Policies

Academic Integrity

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

Academic dishonesty is any act of cheating, fabrication, and 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, without the express written consent of the instructor); 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 above.

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

Academic Integrity Violation

The instructor shall determine if the infraction is intentional or unintentional. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the vice president for academic affairs to the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies). On the first offense, violations of the academic integrity policy will result with:

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

Unintentional infractions may be reported to the vice president for academic affairs at the discretion of the faculty member. All infractions deemed by the faculty member to be intentional or flagrant must be reported in writing to the vice president for academic affairs; the student will also be notified verbally or in writing. The vice president for academic affairs shall keep a record of reported infractions and sanctions.

A second or any subsequent intentional or flagrant violation of any part of the academic integrity policy during a student's academic career at Southwestern is grounds for suspension and requires a conference with the vice president for academic affairs to determine the outcome. 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 vice president for academic affairs office within thirty days of the suspension announcement. The appeal will be heard by the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies) and the committee's decision shall be final. *Adapted and used by permission from Tabor College.*

Course and Registration Policies

Adding or Dropping Courses. Prior to the add/drop deadlines, students may add or drop a class either online or by submitting the appropriate form to the registrar's office with advisor approval (main campus students). After the final day of the add/drop period, students wanting to drop a class must follow the official withdrawal process (see Official Withdrawal from Courses). Deadlines for the add/drop period are posted on the academic calendar.

Attendance Policy. Students are expected to attend all classes as scheduled. Students who are absent are accountable for missed material and are responsible for arranging make-up work. Absences exceeding three times the number of class meetings per week are considered unacceptable. Tardies may be counted as absences. The college supports attendance policies that are more restrictive, if such policies have been stated in the course syllabus.

Audit of Classes. Auditing consists of attending a class regularly without participation in class work or receiving college credit. Auditors must receive permission from the instructor and submit a completed add/drop form to the registrar's office before enrolling in the class. Students auditing a course must pay an audit fee. This option is only available to undergraduate students.

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.

Course Load. A full-time load is 12-18 credit hours. The recommended course load in Professional Studies is one course per session.

Course Numbering System Courses are numbered by level:

Freshman	100
Sophomore	200
Junior	300
Senior	400
Graduate	500 and higher

Course Selection Guidelines. Students are strongly encouraged to meet with their advisor (main campus) or academic success coach (Professional Studies) and consult their academic plan during the course selection period. Advisor approval is required to complete course selection for main campus students. In addition, students must either pay their student account in full or make payment arrangements with the student accounts office by the last day of the add/drop period in order to finalize their enrollment at Southwestern College.

Courses to Carry Credit Indicated. All courses must carry the credit indicated in the catalog except by action of the academic affairs committee.

Credit Hour Definition In general, Southwestern College observes the definition of a credit hour as defined by the federal government: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour

of credit, or the equivalent amount of work over a different period of time; or (2) at least an equivalent amount of work as required in item (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Enrollment Status Enrollment status is defined as follows:

Full Time	12 hours or more
Three Quarter Time	9 to 11 hours
Half Time	6 to 8 hours
Less Than Half Time	1 to 5 hours

Main Campus and Professional Studies. Students enrolled in main campus programs are not eligible to enroll in courses offered through the Professional Studies program, except by approval by the vice president for academic affairs.

Student Classification. Students are classified on the basis of the number of accumulated earned hours according to the following schedule:

Freshman	1 to 24 semester hours
Sophomore	25 to 49 semester hours
Junior	50 to 84 semester hours
Senior	85 semester hours and above

Waitlist Policy. Waitlists are tracked by the student information system. Once space becomes available in a course, students who are first on the waitlist are automatically notified via e-mail to their official school e-mail address. Students are given 48 hours to respond; if they do not respond, they are dropped from the waitlist. During the add/drop period, students must respond within 24 hours in order to be added to a class. Exceptions to this policy may be made by a written request from the division chair and approval by the vice president for academic affairs.

Grades

Academic Forgiveness Individuals who have accumulated a grade point average of less than 2.0 at Southwestern College may petition the vice president for academic affairs and the Academic Affairs Committee to have their prior Southwestern College academic record “forgiven.” To qualify, the petitioner cannot have been enrolled as a full time degree candidate at Southwestern College for a period of two years. A request is to be judged by the Academic Affairs Committee 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.

Appeal of Grade Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the term following the session (Professional Studies) or semester (Main Campus) in which the grade is given.

A grade appeal should only be sought under one of the following conditions:

- When a student contends that their grade had been incorrectly calculated, recorded or reported.
- When a student contends that the instructor has substantially and unreasonably departed from the instructor's own specified grading standards.
- When a student contends that the instructor's grading decision was made on some basis other than performance in the course.
- When a student contends to have been subject to grading criteria different from those used to evaluate the academic work of other students in the class.
- When a student is appealing sanctions that are a result of an academic integrity violation.

Informal Resolution

If a student believes they have sufficient grounds for a grade appeal based upon the documentary evidence, an informal discussion with the faculty member is required as the first step.

Formal Resolution

If satisfactory resolution is not achieved informally, the student may then begin the formal resolution.

- Main campus students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to the chair of the division in which the course is taught.
- Professional Studies students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to associate vice president for academic affairs (AVPAA) for Professional Studies.

The division chair or AVPAA will request a written response from the instructor. After receiving the instructor response, the division chair or AVPAA will respond to the student.

In the event that the appeal is not resolved by the division chair or AVPAA, he/she will submit the appeal with documentary evidence to the vice president for academic affairs. The vice president will schedule a meeting of the appeals committee.

- The appeals committee will be made up of the vice president for academic affairs, dean of students (or assistant dean of students), and the chair of the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies).
- The committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of this issue. This committee will render the final decision on the appeal.
- Notification of the grade appeal findings will be forthcoming from the vice president for academic affair's office within 30 days of the start of the formal resolution process.

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

- A = Superior work (A+ or A, 4 points; A-, 3.67)
- B = Above average work (B+, 3.33; B, 3; B-, 2.67)
- C = Average work (C+, 2.33; C, 2; C-, 1.67)
- D = Minimally acceptable work for receiving credit (D+, 1.33; D, 1; D-, 0.67)
- F = Failure (0 points)
- WF = Withdrawal Failure, issued for non-attendance (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
WM =	Withdrawal by Army (obtained through the Army)
S =	Satisfactory work (equivalent to a C- or better)
U =	Unsatisfactory work

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

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 30 days after the close of the session for which the Professional Studies student is petitioning an extension. An earlier deadline may be imposed as agreed to by the student and teacher. Professional studies students are required to have completed a minimum of 50 percent of the course work before an incomplete can be granted. Extension of the deadline may be allowed by special permission by the vice president for academic affairs 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.

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

During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

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 are exempt.

Satisfactory/Unsatisfactory Grading (Main Campus) In any semester, a main campus undergraduate student may choose one elective (not a departmental requirement or a required cognate course) to be graded as "S" or "U." This choice is to be made at the time of registration and may not be changed after the published last day for enrollment.

Withdrawal

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.

Official Withdrawal from Courses. A student may withdraw from a course by the deadline outlined below 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.

A main campus student may withdraw from a course in the fall or spring semester at any time until the close of the ninth week. During a summer semester, each day of class counts as equivalent to a week in a regular semester. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins. Withdrawal requests must be made in writing at the registrar's office.

A Professional Studies student may withdraw from a course at any time before the start of the last week of class in a regular six week session. For courses lasting longer than six weeks, the last date to withdraw is two weeks before the end of the course. Withdrawal requests must be made in writing or by submitting the online form found at: <https://web03.sckans.edu/pswithdraw/>.

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."

Academic Standing

Academic Probation (Main Campus). When the semester grade point average falls below 2.0, or the cumulative grade point average falls below 2.0, a student is placed on academic probation and will receive notification from the vice president for academic affairs office. The vice president for retention and student success will work with any student placed on academic probation and their major advisor to devise a plan of improvement. This plan will include monitoring by the vice president for retention and student success and may include restriction to 13 credit hours and/or enrollment in Academic Mentoring (ESKL 080). Any student placed on academic probation is subject to the conditions prescribed by the Academic Affairs Committee.

Academic Probation (Professional Studies). Students are evaluated for academic progress once a semester after attempting at least 12 credits. The time period in which a student attempts 12 credits is called the evaluation period. When the evaluation period grade point average falls below 2.0 or the cumulative grade point average falls below 2.0, a student is placed on academic probation. Students on probation will be limited to taking 9 credits per semester and may have other stipulations or conditions while on probation.

Academic Suspension (Main Campus). Students whose semester grade point average is below 2.0 for two consecutive semesters were in residence at Southwestern College and whose cumulative grade point average is below 2.0 are regarded as not making adequate progress toward the degree and therefore will be suspended from the college. Additionally, students who complete a semester with an "F" average will be suspended. Further, academic suspension may be a consequence for students receiving a grade of "D" or "F" in ESKL 079 or a grade of "Unsatisfactory" in ESKL 080. Students placed under academic suspension will receive notification from the office of the vice president for academic affairs.

Any student who is suspended under this policy has a right to an appeal for readmission following at least one full semester's absence (fall, spring, or summer) from enrollment at Southwestern College. A student seeking an appeal for readmission must complete the Academic Suspension Appeal Form available from the Registrar's Office. The appeal must be presented to the vice president for academic affairs by the date specified in the notification letter and the Academic Suspension Appeal Form. Supporting material is required to be submitted by the student prior to the appeals hearing, and should include but is not limited to letters of support from faculty and/or staff and transcripts from subsequent college coursework. The appeal will be heard by the Academic Affairs Committee, and the committee's decision shall be final. Students under academic suspension may also be under financial aid suspension, which requires a different appeals process (see Financial Aid section of this catalog).

Academic Suspension (Professional Studies). Students whose evaluation period grade point average is below 2.0 for two consecutive evaluation periods and whose cumulative grade point average is below 2.0 are regarded as not making adequate progress toward the degree and therefore will be suspended from the college. Additionally, students who complete the evaluation period with an 0.00 grade point average will be suspended. Any student who is suspended under this policy has a right to an appeal for readmission after a minimum of three sessions. A request for appeal should be made by completing the Academic Suspension Appeal Form and submitting to the vice president for academic affairs. The appeal will be heard by the Academic Affairs Council, and the council's decision shall be final. If readmitted, the student will continue on probation and will be limited to taking one class per session.

(ie: Fall 3 session) until they are off probation. Student under academic suspension may also be under financial aid suspension, which requires a different appeals process (see Financial Aid section of this catalog).

Course and Non-Course Credit

American Council on Education Credit Evaluation. By special agreement, Southwestern College accepts up to 64 American Council on Education (ACE) recommended credits from JST or corporate transcripts. Through additional memoranda of agreements, Southwestern College may develop other agreements for acceptance of ACE-evaluated credits.

Athletic Credit. Students are limited to a total of eight hours (one credit per semester) of credit from varsity athletic participation or conditioning. This applies to transfer credit and credit earned at Southwestern College through PESS 100 and 101. Credits earned in transfer for athletic participation or conditioning are graded satisfactory (S).

Credit for Prior Learning (Main Campus). It is recognized that many persons have accumulated non-college experiences that can be translated into college credit. Degree candidates may apply for evaluation of experiential credit during their graduation year at Southwestern.

A student who wishes to apply for such credit is invited to prepare a summary of those experiences in writing, strictly following guidelines outlined in a document available from the vice president for academic affair's office.

The vice president, in consultation with the student's advisor, uses various methods of evaluation to assess the student's competence level and grants elective credit hours accordingly.

Examples of work and other experiences that may be considered for credit are in-service education, continuing education in any form, occupational experience, professional attainment, and travel that can be shown to have resulted in personal growth and learning.

Credits awarded by Southwestern College for prior learning are graded satisfactory (S). They count toward graduation but do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern courses.

A fee will be assessed for evaluation of prior learning. It must be paid at the time an application is submitted for evaluation.

Credit for Prior Learning (Professional Studies). Professional Studies students who show proof of earning an airframe and powerplant (A&P) license may be granted 30 credit hours for that course of study and a waiver of the math requirement.

Professional Studies students who have earned a Federal Aviation Administration pilot's license may be awarded five credit hours for the license.

Southwestern College recognizes that not all learning takes place in a classroom. Students interested in developing a prior learning portfolio can demonstrate learning from a variety of experiences such as work and volunteer experience, training, and travel. Southwestern has partnered with LearningCounts, an organization that is dedicated to assisting students develop portfolios for review to earn college credit. Learning Counts is part of the Council on Adult Experiential Learning (CAEL) organization. Southwestern College will accept in transfer the credit recommendations from the Learning Counts transcript. Please visit <http://www.learningcounts.org> for more information about earning credit for what you know. Southwestern College charges no fee for this option; however, www.learningcounts.org charges varying fees for different levels of service. Credits earned through the portfolio process are graded satisfactory (S) and count towards graduation, but do not count towards the 30 hours required at Southwestern College.

Transfer Credit. Southwestern College gives full value to transcripts of records from institutions recognized by the Council for Higher Education Accreditation (CHEA). The college does not accept transfer credit for remedial-level coursework. Students are limited to a total of eight hours (one credit per semester) of credit from varsity athletic participation or conditioning. This applies to transfer credit

and credit earned at Southwestern College through PESS 100 and 101. Credits earned in transfer for athletic participation or conditioning are graded satisfactory (S).

Transfer hours with grades below “C” will not count toward major or general education requirements.

Validation of Credits by Examination. may earn course credit by special internal examination. The examination may be administered to any regularly-enrolled student by a faculty member designated by the vice president for academic affairs. A transcript validation fee applies to all courses locally validated.

A student may present scores earned on examinations administered by outside agencies approved by the College. Credit from this source may include the College Level Examination Program (CLEP), Advanced Placement program, Dantes Subject Standardized Test (DSST), and evaluations provided by the American Council on Education of military service and other educational programs. Up to 30 hours of credit may be validated by external examination. Credit by examination awarded by other accredited colleges is accepted as transfer credit.

Credits earned by validation are graded satisfactory (S). They count toward graduation and, when initially entered by Southwestern or another baccalaureate degree-granting institution, toward the minimum 60 hours required from baccalaureate-degree-granting institutions. They do not fulfill the requirement of a minimum of 30 hours in Southwestern courses.

Academic Honors

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

Departmental Honors. Departmental honors are awarded to graduates with a grade point average of 3.50 or higher in their major coursework and who have successfully completed study of a specific subject in accordance with the following guidelines. The student must submit a copy of the proposal to both the Academic Affairs Committee and the registrar’s office no later than the last day of classes in the closing semester of his/her junior year. The project proposal will include the general area of study, the research question/statement and rationale, a list of the student’s committee members, and a preliminary project time schedule. The committee should include a Southwestern College supervising faculty member, a Southwestern College faculty member serving as the student’s advocate, a person not affiliated with Southwestern College who can offer expertise in the area of study, and additional members as expertise suggest (e.g., a statistician). The submitted proposal must also include a letter of support from the supervising faculty member. The project will be completed and presented to the project committee prior to the deadline for senior grades. The committee will decide if the project merits “pass with honors,” “pass without honors,” or “no pass.” The supervising faculty member will then notify in writing the vice president for academic affairs, the chair of the academic affairs committee, and the registrar of the committee’s decision. Students desiring publication of their award in the Honors Convocation program must have completed all requirements for departmental honors including the presentation to the project committee prior to April 1 of the spring semester of the student’s senior year. These requirements are intended to be minimum standard for departmental honors for the entire campus. However, each department may choose to add further requirements in accord with the needs of that academic discipline.

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

Junior Marshals (Main Campus). Junior marshals lead the processions of graduates at honors convocation and at commencement. They are selected by the following procedure:

1. All those full-time students who are enrolled in campus-based programs and have earned between 79 and 110 hours (inclusive), of which at least thirty are graded hours earned at Southwestern, at the time of the spring honors convocation shall be considered for the honor.
2. The two persons meeting the above criteria and having the highest cumulative grade point averages shall be named junior marshals.
3. In the event that there are more than two persons with identical highest grade point averages, all those persons shall be named junior marshals.
4. In the event that one person has the highest grade point average and there are two or more persons with the second highest grade point average, all those persons shall be named junior marshals.

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

1. Members shall be named once a year, in May, following submission of final grades for graduating seniors but prior to awarding of degrees at the May Commencement.
2. After recording final grades, the registrar shall prepare a list of baccalaureate-level students graduating in the upcoming Commencement (this list shall include all students who have completed graduation requirements since the previous year's Commencement). These students shall be arrayed by cumulative grade point average, with the highest GPA at the top of the list.
3. The number of students (n) eligible for Order of the Mound membership shall be determined as 10 percent of the names on the completed array. If n is a fractional figure, it shall be rounded off.
4. The registrar shall strike from the list those students who have completed fewer than 60 graded hours (A/B/C/D/F) at Southwestern College.
5. The registrar shall also strike from the list those students who previously have been named to the Order of the Mound.
6. The registrar shall then count the first n students in the array for Order of the Mound membership. If the nth student holds the same grade point average as one or more students farther down the array, those additional students shall also be included for membership unless such action increases membership to greater than 12 percent of the graduates. In such case, the first grade point average higher than that of the tied group of students shall be used as the final one for inclusion in membership.

Scholar of the College (Main Campus). The senior student with the highest grade point average is recognized at the matriculation convocation each fall. The selection is made from full-time students who are enrolled in campus-based programs and have earned 85 or more hours (at least 30 of which are graded hours earned at Southwestern), have not earned a degree, and have not previously been named to the honor. In the event that several students rank equally, all share the honor.

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

Honors Program

The Southwestern Honors Program was created in order to provide exemplary students with enriched coursework and co-curricular experiences to encourage them to go beyond the boundaries of the traditional college classroom. Courses and activities in the Southwestern Honors Program foster the mindset that meaningful exploration and discovery necessitates an interdisciplinary approach in which answers are not limited to any one academic major. Honors students will engage in collaborative relationships with faculty throughout the college in order to promote a diversity of problem-solving

and research skills. In addition, the Southwestern Honors Program embraces a sense of responsibility in that participants will receive opportunities to use their intellectual gifts to serve communities beyond the academic world.

Students accepted into the Honors Program will be designated as Honors Scholars, gaining access to unique interdisciplinary Honors coursework as well as the opportunity to create in-depth academic explorations in their regular coursework through collaboratively-designed Honors Contracts. During their time at Southwestern College, Honors Scholars will get the chance to participate in travel experiences for college credit that will expose them to different ways of engaging with the world around us. Finally, Honors Scholars will complete an Honors Thesis in their academic major, presenting their work at Southwestern College's annual undergraduate research symposium as well as being required to share their work in a meaningful way with a community outside of the college.

Admission Criteria.

Incoming First-Year Students. Entry to the Southwestern College Honors Program is application based. Program eligibility includes a high school GPA of 3.5 or higher and a minimum score on the ACT of 25 (or 1200 SAT). Interested students can submit a program application at स्कans.edu/honors. Candidate students will be required to complete an essay, submit a letter of recommendation and participate in an interview with the Honors Program Chair.

Incoming Transfer Students. Transfer students are eligible for admission to the Southwestern College Honors Program. Program eligibility for transfer students includes completion of at least 30 credits of college credit and a college GPA of 3.5 or higher. Interested students can submit a program application at स्कans.edu/honors. Candidate students will be required to complete an essay, submit a letter of recommendation and participate in an interview with the Honors Program Chair.

Current Students. Students already enrolled at Southwestern College are eligible for admission to the Southwestern Honors Program after completing 30 credits of Southwestern College coursework with a college GPA of 3.5 or higher. Interested students can submit a program application at स्कans.edu/honors. Candidate students will be required to complete an essay, submit a letter of recommendation and participate in an interview with the Honors Program Chair.

Requirements. Students accepted into the Southwestern College Honors Program must satisfy the following requirements in order to maintain their Honors Scholar status.

- Maintenance of a 3.5 minimum cumulative GPA. Honors Scholars whose GPA drops below 3.5 will be put on Honors Probation for a semester. If their GPA is still below 3.5 at the end of their probationary semester, they will be dropped from the Honors Program.
- Successful completion (B- or better) of at least one course for honors credit every academic year. This can be satisfied by HONR courses, departmental honors courses or honors contracts. Honors Scholars who complete two full consecutive semesters (Fall/Spring without taking a course for honors credit will be dropped from the Honors Program.
- Successful completion (B- or better) of at least 2 courses with the HONR designation offered by the Honors Program prior to graduation.
- Successful completion of a Senior Honors Thesis/Project prior to graduation.

Academic Components. Students may earn honors credit through one of three different mechanisms: Honors Program Courses (designated with the HONR prefix), Departmental Courses with Honors Status, or Honors Contracts.

Honors Program Courses. Specific information on these courses can be found in the Honors Program course descriptions in Main Campus Undergraduate Course Descriptions.

Departmental Courses with Honors Designation. Some academic departments offer courses or sections of courses that have been approved by the Honors Program Chair to be counted as honors courses. Honors Status is granted to departmental courses that go above and beyond the standard curriculum in a meaningful manner. This may include but is not limited to interdisciplinary study, academically connected service projects and independent research. Honors Status can also be granted to

sections of standard courses that include additional work that broadens and/or deepens understanding of the course topic in a meaningful manner that emphasizes student-instructor interaction.

Honors Contracts. Honors students may request that a non-honors course receive Honors Status by completing special honors-level work within the context of that course. Students would need to complete an Honors Contract during course registration that would specify the additional work that would be completed. The Honors Contract would need to be approved by both the Honors Program Chair and the course instructor. The additional work would need to broaden and/or deepen understanding of the course topic above and beyond normal course requirements while emphasizing student-instructor interaction. Special consideration will be given to Honors Contract work that embraces either interdisciplinary thought and/or service learning in a meaningful manner

Senior Honors Thesis/Project. In order for a student to receive Honors recognition upon graduation, they must complete an honors thesis/project. The honors thesis/project requirement can be fulfilled either by completing HON 401 or by completing a similar senior thesis/project through a specific academic department.

Any student pursuing an honors thesis/project must first submit a proposal for approval by the Honors Chair as well as an advisory faculty member in the associated academic department. The advisory faculty member must be willing to supervise and evaluate the thesis/project. Upon completion, the thesis/project must be submitted and evaluated by both the Honors Chair and the advisory faculty member. The proposal must be proposed and approved prior to the semester in which the student will be completing the senior honors thesis/project for credit. The proposal needs to contain a description of the project, the advisory faculty member, the nature of the final product from the project and the manner in which the project will be evaluated for a grade.

A completed honors thesis/project must satisfy two additional requirements: (1) Presentation of the thesis/project at the Southwestern College Undergraduate Research Symposium or other academic conference and (2) Sharing of the thesis/project in a meaningful way with a non-academic community such as civic groups (Rotary Club, Kiwanis, Soroptimists, PEO), youth organizations (Scouting, 4-H) or other clubs. The purpose of this second requirement is to demonstrate that in order for our academic work to better serve the broader world, we must communicate our discoveries and explorations beyond the borders of our narrower academic communities.

Honors Program Graduation Recognition. During graduation, Honors Program Scholars can earn one of two designations based upon the number of honors credits successfully completed.

Honors Program Scholar: Successful completion of 9 credit hours of honors coursework including an approved honors thesis/project.

Honors Program Scholar with Distinction: Successful completion of 18 credit hours of honors coursework including an approved honors thesis/project.

Special Academic Studies

Course Designations. At each course level, the following numbers are reserved for the type of courses indicated.

- 51 – independent study
- 52 – readings
- 53 – problems
- 54 – projects
- 55 – topics
- 58 – special literature study
- 59 – practicum
- 60 – internship
- 61 – seminar
- 70 – field experience
- 71 – workshop

Independent Study. The academic curriculum at Southwestern College has been designed to give ample opportunity for independent study. Intended for students who have established a foundation of understanding and competence in a given discipline, independent study permits pursuit of that discipline to an extent or in a specialized area not offered in any established course. Independent studies are to be initiated by the student in conference with a member of the faculty. Approval forms for the study are available at the registrar's office. The form requires a complete description of the work to be done and the basis for grading, the signatures of the student, supervising teacher, and the division chair (for Main Campus student) or vice president for academic affairs (for Professional Studies student). It is to be returned to the registrar's office at the time of enrollment for the course. Two special types of independent study are the honors program and the senior project.

International and Domestic Study Programs (Main Campus). Southwestern College provides counsel and assistance in planning off-campus and international study programs. Opportunities include semester based study programs in Chicago and Washington, DC, as well as numerous possibilities for international study through our affiliation with AIFS. Students wishing to maintain an enrolled status at the college for the period of their study abroad must pay an enrollment maintenance fee. Additional fees, such as for transcript translation and evaluation may apply. Students considering study abroad and domestic travel are encouraged to speak with their academic advisor for instructions and deadlines on how to apply.

Practica and Internships (Main Campus). Southwestern provides several opportunities for students to earn credit for academically related work experience under the supervision of a faculty member. Normally, a single credit hour is equivalent to approximately 45 hours of work during the semester. In order to be considered for academic credit in a particular department, the work needs to be relevant to the academic goals of that department. The number of credits assigned to the practicum or internship will be determined by the supervising faculty member based upon the number of hours of work, the academic relevance of the work and the expected educational benefits of the work. Students enrolled in such courses should be expected to complete academically appropriate assignments in addition to their required work hours.

Practicum – A practicum involves focused experience of a practical nature related to a particular academic discipline, and may take place either on or off campus and may include a classroom component. Typically, a practicum will focus on a single project of limited duration. A student may enroll in a practicum course for one to six credit hours. These courses are available to sophomores, juniors, seniors and graduate students.

Internship – An internship involves a longer term, broader, more intense work experience related to a particular academic discipline, usually taking place at an independent off-campus workplace or agency. Typically, an internship will involve a multiplicity of responsibilities within a workplace setting. A student may enroll in an internship for three to 14 credit hours. Typically, this experience will be supervised by an independent employer in addition to having oversight from a Southwestern faculty member. The internship program is available only to juniors, seniors and graduate students. Participation in the internship program requires previous academic preparation in the general area of the internship as well as academic supervision during the course of the work.

Students seeking a practicum or internship in departments without an approved practicum/internship in the catalog will need to complete a Practicum/Internship Request form. The form needs to include an individualized learning plan or syllabus that describes all student work responsibilities and associated academically appropriate work. This form will require the consent of the supervising faculty member and the employer before being submitted for approval by the relevant Division Chair and appropriate Dean and subsequently filed with the Registrar's Office. The form must be on file in the Registrar's Office prior to the start of the semester in which the work will take place.

Internship (Professional Studies). The internship course provides work experience in industry, social, or civic agencies either voluntary or paid. It is designed for students to make connections between the academic curriculum and industry experience. A student may enroll in an internship for 1-9 credits. A student cannot take the class more than 3 times or for a total of 9 credits. Participation in the program

requires previous academic preparation. Typically this experience will be supervised by an independent employer in addition to oversight from a faculty member with additional academic requirements. All Internships must be approved by the AVPAA for Professional Studies.

Students are responsible for securing their own internships, but should contact PS Faculty Affairs or their Academic Success Coach for assistance and resources to identify and apply for opportunities of interest. Students will participate in an internship for at least six weeks and no less than 15 hours of supervised work per awarded credit hour. Students may take 1-9 credits in internship learning.

- 1 credit – 15 hours
- 2 credits – 30 hours
- 3 credits – 45 hours
- 6 credits – 90 hours
- 9 credits – 135 hours

Practicum (Professional Studies). A practicum involves work experience of a practical nature related to a particular discipline. A student may enroll in a practicum course for one to three credit hours. These courses are available to sophomores, juniors, and seniors. Enrollment in the course should be prior to the start of the practicum.

Social Sciences Honors Program (Main Campus). Focusing on reflective engagement in the world, the Social Sciences Honor Program offers academic challenges and opportunities for promising students majoring and minoring in Social Science disciplines. Within the context of curricular and co-curricular opportunities, the program offers a vital community in which its members can take full advantage of their intellectual gifts. The program offers specially developed course work and events focused on multidisciplinary interactions; promotes collaborative relationships between students and faculty; cultivates talent for research, inquiry, and problem-solving; engages its members in the intellectual life of the division; and promotes leadership and service to the community.

In addition to majoring or minoring in the Social Sciences, requirements for invitation to the Social Sciences Honors Program includes a high school cumulative GPA of 3.7 or higher and a composite ACT of 25 or higher for first year students. For transfer or current students, the requirements are a college GPA of 3.5 or higher. Requirements for graduating with Social Science Honors include the successful completion (at a B or higher) of six honor courses in Social Sciences as well as a senior thesis or project developed with the student's Social Sciences advisor and approved by the Social Sciences division. Regular attendance at co-curricular events is also expected.

Special Lectures. Roy L. Smith-Willson Lectures were established by Mr. and Mrs. J. M. Willson of Floydada, Texas, to call attention to the important moral and religious aspects of education. Outstanding leaders of the nation are invited to give these lectures. Parkhurst Lectures on the Bible were established by Dr. and Mrs. George Parkhurst to bring to the campus scholars who are known for their unusual ability to interpret the meaning and purpose of the Bible for a student generation. The Paul V. Beck Lectureship on Science and Religion was established by Paul V. Beck of Tulsa, Okla. Well-known scientists and Bible scholars present the Beck Lectures. The Docking Lecture in Leadership and Public Affairs brings to campus notable political leaders and commentators for a public lecture. Funding for the lecture is provided by Union State Bank, William Docking, and Thomas Docking. Past presenters of the lecture include Sen. Pat Roberts of Kansas, NBC reporter and election analyst Chuck Todd, and Professor Larry Sabato of the University of Virginia; author and award-winning documentary filmmaker Sabastian Junger; and General Wesley Clark.

Graduate Academic Policies

Academic Integrity

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

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

Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," copying, pasting, and turning in an essay or answer generated by Artificial Intelligence (A.I.) tools.

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. Some uses of A.I. tools (may be appropriate given specific class assignments and applications, but any copying of phrases, sentences, or whole paragraphs generated by A.I. constitutes plagiarism.

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, without the express written consent of the instructor); etc.

Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material that 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 above.

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.

Academic Integrity Violation

The instructor shall determine if the infraction is intentional or unintentional. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the vice president for academic affairs to the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies). On the first offense, violations of the academic integrity policy will result with a reprimand (written or verbal) for unintentional violations and a zero for the assignment (paper, exam, or project) for intentional or flagrant violations.

Unintentional infractions may be reported to the vice president for academic affairs at the discretion of the faculty member. All infractions deemed by the faculty member to be intentional or flagrant must be reported in writing to the vice president for academic affairs; the student will also be notified

verbally or in writing. The vice president for academic affairs shall keep a record of reported infractions and sanctions.

A second or any subsequent intentional or flagrant violation of any part of the academic integrity policy during a student's academic career at Southwestern is grounds for suspension and requires a conference with the vice president for academic affairs to determine the outcome. 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 vice president for academic affairs office within thirty days of the suspension announcement. The appeal will be heard by the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies) and the committee's decision shall be final.

Course and Registration Policies

Adding or Courses. Prior to the add/drop deadlines, students may add or drop a class either online or by submitting the appropriate form to the registrar's office. After the last day of the add/drop period, students wanting to drop a class must go through the official withdrawal process (see Official Withdrawal from Courses). Deadlines for the add/drop period are posted on the academic calendar.

Audit of Classes. This option is not available in graduate 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, a request in writing must be made to the vice president for academic affairs.

Course Numbering System. Courses are numbered by level:

Freshman	100
Sophomore	200
Junior	300
Senior	400
Graduate	500 and higher

Course Participation. Regular attendance in class is required. Failure to attend the class may affect a student's grade for the course. Students who fail to demonstrate participation in an online course by the end of the first week of class may be dropped unless other arrangements have been made with the instructor.

Credit Hour Definition. In general, Southwestern College observes the definition of a credit hour as defined by the federal government: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or (2) at least an equivalent amount of work as required in item (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Enrollment Status. Enrollment status is defined as follows:

Full Time	9 hours or more
Three Quarter Time	6 to 8 hours
Half Time	4.5 to 5 hours
Less Than Half Time	1 to 4 hours

Waitlist Policy. Course waitlists are tracked by the student information system. Once space becomes available in a course, students who are first on the waitlist are automatically notified via email. Students are given 48 hours to respond; if they do not respond, they are dropped from the waitlist. During the

add/drop period, students must respond with 24 hours in order to be added to a class. Exceptions to this policy may be made by a written request from the division chair and approval by the vice president for academic affairs.

Grades

Academic Forgiveness. Individuals who have accumulated a grade point average of less than 2.00 at Southwestern College may petition the vice president for academic affairs and the Academic Affairs Committee 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 Academic Affairs Committee 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.

Appeal of Grade. Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the term following the session (Professional Studies) or semester (Main Campus) in which the grade is given.

A grade appeal should only be sought under one of the following conditions:

- When a student contends that their grade had been incorrectly calculated, recorded or reported.
- When a student contends that the instructor has substantially and unreasonably departed from the instructor’s own specified grading standards.
- When a student contends that the instructor’s grading decision was made on some basis other than performance in the course.
- When a student contends to have been subject to grading criteria different from those used to evaluate the academic work of other students in the class.
- When a student is appealing sanctions that are a result of an academic integrity violation.

Informal Resolution

If a student believes they have sufficient grounds for a grade appeal based upon the documentary evidence, an informal discussion with the faculty member is required as the first step.

Formal Resolution

If satisfactory resolution is not achieved informally, the student may then begin the formal resolution.

- Main campus students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to the chair of the division in which the course is taught.
- Professional Studies students may submit a grade appeal form stating the nature of the appeal with documentary evidence and the desired outcome to associate vice president for academic affairs (AVPAA) for Professional Studies.

The division chair or AVPAA will request a written response from the instructor. After receiving the instructor response, the division chair or AVPAA will respond to the student.

In the event that the appeal is not resolved by the division chair or AVPAA, he/she will submit the appeal with documentary evidence to the vice president for academic affairs. The vice president will schedule a meeting of the appeals committee.

- The appeals committee will be made up of the vice president for academic affairs, dean of students (or assistant dean of students), and the chair of the Academic Affairs Committee (main campus) or Academic Affairs Council (Professional Studies).
- The committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of this issue. This committee will render the final decision on the appeal.
- Notification of the grade appeal findings will be forthcoming from the vice president for academic affair's office within 30 days of the start of the formal resolution process.

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

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, issued for non-attendance (0 points)

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

DEF =	Deferred (Applies only to EDUC901, EDUC902, EDUC904)
WD =	Withdrawal from a course
AW =	Administrative withdrawal from a course
I =	Incomplete work
WM=	Withdrawal by Army (obtained through the Army)
S=	Satisfactory work
U=	Unsatisfactory work

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

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 30 days after the close of the session for which the Professional Studies student is petitioning an extension. An earlier deadline may be imposed as agreed to by the student and teacher. Professional studies students are required to have completed a minimum of 50 percent of the course work before an incomplete can be granted. Extension of the deadline may be allowed by special permission by the vice president for academic affairs 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.

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

During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

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

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.

Withdrawal from Courses (Main Campus). 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.

Withdrawal from Courses (Professional Studies). A student may withdraw from a course at any time before the start of the last week of class in a regular six week session and receive a grade of “WD.” For courses lasting longer than six weeks, the last date to withdrawal is two weeks before the end of the course. Withdrawal requests must be made in writing or by submitting the online form at <https://web03.sckans.edu/pswithdraw/>. A charge will result for any course withdrawal after the end of the first week of class. Military students who wish to inquire about the impact of mobilization, activation, and temporary duty assignments on academic standing and financial responsibilities associated with adding, dropping and withdrawing from a course, should speak with their academic success coach.

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.”

Academic Standing

Academic Probation (Main Campus). 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 Academic Affairs Committee.

Academic Probation (Professional Studies). Professional Studies students are evaluated for academic progress once a semester provided they have attempted at least 9 credits. If at the time of evaluation the cumulative GPA falls below that required for graduation, or the earned GPA for the period of evaluation is less than that required for graduation, the student will be placed on academic probation. A conditionally admitted student whose evaluation period GPA is 3.0 or above will not be placed on probation. If a conditionally admitted student earns a GPA below 3.0 during the first evaluation period, the conditional admission is rescinded and the student will no longer be a Southwestern College student. Students on probation will be limited to taking 9 credits per semester and may have other stipulations or conditions while on probation. Students who want to appeal probation should consult with their academic success coach for an explanation of the process. The appeal will be heard by the Academic Affairs Council.

Academic Suspension (Main Campus) Students who fail to make minimum progress toward the degree and who fail to maintain defined academic standards set by the Academic Affairs Committee 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.

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.

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 Academic Affairs Committee and the committee’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 Academic Affairs Committee and the committee’s decision will be final.

Academic Suspension (Professional Studies) Students on probation who fail to raise their cumulative GPA to what is required for graduation or above at the end of the next evaluation period will be suspended. Students on probation who fail to earn what is required for graduation in the next evaluation period will be suspended. After waiting at least three sessions following the suspension, students may appeal the suspension and request re-admittance following consultation with their academic success coach. The appeal will be heard by the Academic Affairs Council.

Transfer Credit

Requests for the transfer of hours earned in other accredited graduate programs may be made through the students’ academic advisor (Main Campus) or academic success coach (Professional Studies). Only hours completed at an institution recognized by the Council of Higher Education Accreditation with a final grade of “B” or better may be considered.

Typically, no more than six semester hours 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. A minimum of 30 unique hours are required for a second degree.

Students who have completed graduate-level courses outside the US and who wish to transfer credits into a Southwestern College graduate program must provide an official copy of the transcript with an English translation and a third-party evaluation of the transcript from a recognized transcript evaluation service.

See below for additional information for policies about transfer credit for the Ed.D. and M.Ed. Programs.

Transfer Credit for Doctor of Education (Ed.D.) Program

Previously earned graduate credit will only be applied through the receipt of official transcripts. A master’s degree from another institution will transfer in as a completed master’s degree within the Ed.D. program. For all degrees not previously conferred, a maximum of six hours may be substitute or /transferred in from another institution. Only graduate credits and earned after the conferral of a master’s degree may be applied to one degree: M.Ed. and Educational Leadership Core/Dissertation Core. All transfer credits must be applied within the first semester of the student’s beginning the program, unless formal exception is granted by the Vice President of Academic Affairs.

Transfer Credit for Master of Education Program

Graduate transfer courses must have been awarded within five years from the date of program entry. Undergraduate courses may be transferred for Kansas Department of Education licensure requirements credit only. Up to three semester hours, or equivalent, may be transferred from courses that do not directly correspond to catalog descriptions for elective courses in special education. Transfer courses for the special education program must be in the field of education or psychology and be directly related to the licensure standards for adaptive special education teachers. Prior approval is required to ensure acceptance of transfer courses to fulfill program requirements.

Special Academic Study

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.

Admission to Southwestern College

Southwestern College invites applications from students whose personal and academic records show high standards of achievement, thus giving promise of academic success in the years ahead.

The rationale used in each admission decision for all categories of students is the concern for each student to have a successful academic experience at Southwestern College. The Office of Admission reserves the right to accept or deny each applicant. An applicant who wishes to contest a denial may request a review of the application by the vice president for enrollment management. The appeal will be heard by the admission committee team whose decision shall be final.

Southwestern College does not discriminate on the basis of race, gender, color, religion, age, national origin, ethnic origin, physical disability, or sexual orientation in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities.

Admission Standards

All Main Campus Undergraduate

Applicants for undergraduate studies may be admitted under one of two categories:

Full Admission: Full admission may be granted when the applicant has submitted completed application documents and meets the requirements detailed below. Final official High school transcripts are required for first-time freshmen and transcripts for all college work taken are required for transfer students. Transcripts should be received by the last day to add or drop courses. If transcripts are not received by the last day to add or drop courses a transcript hold will be placed until all transcripts are received. The transcript hold will prevent future enrollment.

Conditional Admission (does not include international students): Conditional admission may be granted when a first-time freshman applicant has less a 2.60 cumulative grade point average. Conditional admission may be granted when a Transfer student applicant has less than a 2.0 grade point average on college level work. Students conditionally admitted can enroll in no more than 14 credit hours per semester.

Main Campus First-Time Freshmen

Graduates of Accredited High Schools. Admission decisions for graduates of accredited high schools are based on their cumulative high school GPA. Students may submit their American College Test (ACT)/Scholastic Aptitude Test (SAT) scores for scholarship consideration, but they are not required for admission.

Southwestern recommends a minimum high school curriculum reflecting the following coursework:

1. Four years of English
2. Three years of mathematics (including algebra 1, algebra 2, and geometry)
3. Two years of science (including one year of general science and one year of laboratory science)
4. Two and a half years of social science (including one year of American history, one year of world history, geography, or equivalent, and a half year of sociology, psychology, citizenship, or equivalent)
5. Two years of foreign language, oral communications, or computer science, or any combination of the three.

Generally, students with a minimum 2.60 cumulative grade point average are admitted without restriction to the college. Students who fall below the criteria may be conditionally admitted.

Students who are conditionally admitted are expected to fulfill these requirements for their first semester of attendance:

- Enroll in and satisfactorily complete ESKL 079.
- Enroll in no more than 14 credit hours.

Graduates of Non-Accredited High Schools and Home School Students. Students graduating from non-accredited high schools, home school students, and GED completers may apply using one of the three options listed below:

1. Admission decision will be based on a combination of curriculum equivalent to that required of accredited high school graduates and grade point average.
2. Admission decision will be based on a combination of a portfolio of accomplishments during the student's high school years and ACT/SAT scores.
3. Admission decision will be based on scores on the General Education Development (GED) test that are above the 50th percentile.

Main Campus Advanced Placement Scholars. Southwestern College will accept as special students those who are currently completing their high school courses of study and who wish to take up to six hours of college credit per semester. Permission must be granted by the appropriate high school administrators.

Main Campus Transfer Students

Students who have completed high school and who have accumulated more than twelve college credits since then are classified as transfer students. Admission decisions for these students are based on a combination of college grade point average and curriculum. Official transcripts for all college work taken are required for transfer students. Official transcripts should be received by the last day to add or drop courses. If official transcripts are not received by the last day to add or drop courses a transcript hold will be placed until all official transcripts are received. The transcript hold will prevent future enrollment.

A cumulative grade point average of 2.0 or higher is required for transfer students. This grade point average will be calculated on core courses or courses that are equivalent to Southwestern College courses (exclusive of activity credits).

If the student is transferring with fewer than 12 hours of credit, a transcript from an accredited high school showing graduation or a GED with a score above the 50th percentile will also be required for admission.

In order to graduate from Southwestern College, transfer students must complete a minimum of 60 hours at an accredited four-year academic institution. Thirty of the 60 hours must be completed at Southwestern.

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. Applicants must demonstrate one of the following:

1. English as a Foreign Language (TOEFL):
 - TOEFL PBT- 60
 - TOEFL iBT - 70

2. International English Language Testing Service (IELTS) with a score of 5.5 or higher;
3. The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.
4. Duolingo English Test (DET) with a score 90 or higher.

Entering freshmen must have graduated from a secondary institution in their home country and must provide official transcripts of all high school credit. Transfer students must provide official college transcripts and record of any degree awarded. All foreign credentials not listed in English should have an accompanying literal translation.

Professional Studies Undergraduate

Southwestern College Professional Studies invites applications from working adults, military members and other individuals who are seeking to continue their education. All degree-seeking applicants must have graduated from an accredited high school or have successfully completed the GED®. Students who have completed high school (or GED®) and have earned more than six college credits are classified as transfer students. A cumulative grade point average (GPA) of 2.0 is required.

Applicants for undergraduate studies may be admitted under one of two categories:

Full Admission: Full admission may be granted when the applicant has submitted completed application documents and meets requirement detailed above.

Conditional Admission: Conditional admission may be granted when an applicant has less than a 2.0 grade point average in high school or college level work. Students conditionally admitted can enroll in no more than one course session per session, for the first three sessions of attendance.

Transcripts should be received by the end of the fourth (4th) week of the first (1st) session in which the student is enrolled. If transcripts are not received by the fourth (4th) week of the first (1st) session, the student will be dropped from courses in future sessions and a transcript hold will be placed until all transcripts are received. The transcript hold will prevent future enrollment. In situations where a transcript cannot arrive before the four week deadline due to circumstances outside of the student's control, the student may petition for an exception.

Professional Studies Undergraduate Non-Degree Seeking Students

Guests are welcome to enroll in 100- or 200- level Southwestern College Professional Studies courses. Guest students wishing to enroll in 300- or 400- level courses must have the approval of the Associate Vice President of Academic Affairs. Guest students are allowed to enroll for a maximum of 15 credit hours with non-degree-seeking status. Exceptions will be allowed under special military agreement.

Students seeking a Professional Studies certificate only are admitted with non-degree seeking status. Exceptions will be allowed under special military agreement. If non-degree students wish to pursue a degree program, they must declare their intent in writing and must meet all admissions requirements. Hours earned as a non-degree student can be applied toward admission requirements.

Master of Education

Applicants for the Master of Education must hold a baccalaureate degree from a regionally accredited college or university with a cumulative grade point average of 3.0 on a 4.0 scale. Some applicants may be granted conditional admission if grades do not meet this standard. Conditionally admitted students who maintain a 3.0 grade point average after completing 6.0 credit hours are considered fully admitted. Additional admission requirements follow:

- Applicants for the Master of Education in special education – high incidence disabilities must hold a current teaching license. A waiver may be granted which will allow candidates to work

in a special education position while the candidate takes classes. After designated classes have been completed, a provisional license may be granted. This is a special arrangement with the State of Kansas, a hiring school district, Southwestern College, and the candidate. Candidate's progress is shared among all parties. In addition, an interview is required during enrollment in EDUC514.

- Applicants for the Master of Education in special education – low incidence disabilities must hold a current teaching license. A waiver may be granted which will allow candidates to work in a special education position while the candidate takes classes. After designated classes have been completed, a provisional license may be granted. This is a special arrangement with the State of Kansas, a hiring school district, Southwestern College, and the candidate. Candidate's progress is shared among all parties. In addition, an interview is required during enrollment in EDUC514.

Main Campus Master of Business Administration

Applicants for the main campus Master of Business Administration program must have completed a baccalaureate degree from a regionally accredited institution with a minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale. Some applicants may be granted conditional admission if grades do not meet this standard 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 3.0 and upon the removal of any condition that was specified at the time of admission.

Doctor of Education in Educational Leadership (Ed.D.)

A K-12 licensed educator with a bachelor's degree and a minimum of five years of teaching by the end of the program is eligible to apply for this program.

- The master's degree-bearing applicant must have earned a minimum GPA of 3.5 in all graduate work. No GRE scores are required.
- The bachelor's degree-bearing applicant must have earned a minimum GPA of 3.25 overall or from the last 60 hours of academic work.
 - GRE scores of 150 or higher required on the verbal and quantitative sections is required for applicants from US colleges/universities.
- Credits earned while completing a master's degree cannot be applied toward a doctoral degree.
- Applicants must be employed and/or licensed in educational services or a related field.
- Admission to the higher education emphasis requires that a master's degree has been completed prior to admission.

In addition to the admissions application, an applicant must submit:

- A written statement of purpose
- A written commitment from the district/workplace where employed
- Original, official transcripts for all college-level work awarded from a regionally accredited institution.

Main Campus Graduate Programs – 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 PBT score of 60 or higher or a IBT 70 or higher;

- International English Language Testing Service (IELTS) with a score of 5.5 or higher;

Professional Studies Graduate Students

Southwestern College Professional Studies invites applications from working adults, military members and other individuals who are seeking to continue their education at the graduate level. All degree-seeking applicants must have completed a bachelor's degree from an institution recognized by the Council on Higher Education Accreditation (or the foreign equivalent for an international applicant). Those who are completing a bachelor's degree may also apply if they will hold this degree by the time they enroll or will need to be conditionally admitted.

Applicants for Professional Studies graduate education programs should refer to the program description for information about admissions requirements. To be considered for admission for all other Professional Studies graduate programs, applicants' transcripts should document at least one of the following:

- a cumulative undergraduate grade point average (GPA) of at least 3.0 based on a 4.0 system
- 3.0 GPA for the last 60 semester hours in a degree program
- 3.0 GPA for a completed graduate degree program

Applicants for graduate studies may be admitted under one of two categories:

Full Admission: Full admission may be granted when the applicant has submitted completed application documents, and the applicant meets the requirements detailed above.

Conditional Admission: Conditional admission may be granted when an applicant falls in one or more of the following categories: has less than a 3.0 grade point average; applies for graduate work while completing the last semester of a bachelor's degree; and/or has not submitted an official transcript from the degree-granting institution.

For students who are conditionally admitted based on less than a 3.0 grade point average, failure to earn a 3.0 SC grade point average after attempting nine (9) credits will result in the conditional admission being rescinded. Further enrollment at Southwestern College will be denied. For students who fail to successfully complete their bachelor's degree, the conditional admission will be rescinded. They may reapply after completing their degree. Students conditionally admitted on the basis of delayed or missing official transcripts may enroll in courses. In order to ensure continuing enrollment, the transcript must be received by the end of the fourth (4th) week of the first (1st) session in which the student is enrolled.

Southwestern College Professional Studies reserves the right to accept or deny each applicant.

Main Campus and Professional Studies Non-Degree Graduate Students

Students who do not plan to work for an advanced degree or who are only seeking a graduate certificate may be admitted as non-degree students. Non-degree students need special approval from the director of admissions prior to enrolling in their first course. A maximum of 15 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.

Application Procedures

Main Campus First-Time Freshmen, Transfer and International Students

To be admitted to Southwestern College, the applicant should follow the steps outlined at <http://www.sckans.edu/admissions/apply-now/>. An international applicant should refer to <http://www.sckans.edu/admissions/international-students/> for the application procedures.

Professional Studies Undergraduate

To apply to Southwestern College Professional Studies, applicants must follow the steps outlined at <http://ps.sckans.edu/admissions-center>. Official transcripts, including military or other externally

evaluated transcripts, must be sent directly from your previous institutions to the Southwestern College office of the registrar and cannot be transmitted from or by a student directly.

Main Campus and Professional Studies Graduate Students

Applicants for main campus graduate programs should follow the process described at <http://www.sckans.edu/graduate/education-med/admission---main-campus/> for the Master of Education programs and at <http://www.sckans.edu/graduate/business-mba/admission/> for the Master of Business Administration program. Official transcripts, including military or other externally evaluated transcripts, must be sent directly from all previously attended institutions to the Southwestern College office of the registrar and cannot be transmitted from or by a student directly.

Applicants for graduate Professional Studies programs should follow the process described at <http://ps.sckans.edu/admissions-center>. Official transcripts, including military or other externally evaluated transcripts, must be sent directly from all previously attended institutions to the Southwestern College office of the registrar and cannot be transmitted from or by a student directly.

Readmission

Main Campus

Students who have not enrolled for the equivalent of more than two semesters or who have not enrolled for one semester and attended any other institution are required to complete all necessary steps for readmission.

To be considered for readmission to SC, the student should complete the transfer admission application form online at https://swkans.secure.force.com/apex/main_campus_web_application and have the official transcript of all colleges attended while not enrolled at SC sent to the Southwestern College Office of Admission.

Professional Studies

Students who have not enrolled for the equivalent of more than three semesters are required to contact a Professional Studies admissions counselor to complete all necessary documentation for readmission. Students who leave the bachelor's program but re-enroll having missed no more than one year (counting fall, spring, and summer semesters as one year) may follow the catalog under which they were previously enrolled.

Student Services

Through Student Affairs, Southwestern College offers many avenues for student to pursue diverse interests, explore new possibilities, and become active in the world outside of the classroom.

Bookstore

Students wishing to order books through the Southwestern College bookstore may do so online at MBS Direct/BNC at <https://bncvirtual.com/sckans>. For Southwestern College apparel and merchandise, the Moundbuilder Market is open during the school year in the lower level of the Roy L. Smith Student Center. The Market is also online at <https://moundbuildermarket.store/>.

Campus Life

The Campus Life Office complements the Southwestern College mission by providing and supporting programs, services and activities that encourage the spiritual, intellectual, social and physical growth of Southwestern College students. Applications and resources concerning student organizations and programs, volunteer opportunities, and general Campus Life information may be found in the office.

Campus Ministry

Southwestern College is related by covenant to the United Methodist Church. At the same time, the presence of students and faculty affiliated with other denominations lends diversity and richness to campus life.

In accordance with its Wesleyan heritage, Southwestern promotes intellectual growth alongside personal spiritual development. The Christian faith community seeks to provide an active and visible presence on campus.

Numerous opportunities exist for students, faculty, and staff to share in worship, community service, and Christian fellowship. Campus religious activities include weekly chapel, mission trips, worship team, Bible studies, and lectures.

Career Planning

Career planning services for main campus students are coordinated through the Career Center. Assistance with resume writing, interviewing, and career strategizing is available on in workshops and on an individual basis and. Information about job openings, graduate schools, internships, and study abroad programs are also housed with each academic division.

College Regulations

All students are expected to follow the rules and regulations of Southwestern College including those published in the catalog and posted on the internet at <https://sckans.edu/policy>. Enrollment in the college will be interpreted by the college as the student's acceptance of the college rules and regulations. Therefore, all students have a responsibility to be familiar with the documents mentioned above and any others which may be promulgated. Actions or behavior inconsistent with the Christian and academic traditions of the institution or unacceptable to the established community standards may result in suspension or expulsion. Enrollment at Southwestern College is interpreted by the institution

to have both academic and social/behavioral implications. Students will be responsible, respect community rules (both campus and municipal), and recognize the rights of others.

Deets Library

With quiet study spaces, computers, full-text online databases and professional librarians to help students with research, the library is committed to providing high quality customer service including assistance with research, providing spaces for group collaboration as well as quiet individualized study, and recreational reading and viewing.

Disability Services

Southwestern College is committed to pursuing an equal educational opportunity and full participation for people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Southwestern College does not exclude otherwise qualified people with disabilities, solely by reason of the disability, from participation in Southwestern College programs and activities, nor are people with disabilities denied the benefits of these programs or subjected to discrimination. Students may contact the assistant director of student success to request academic accommodations. Students will need to supply documentation of their disability and complete a request each semester for academic accommodations.

Quantitative Learning Center

The Quantitative Learning Center (QLC) provides programs to enhance competency and confidence with the use of mathematics and statistics. The QLC offers quantitative learning techniques, projects, and collaborations, as well as math tutoring. The Math Help Desk provides tutoring in algebra, calculus, statistics, and accounting. The QLC office is located in Beech 101.

Residential Life

All full-time students are required to live on campus except those who are married, veterans, 21 years old or older and have reached senior status, or live with their parents or legal guardians.

One large dining room, a snack bar, and a mail center are located in the Student Center to serve all students.

Students who live on campus are required to purchase a meal plan except for those residing in Honor or Warren apartments. Students living in Warren or Honor may purchase flex meal dollars instead of a meal plan.

Rooms for new students are assigned by the director of housing during the summer. The college reserves the right to make changes in room assignments and living accommodations.

Student Success Center

The Student Success Center facilitates the academic success of Southwestern students by offering supplemental instructive support, such as providing peer tutoring, computer assisted learning, workshops/seminars, and supplemental learning, as well as serving as a reporting center for academic difficulty.

Student Wellness Services

College students face a variety of social, personal, and academic problems. To help with this aspect of student development, Southwestern College provides a wellness coordinator who provides emotional support and programming. Emergency psychological services are provided through external contractors.

Activity Program

Student organizations are formed to meet the social, academic, and service needs of the students. These give the incentive and opportunity for student leadership and interaction. The purpose of student organizations is to increase campus enjoyment for the student and for enriching the total educational experience.

Academic and Honorary Societies

Southwestern has active chapters in national honor societies. Membership in these organizations is in recognition of good scholarship and effective participation in the respective fields.

Athletics

The athletic program at Southwestern is a part of the educational program. As such, its purposes are: (1) to improve the participants as persons by inculcating the ideals of good sportsmanship, good health, disciplined living, and team play, (2) to enrich the total experience of the entire student body, (3) to provide recreation, and (4) to provide laboratory experience for those planning professional work in physical education and recreation. The total athletic program should raise the morale, spirit, and tone of the campus life. To those ends the college maintains programs in club sports, intramural, and intercollegiate athletics. Southwestern College, whose athletic teams bear the name “Builders,” competes in the Kansas Collegiate Athletic Conference.

Music

Southwestern College sponsors and partners with several organizations that are open to participation from the general campus community. These include the South Kansas Symphony the SC Band, the A Cappella Choir, and several small vocal and instrumental ensembles. Individual music instruction is available for voice and a variety of instruments.

Publications

Southwestern College supports the Collegian, the campus student-managed newspaper.

Radio Station

The college owns and operates the 100-watt 94.7 FM radio station, KSWC. KSWC is designed to provide informative and entertaining listening for Southwestern students and the Winfield community. Students work on-the-air and behind the scenes broadcasting music and news. The station is also the voice of Moundbuilder sports, broadcasting live football and men's and women's basketball games every season.

Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich learning experiences, teach civic responsibility and strengthen communities. At Southwestern there is a strong emphasis on service learning as evident in our mission statement: “Leadership through service in a worked without borders.” There are three service learning teams on campus.

Discipleship Southwestern Discipleship Southwestern gives students the opportunity to study the Bible in a supportive group of fellow travelers and in a systematic way. Discipleship teams gain real confidence in knowing the Scriptures and applying them to daily life.

But the Christian faith is more than a series of devotional practices—worship on Sundays, Sunday school, youth group, etc. Christians realize that faith means service—giving time and physical effort to meet the needs of others. Discipleship Southwestern challenges students to make service a normal part of their lifestyle.

Green Team Founded in 2007, the SC Green Team is a program composed mostly of students along with faculty and staff who are interested in making Southwestern College and the surrounding area a more environmentally friendly place. Through small endeavors like recycling to larger projects such as creating sustainable energy, the SC Green Team hopes to create a positive impact on the world around us and be good stewards of the natural resources of the Earth.

Leadership Southwestern The Leadership Southwestern program is looking for students with academic strength, leadership experience, and a desire to answer the call to lead. Students selected for the leadership team will have the opportunity to learn and practice, and practice and learn.

Leadership classes involve the use of high-level communication skills and hard work which help students do quality work on their leadership projects. Leadership projects require students to perform at a level that exceeds their current ways of getting things done, making leadership classes essential. Team

experiences and trips give members a creative arena for learning, making friends, broadening their world view, and being in service to others.

Student Foundation

The Student Foundation is responsible to the student body to direct and plan programs that provide a wide range of connection opportunities for students. Specifically, programs of the Student Foundation encourage enthusiasm and support for Southwestern College and are directed toward three major areas: traditions, activities, and student recruitment.

Student Government Association

The objective of student government is to involve the student directly in addressing campus concerns and policy. The Student Government Association is the main student governing body and concerns itself with all phases of campus life. Representatives from the student body, appointed by the SGA, hold positions on a wide variety of committees throughout the institution. SGA maintains its own budget and allocates fees to worthwhile campus projects.

Theatre

Three auditoriums—a proscenium stage, an arena theatre, and a recital hall—allow for a variety of productions at Southwestern. Since its organization in 1919, Campus Players has demanded proficiency in acting and production from its members. Numerous productions ranging from the classic to the modern provide ample opportunity for participation.

Tuition and Fees

Main Campus Tuition and Fees

Each student is charged tuition which covers approximately 45 percent of the cost of educational services provided by the college. The balance of the cost is met by income from endowment and by gifts from alumni, trustees, churches, and friends of the college who are willing to help support the kind of education Southwestern provides. A substantial financial aid program also assists and encourages students.

Tuition costs are firm. Room rates are higher for suites, private rooms, and apartments. Full-time tuition includes 12 to 18 hours in undergraduate, campus-based courses. When a full-time student is enrolled in more than 18 hours, an overload charge is made for the additional hours.

A portion of tuition supports the student center, which is available to full-time students without further charge. Additional fees may be charged for student activities, special programs, overload hours, music lessons, materials fees and labs. Students taking fewer than 12 hours in the fall or spring terms are classified as part-time students and pay tuition at the part-time rate per credit hour.

Tuition and fees are listed at <https://www.sckans.edu/student-services/student-accounts/costs>. Information on the estimated Cost of Attendance (COA) budget can be at <https://www.sckans.edu/student-services/student-accounts/costs>.

Special Tuition Programs

Some students may qualify for special programs offered at reduced tuition rates. These rates are subject to specific restrictions. Enrollment must be in regularly scheduled undergraduate classes (not independent studies, practica, or similarly-styled courses) offered on the main campus. Special-rate students are welcome, provided space is available and course prerequisites are met, and provided a sufficient number of regular students are enrolled. Guest students are allowed to enroll for a maximum of 15 credit hours with non-degree-seeking status. Appropriate fees may be charged where applicable. Special rates do not apply to summer semester courses. Individuals qualifying for special rates include the following:

Advanced Placement Scholars High school seniors may enroll in up to six hours each semester if permission is granted by the high school principal or counselor.

Cowley County Community College Students Full-time students at Cowley County Community College may concurrently enroll in one Southwestern course if permission is granted by the CCCC academic dean.

Senior Citizens. Residents of Cowley County who are 65 years or older may take up to 15 hours of courses, as a non-degree-seeking guest, free of tuition charges provided space is available and course prerequisites are met.

Professional Studies and Graduate Tuition and Fees

Tuition and fees are listed at <https://www.sckans.edu/student-services/student-accounts/costs>. Information on the estimated Cost of Attendance (COA) budget can be at <https://www.sckans.edu/student-services/student-accounts/costs>.

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.

Failure to make Payment Arrangement: Failure to pay in full or arrange for a payment plan by the first day of 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 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 business day 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 in person, by mail or by phone through the Student Accounts office.

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.

Cashiering Services: In addition to making payments, students may cash checks for up to \$100 a day at the Student Accounts office.

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 non-refundable fee per semester 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 over three months in the summer (May-July). Failure to pay according to the payment plan agreement may result in a stop on the student account until it has been brought to a current status. Missed or late payments may 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 the Student Accounts at Accounts@sckans.edu or to 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
- Student name
- Course and/or fees that have been pre-approved for payment.

Company Reimbursement: For tuition reimbursed by an employer, the student must provide the Student Accounts office a copy of their employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement. Letters and vouchers can be submitted to Student Accounts at Accounts@sckans.edu or to 100 College Street, Winfield, KS 67156. 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 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 Tuition Assistance

Active Duty Air Force, Reserve Air Force, and Army: After registering for courses with Southwestern College, all active duty Air Force, reserve Air Force, and Army students who wish to use Tuition Assistance (TA) as payment for their course(s) and fee(s) will need to log in to their appropriate education portals 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 Student Accounts at Account@sckans.edu.

Navy, Marines, Coast Guard and DOD: After registering for courses with Southwestern College, all Navy, Marine, Coast Guard 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 Student Accounts at Accounts@sckans.edu.

VA Educational Benefits

- Veterans attending main campus 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.
- Veterans attending Professional Studies who wish to activate VA education benefits at Southwestern College should contact VA@sckans.edu. Students must also select the GI Bill® payment option in ePayment each semester. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.
- Penalty will not be imposed to the student, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

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

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 the business office, which will notify the student.

Cancellation of Charges

Any registered student who does not officially withdraw in writing is financially liable for all tuition and associated fees. Students who officially withdraw from the college may be eligible for some cancellation of charges. To withdraw, students should give notice in writing at the registrar's office by the deadline to withdraw from a course.

16 Week Main Campus Fall or Spring Semester. Tuition, fees, room, and board are cancelled according to the following schedule:

Period	Amount Cancelled
First 8 class days	90%
To end of 2 nd week	80%
To end of 4 th week	70%
To end of 6 th week	60%
To end of 8 th week	50%
To last day to withdraw	40%
Later	No cancellation

Courses Less than 16 weeks in Length. Tuition, fees, room, and board are cancelled according to the following schedule:

For courses lasting two weeks or less:

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

For courses lasting six weeks:

Period	Amount Cancelled
To end of 1 st week	100%
To end of 2 nd week	70%
Later	No cancellation

For courses lasting eight weeks:

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

For courses lasting twelve weeks:

Period	Amount Cancelled
To end of 1 st week	100%
To end of 4 th week	70%
Later	No cancellation

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.

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

Southwestern Aid: The amount returned is the same percentage as the amount of charges cancelled.

State and Other Aid: All funds are usable until the student’s account balance reaches zero. Any excess is returned.

For additional information and a full explanation of the college’s Return of Title IV Funds refund policy, refer to the Southwestern College Financial Aid Handbook online at <http://www.sckans.edu/student-services/financial-aid/financial-aid-handbook/>. The Return of Funds policy is found in the section on “Keeping Your Aid” and “Exiting Southwestern.”

Refunds

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

Change from Full-Time to Part-Time Status

Main Campus 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 laptop fee for part-time students 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

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.

Textbook Vouchers

If a textbook is required for a course, it is the student’s responsibility to obtain textbooks. Southwestern College has partnered with MBS Direct/BNC for textbook purchases. If you are a Federal Pell Grant eligible student and need assistance with obtaining your textbooks/course materials please contact accounts@sckans.edu. A Federal Pell Grant eligible student will only be billed for those textbooks/course materials that are purchased from MBS Direct/BNC.

Vouchers for textbooks will be made available to students who qualify. This voucher will allow you to charge books to your SC account and use financial aid to cover the cost. If the charges create a balance on your account, it will be your responsibility for payment. Contact accounts@sckans.edu for more information.

Undergraduate Financial Aid

The financial aid program assists students who want to attend Southwestern College but would find it difficult to do so without financial aid. A comprehensive assistance program of scholarships, grants, campus employment, and loans is available through funds from Southwestern College, the State of Kansas, and the federal government. Depending on individual eligibility, awards will be offered which combine one or more of these types of aid. A full description of all Southwestern College financial aid programs and regulations can be found on the financial aid website www.sckans.edu/finaid.

How to Apply for Financial Aid

Students applying for financial aid must follow these steps:

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. The Southwestern College school code is 001940.
2. To guarantee full renewal of Southwestern College institutional scholarships, the student's FAFSA must be submitted by April 1.
3. Complete and submit all other documents if requested by the Office of Financial Aid.

Financial Aid Rights and Responsibilities

Financial aid recipients have rights and responsibilities which are detailed in the Financial Aid Handbook available at <http://www.sckans.edu/student-services/financial-aid/financial-aid-handbook/>.

Financial Aid 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 areas: successful completion of courses and overall pace toward degree; cumulative grade point average (GPA); and maximum credit hour limit for completion of degree. Satisfactory progress measurements are calculated at the end of each semester (summer, fall, spring).

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).

Successful Completion of Courses and Overall Pace toward Degree. This measurement examines completion of courses in two ways. First it compares the number of credit hours attempted in the most recently completed semester with the number of credit hours earned. Second, it compares the student's cumulative number of credits attempted over the student's academic career with the cumulative number of credits earned. Both ratios must equal 70% or higher 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 – Withdrawal Failure, AW – Administrative Withdrawal, WM – Withdrawal Military.

Maximum Credit Hour Limit for Degree Completion. Undergraduate students are eligible to receive federal and state financial aid up to 186 attempted credit hours. Master's degree level graduate students are eligible to receive federal and state financial aid up to 54 attempted credit hours. Students in the Ed.D program are eligible to receive federal and state financial aid up to 81 doctorate level credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters unless the student submits a successful financial aid appeal.

Financial Aid Warning/Suspension. Students who fail to meet the cumulative GPA, successful completion of classes or pace to degree requirements will be placed on warning for one semester. A student on warning is eligible to receive financial aid for the next semester of attendance. Students on warning who again fail to meet the progress measurements will be placed on financial aid suspension. Students placed on suspension are eligible to appeal the decision.

Students who exceed the maximum credit hour limit for degree completion will be immediately suspended without a warning period. Students placed on suspension for this reason are eligible to appeal the decision.

Conditions for Appeal/Reinstatement/Probation. 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 administrators. 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 inform the student of the decision within two weeks of the appeal deadline. Students who are approved will be placed on financial aid probation and required to follow a prescribed academic plan and once again receive financial aid as long as they meet the requirements of the academic plan. The appeal committee's decision is considered final and may not be appealed further. Students who fail to meet the requirements of the academic plan are placed on financial aid suspension until they rehabilitate the measurements without the use of financial aid.

In all circumstances, student will have their financial aid reinstated and will be removed from financial aid warning, probationary or suspension status when all satisfactory academic progress measurements are once again restored.

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.

Southwestern Grants and Scholarships

Southwestern College offers a variety of grants and scholarships to full-time, undergraduate students attending classes on the main campus. Students may receive a combination of academic, activity, and any of the other need based grants for which they are eligible. Students choosing to live off campus will have their Southwestern aid reduced. With only a few exceptions, scholarships and grants for this group are awarded at admission to the college and are renewable for up to ten semesters if the student maintains a cumulative grade point average of at least 2.0. For the most recent information about scholarship programs being offered by Southwestern College in the current year, visit the Scholarship and Grants section of the financial aid pages of the main campus website.

Southwestern College offers a limited number of scholarships to undergraduate students in the Professional Studies and online programs. Update information can be found on the cost pages of the Professional Studies website.

Federal and State Aid

Southwestern College participates in both federal grant, loan, and work-study programs as well as Kansas state scholarship programs. For a full listing of federal and state aid programs, visit the financial aid pages of the college website.

Additional Aid Sources

United Methodist Scholarships and Loans: Southwestern College participates in scholarship and loan programs managed by the United Methodist Church. For a full listing of programs, visit the financial aid pages of the college website.

State Assistance: Students from states other than Kansas should contact the financial aid office for their state. It may be the case that state assistance is available and can be transferred. Contact the financial aid office for information.

Veterans Administration: VA benefits are available to students who are in the reserves, who are veterans, or who are dependents of veterans. Information is available in the financial aid office or from a local Veterans Administration office.

Other Financial Aid: The financial aid website contains information concerning many other different sources of financial aid that may be of help to students attending college. These sources include, but are not limited to civic and business scholarships, private foundation scholarships and scholarships from the Bureau of Indian Education. Students are encouraged to explore the website for the latest, updated information on these scholarships and discuss options with any member of the financial aid team.

Student Employment

Student employment is available through the Federal Work Study program to students who demonstrate financial need and wish to work part time. Other student employment is available on a limited basis to students who do not qualify for Federal Work Study.

Aid for Study Abroad

While Southwestern College institutional aid does not continue for a main campus student studying off campus, the college does offer scholarships for some programs of study occurring outside of Southwestern College. Information and details on these programs is available on the Southwestern College financial aid website.

Aid for International Students

Southwestern offers scholarship programs designed specifically for main campus international students. Details on these programs can be found on the Southwestern College financial aid website.

For More Information

For application forms or more information concerning any of the financial aid programs described in this section, please write or call:

Office of Financial Aid
Southwestern College
100 College St.
Winfield, Kansas 67156-2499
Phone: (620) 229-6215 or (800) 846-1543 ext. 6215
E-mail: fnaid@sckans.edu
Website: www.sckans.edu/fnaid

Graduate Financial Aid and Fellowships

Some graduate students are eligible for federal financial aid, primarily loans. For information, inquire at the financial aid office on the main campus.

How to Apply for Financial Aid

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.
2. Complete and submit all other documents if requested by the Office of Financial Aid.

Financial Aid Rights and Responsibilities

Financial aid recipients have rights and responsibilities which are detailed in the Financial Aid Handbook available at <https://www.sckans.edu/student-services/financial-aid/financial-aid-handbook/>.

Financial Aid 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 areas: successful completion of courses and overall pace to degree; cumulative grade point average (GPA); and maximum credit hour limit for completion of degree. Satisfactory progress measurements are calculated at the end of each semester (summer, fall, spring).

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).

Successful Completion of Courses and Overall Pace toward Degree. This measurement examines completion of courses in two ways. First it compares the number of credit hours attempted in the most recently completed semester with the number of credit hours earned. Second, it compares the student's cumulative number of credits attempted over the student's academic career with the cumulative number of credits earned. Both ratios must equal 70 percent or higher 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 – Withdrawal Failure, AW – Administrative Withdrawal, and WM – Military Withdrawal.

Maximum Credit Hour Limit for Degree Completion. Undergraduate students are eligible to receive federal and state financial aid up to 186 attempted credit hours. Master's degree level graduate students are eligible to receive federal and state financial aid up to 54 attempted credit hours. Students in the Ed.D program are eligible to receive federal and state financial aid up to 81 doctorate level credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters unless the student submits a successful financial aid appeal.

Financial Aid Warning/Suspension. 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. Students on suspension have the option to appeal the decision.

Conditions for Appeal/Reinstatement/Probation. 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 fail to meet the requirements of the academic plan are placed on financial aid suspension until they rehabilitate the measurements without the use of financial aid.

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.

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.

Notices and Disclaimers

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education record. Under the terms of FERPA, Southwestern College is permitted to disclose directory information about a student without a student's consent, although a student may restrict the release of directory information by completing the Non-Disclosure Form available online and in the registrar's office. The college has established the following as directory information: name; local, home, parent, and e-mail addresses; local, home, and parent telephone numbers; major(s) and minor(s); degrees, awards, and honors received; dates of attendance; enrollment status (full-time, part-time); previous education institution attended; date of birth; class type (main campus, Professional Studies, online); academic (class) level; height and weight of athletic team member; extracurricular activities; and video and photograph.

Under FERPA, a student has the right to the following:

- The right to inspect and review his or her education records (does not include parents' financial information) within 45 days of the day the college receives a request for access.
- The right to request amendment of education records that he or she believes are inaccurate or misleading.
- The right to have some control over the disclosure of personally identifiable information from education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff positions (including law enforcement unit personnel and health staff); a person with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a contractor or other party assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities to the College.
- The right to file with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave, SW, Washington, DC 20202-5901.

For FERPA forms or more information concerning college policies, please contact the office of the registrar at (620) 229-6268 or (800) 846-1543 or registrar@sckans.edu.

Photos

Southwestern College and its representatives on occasion take photographs for the college's use in print and electronic publications. This serves as public notice of the college's intent to do so and as a release to the college of permission to use such images as it deems fit. If a student should object to the use of their photograph, they have the right to withhold its release by submitting a FERPA non-disclosure form to the registrar's office.

Notice of Nondiscrimination

Southwestern College is committed to a policy of nondiscrimination on the basis of race, religion, color, gender, age, national origin, ancestry, marital status, military and veteran status, registered domestic partner status, medical condition, sexual orientation, gender identity, genetic characteristic, physical or mental disability, or any other legally protected characteristic in hiring, admissions, and educational programs or activities, all as required by applicable laws and regulations. The college also practices affirmative action in hiring. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning the Civil Rights Act of 1960, the Age Discrimination in

Employment Act of 1975, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and other related federal, state, and local legislation, executive orders, regulations, and guidelines has been delegated to the director of human resources, Lonnie Boyd, Southwestern College, 100 College, Winfield, KS 67156, telephone (620) 229-6141.

Persons with questions or concerns regarding this policy may contact Lonnie Boyd, director of human resources.

Disclaimer and Compliance Statements

While Southwestern College reserves the right to make changes in its calendar, policies, regulations, fees, prices, and curriculum, the information in this catalog accurately reflects policy and states progress requirements for graduation effective the beginning of the academic year of this catalog.

The college complies with the provisions of the Family Education Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A full statement of Southwestern policy regarding the implementation of the act is available upon request to the registrar. Southwestern College's policy of nondiscrimination is in conformity with applicable federal laws and regulations.

Higher Education Opportunity Act

Southwestern College is in compliance with the Higher Education and Opportunity Act (HEOA) provision for service members readmission based on military service.

AU-ABC Program

Southwestern College Professional Studies is a Category III partner in the Air University Associate to Baccalaureate Cooperative (AU-ABC) program. Southwestern College allows airmen to transfer in their Community College of the Air Force (CCAF) degree (60 credit hours) and work toward an approved bachelor's degree. For more information, including available degree programs, please visit the Air Force Virtual Education Center.

Campus Facilities

Beech Science Center

Beech Science Center and Mabree Laboratory Complex includes an undergraduate research lab, two introductory biology labs, a cellular biology lab, general and organic chemistry labs, introductory physics labs, a lecture hall, conference room, library, science education room, Jewell Family Learning Lab, and offices for faculty and the science center receptionist. The building, completed in 1998, is west of and linked to Mossman Hall.

Christy Administration Building

Christy Administration Building houses most of the college's administrative offices; the student success center; English, computer science, and communication departments; classrooms; the recently-renovated Richardson Performing Arts Center; Helen Graham Little Theatre; and campus radio and television studios.

Darbeth Fine Arts Center

Music, theatre, and art are housed in this complex that includes Messenger Recital Hall, studios, President's Gallery, rehearsal halls, classrooms, offices, and practice rooms.

Deets Library

The Harold and Mary Ellen Deets Library is composed of both a physical facility and a virtual library. Conference room facilities for meetings are available. Also located in the library are classrooms, the Career Center, Stir and Bustle café, and Green Team offices.

Dole Center

Institutional advancement offices are located in this building just west of campus. This includes the college's fundraising and alumni engagement efforts.

Frank A. White Physical Education Building

Constructed in 1968, this building houses the Jim Farney Center (fitness and weight room), a swimming pool, offices, and classrooms.

Mossman Hall

Remodeled in 2002, Mossman houses the social science, business, education, philosophy and religion, leadership, and service learning programs. Educational spaces include labs, classrooms, and study areas.

Residence Halls

Living options include five residence halls and four apartment buildings on campus. Builder, Cole, Broadhurst, Sutton, and Wallingford halls are traditional residence halls. Shriwise, Honor, Reid, and Warren Avenue apartments house from one to four students in each unit.

Richardson Performing Arts Center

The 450-seat Richardson Performing Arts Center (RPAC) is located in Christy Administration Building and was dedicated in 2011. This state-of-the-art facility has ability to accommodate musical and spoken word performances with acoustics adjustable for the occasion. Chapel is held in RPAC.

Roy L. Smith Student Center

The student center includes a top level comprising the dining hall and the Java Jinx snack bar, and a lower level that houses the campus printing and mail center, Computer Information Center, offices for student organizations, and meeting rooms.

Ruth Warren Abbott Laboratories (Greenhouses)

Built in 1971 to serve as a classroom for courses in floriculture, the original greenhouse was expanded in 1996.

Richard L. Jantz Stadium

Dedicated in the fall of 2010, Richard L. Jantz Stadium features an artificial turf field for football and soccer, as well as facilities for track and field. Practice facilities for soccer and football are located east of the stadium.

Stewart Field House

The home of countless basketball and volleyball games since 1924, Stewart is the college's second oldest building on campus and the oldest field house west of the Mississippi still used for its original purpose. The facility houses an indoor arena, athletic offices, locker rooms, and concession stand. A renovation completed in 1998 provided a new entry to the south, the replacement of all windows (including a memorial stained glass window), a new arena floor and bleachers, and renovated locker rooms.

TOMARI Theatrical Arts and Technologist Center

Technical theatre is taught and practiced in the TOMARI Center. Costume storage, a costume shop, set construction space, and classrooms are included in this remodeled building dedicated in 2014.

Welcome Center (Strohl House)

Located at the foot of the 77 Steps, the welcome center houses the Office of Admission and also is used for receptions and other special events.

Wroten Hall

Wroten includes a large classroom/multipurpose room and offices of the Institute for Discipleship.

Main Campus General Education

The general education curriculum at Southwestern College is designed to lead undergraduate students toward outcomes aligned with the mission of Southwestern College. The mission statement emphasizes liberal arts education, professional development, and personal growth. The goals of general education requirements at Southwestern College are to provide students with fundamental academic skills, ground students in multiple disciplinary perspectives, and challenge students to integrate and apply their learning to real world concerns. The general education requirement consists of 33 credit hours. Students may complete general education requirements at any time during their course of study, with the exceptions of the composition sequence ENG 110 and ENG 120, which should be taken during a student's first year of study, and the capstone course PREP 499. PREP 499 is completed under the guidance of the academic advisor and a grade is assigned in the student's final semester of study (some majors require an alternate course). In addition, students are urged to pursue extracurricular learning opportunities through service and leadership activities.

Outcomes and Disciplinary Perspectives of General Education

Outcomes:

1. **Written and oral communication.** Communicating effectively using reading, writing, listening, behavior, media, quantitative data, and technology.
2. **Quantitative literacy.** Using mathematical tools to solve problems.
3. **Individual and social responsibility.** Understanding how to uphold the well-being of one's self and society.
4. **Emphasis on inquiry, critical and creative thinking.** Formulating questions. Analyzing information and complex issues from multiple disciplinary perspectives to arrive at reasoned decisions. Valuing and producing thought or work that is characterized by its inventiveness, expressiveness, or originality.
5. **Respect for cultural diversity.** Understanding the complex identities of others, their histories, and their cultures.
6. **Ethical reasoning.** Conscientiously practicing accepted standards of fairness and integrity.

Disciplinary Perspectives:

- a. **Natural Science.** Courses within the general education curriculum that expose students to the process, results, and limitations of scientific inquiry, and the relationship between science and society.
- b. **Social Science.** Courses within the general education curriculum that provide students with a means to understand ourselves, others, and the forces that shape society.
- c. **The Humanities.** Courses within the general education curriculum that help students explore models and methods for addressing dilemmas and acknowledging truth, ambiguity, and paradox while focusing on the study of the stories, the ideas, and the words that help us make sense of our lives and our world.
- d. **The Arts.** Courses within the general education curriculum that foster imagination and skill in the creation of aesthetic objects, environments, or experiences that manifest the vision of the artist for the purpose of self-expression or shared experience.
- e. **Other Cultures.** Courses within the general education curriculum that provide students with the means and methods to identify and compare different cultural, linguistic, or religious communities of the world.

General Education Requirements

A student must complete the following general education requirements to be eligible for graduation:

Basic Skills:

Composition, six hours:

ENG 110 College Writing 1 and ENG 120 College Writing 2

Speech, three hours:

COMM 102 Elements of Oral Communication

Mathematics, three hours:

MATH 110 College Algebra *or* MATH 215 Statistics and Probability *or* higher level math course

First Year Experience, one hour:

FYE 110 First Year Experience

Ethical Reasoning:

Three or more hours:

BUS 120 Ethics, Society and Business

PHIL120 Ethics, Society and Choices

POLS120 Ethics, Society and Politics

REL 120 Ethics, Society and Religion

Disciplinary Perspectives:

Courses satisfying Disciplinary Perspective requirements cannot be counted toward a student's major course of study, but may be used to satisfy the requirements of a minor or cognate requirements for a major course of study.

Natural Science, three or more hours:

BIOL101 Essentials of Biology

CHEM101 Essentials of Chemistry

NSCI170 Elements of Descriptive Astronomy

NSCI180 Science, Society, and the Environment

NSCI190 Science and Pseudoscience

NSCI201 Environmental Issues

NSCI230 Drugs: Research and Reward

NSCI240 50 Shades of Green

NSCI280 History of Science

Social Science, three or more hours:

HIST121 World History to 1500

HIST122 World History Since 1500

HIST131 American History to 1865

HIST132 American History Since 1865

PHIL101 Introduction to Philosophy

PHIL221 History of Philosophy

PHIL228 Philosophy of Law

PHIL227 Logic

POLS222 International Relations

POLS241 Comparative Law

PSYC112 General Psychology

The Humanities, three or more hours:

COMM208 Critical Thinking and Argumentation

COMM246 History of Television

COMM248 History of the Cinema

COMM262 Science Fiction Television

ENG 202 Introduction to Literary Studies

ENG 203 Literature and the Environment

ENG 204 Literature and the Arts

ENG 213 Survey of English Literature

ENG 227 Survey of American Literature

ENG 280 Digital Literacy

- ENG 335 Survey of World Literature
 REL 201 Introduction to the Bible
 The Arts, three or more hours:
 ART 103 Graphic Design
 ART 123 Basic Drawing
 ART 205 Introduction to Photography
 ART 212 Stained Glass 1
 ART 215 Painting Studio 1
 ART 216 Composing With Paint & Draw Programs
 ART 221 Sculpture
 COMM202 Oral Storytelling
 COMM211 Introduction to the Cinema
 DANC130 Jazz 1
 DANC131 Tap 1
 DANC132 Musical Theater 1
 DANC133 Ballet 1
 DANC230 Jazz 2
 DANC231 Tap 2
 DANC233 Ballet 2
 ENG 337 Creative Writing: Poetry
 ENG 445 Creative Writing: Creative Nonfiction
 IART150 Creativity in the Arts
 IART156 Introduction to World Music
 IART157 Art Appreciation
 IART223 Fine Arts in the Elementary School
 IART231 Theatre Across the Disciplines
 MUS 111 Foundations in Music
 MUS 115 Beginning Guitar
 MUS 150 Concert Band
 MUS 151 Small Ensembles
 MUS 152 College Chorus
 MUS 160 Orchestra
 MUS 230 Private Lessons
 MUS 233 A Cappella Choir
 MUS 242 SC Band
 THTR111 The Theatre Experience
 THTR112-113-212-213 Improvisational Acting

Other Cultures, three or more hours:

- ANTH201 Social and Cultural Anthropology
 COMM348 International Cinema: Western Culture
 COMM349 International Cinema: Asian Culture
 ENG 230 Culture in Context
 HIST342 Russian History
 HIST343 Russian Cultural History
 LANG121 French Language and Culture
 LANG131 Spanish Language and Culture
 LANG141 Italian Language and Culture
 LANG151 Chinese Language and Culture
 LANG161 Arabic Language and Culture
 PHIL226 Modern Russian Philosophy
 PSYC225 Multicultural Psychology
 REL 225 Comparative Religions

The Other Cultures requirement may also be fulfilled with an appropriate intercultural experience that is approved by the vice president for academic affairs for main campus.

Capstone Requirement:

Career preparation, under advisor's supervision, three hours:

- PREP499 Career Preparation and Planning *or* approved alternative

General Education Requirements for Transfer Students

Transfer students must provide an official transcript of coursework done at other institutions to apply those hours toward general education requirements at Southwestern College. Only transfer hours with a grade of “C” (2.0) or better will be counted toward general education requirements. The registrar, following guidelines set by the academic divisions, determines which credits from other institutions satisfy general education requirements at Southwestern College.

Students may appeal the registrar’s decision not to count transfer credits toward general education requirements by petition to the vice president for academic affairs, whose decision on the matter shall be final.

Only hours successfully completed and/or degrees earned at institutions recognized by the Council for Higher Education Accreditation (CHEA) may be considered. Southwestern College does not recognize credit for varsity athletics or remedial coursework.

Any student with an associate of arts degree or an associate of science degree is waived from all general education requirements except PREP 499, Career Preparation and Planning (or equivalent course requirement in the student’s major).

Any student with a bachelor’s degree is waived from all general education requirements.

Any exception to the above requirements must be approved by the vice president for academic affairs.

Main Campus Undergraduate Academic Programs

Southwestern College's curriculum provides opportunity for depth of study in a specific interest area as well as breadth of study enabling the student to encounter significant human questions. While some programs are structured to achieve specific vocational objectives, others are diversified for a variety of life planning goals. There is latitude for a student with comprehensive intellectual interests to pursue an individually structured program of general studies.

The organization of each major or program of study includes a core of essential major courses to develop a basic understanding of the chosen field. Clustered around this core may be a group of cognate courses from other departments chosen to emphasize relationships between disciplines.

In addition to the specific program requirements, students are urged to select courses relating to cultural development and personal interests. These choices may grow out of the student's intellectual curiosity and broad commitment to the human community.

Accounting

Southwestern College's accounting program focuses on practical applications in its approach to teaching students accounting and accounting related topics. Students engage in topics which will further their careers as accountants. Knowledge provided in the students' coursework is based on both theoretical models as well as industry experience. Real world business examples are brought into the classroom for students to dissect and apply knowledge gained in the classroom. Students who's major or minor is within the Business Division must earn a grade of "C" or better in each course taken within the division (ACCT, BUS, ECON, SPMG) to meet graduation requirements.

Student Learning Outcomes

Graduates in Accounting will:

- Identify and apply the appropriate GAAP standards relating to financial reporting
- Apply advanced financial accounting and reporting concepts and procedures
- Demonstrate knowledge of auditing
- Prepare individual and corporate tax returns
- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business

B.A., Major in Accounting

Major requirements:

ACCT281	Financial Accounting (3 hours)
ACCT283	Managerial Accounting (3 hours)
ACCT385	Federal Income Taxation of Business (3 hours)
ACCT386	Cost Accounting (3 hours)
ACCT391	Intermediate Accounting 1 (3 hours)
ACCT392	Intermediate Accounting 2 (3 hours)
ACCT445	Auditing (3 hours)
BUS 115	Business Basics (3 hours)
BUS 130	Introduction to Entrepreneurship (3 hours)
BUS 318	Quantitative Methods for Business (3 hours)
BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
BUS 350	Business Law (3 hours)
BUS 375	Human Resources Management (3 hours)

Main Campus Undergraduate Academic Programs 62

BUS 395	Corporate Finance (3 hours)
BUS 497	Business Strategy and Policy (Capstone) (3 hours)
ECON101	Principles of Microeconomics (3 hours)
ECON102	Principles of Macroeconomics (3 hours)

Nine additional hours of 300-level or above from courses within the division. BUS 401 is recommended as preparation for the Kansas Certified Public Accountant Licensing Examination.

Cognate requirements:

MATH110	College Algebra (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)

Minor in Accounting

Student Learning Outcomes

Graduates with an Accounting Minor will

- Employ analytical skills to solve accounting-specific problems
- Identify and apply the appropriate GAAP standards relating to financial reporting

Minor requirements:

ACCT281	Financial Accounting (3 hours)
ACCT283	Managerial Accounting (3 hours)
ACCT385	Federal Income Taxation of Businesses (3 hours)
ACCT386	Cost Accounting (3 hours)

Twelve additional hours of 300-level or above from courses within the division (including BUS 497). BUS 401 is recommended as preparation for the Kansas Certified Public Accountant Licensing Examination.

Biology

Biology investigates life processes at the molecular, cellular, organismal, population, and ecosystem levels. Biology is a science that demands a knowledge and application of chemical, physical and mathematical principles. The study of biology helps all students to understand the nature of science and the process of scientific inquiry.

The curriculum is inclusive of a wide range of sub-disciplines that challenge students and empower them to acquire the concepts and scientific problem-solving skills necessary to pursue careers in research, the health professions, education, environmental science, conservation, and other related fields. The biology curriculum at Southwestern College also assists in meeting specific needs of other disciplines and serves preparatory programs in secondary teaching and nursing.

The biology department offers two degree pathways for students interested in biological sciences. The Bachelor of Science degree in biology provides a depth of coverage in biology and the natural sciences that is well suited to students pursuing a career in research, teaching or healthcare. The Bachelor of Arts degree in biology provides an alternative pathway that provides a solid grounding in the fundamentals of biology while also encouraging an exploration of other academic disciplines. This degree embraces the spirit of liberal arts upon which Southwestern College is founded and prepares students for science-related careers that may require training in multiple fields.

Student Learning Outcomes

Graduates in Biology (B.A., B.S.) will:

- Achieve a foundational comprehension of the biological sciences encompassing all levels of biological hierarchy.
- Apply evolutionary principles to explain the unity and diversity of life.
- Apply concepts from physical sciences to solve problems and explain phenomena in the natural sciences.
- Demonstrate understanding of the scientific method through design, execution, and analysis of scientific experiments, as well as quantification of scientific data.

- Integrate knowledge base in the reading, interpretation and discussion of scientific research in the biological sciences.
- Develop skills required for admission to graduate school and professions within the area of biological sciences.
- Communicate scientific knowledge in both written and oral forms.

B.A., Major in Biology

Major requirements:

A minimum of 26 hours in Biology to include:

BIOL111	Biology 1 (4 hours)
BIOL112	Biology 2 (4 hours)
BIOL216	Cell Biology (4 hours)
BIOL230	Genetics and Evolution (4 hours)
BIOL461	Seminar in Biology (1 hour)

One of the following laboratory courses:

BIOL305	Marine Biology (5 hours)
BIOL306	Freshwater Biology (5 hours)
BIOL336	Ecology (5 hours)

Cognate requirements:

CHEM111	General Chemistry 1 (4 hours)
MATH215	Introduction to Statistics and Probability (3 hours)

Declaration and completion of a minor or major in another academic discipline or completion of teacher education requirements for secondary licensure.

B.S., Major in Biology

Major requirements:

At least 35 hours in Biology to include:

BIOL111	Biology 1 (4 hours)
BIOL112	Biology 2 (4 hours)
BIOL216	Cell Biology (4 hours)
BIOL230	Genetics and Evolution (4 hours)
BIOL461	Seminar in Biology (1 hour)

One of the following laboratory courses:

BIOL305	Marine Biology (5 hours)
BIOL306	Freshwater Biology (5 hours)
BIOL336	Ecology (5 hours)

Cognate requirements:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)
MATH215	Introduction to Statistics and Probability (3 hours)
PHYS201	College Physics 1 (4 hours) or PHYS211 General Physics 1 (5 hours)
PHYS202	College Physics 2 (4 hours) and PHYS212 General Physics 2 (5 hours)

Secondary Licensure in Biology

Student Learning Outcomes

Graduates with a Secondary Licensure in Biology will:

- Complete and meet the student learning outcomes as listed for the B.A. in Biology.
- Understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.
- Work with students and others to create and manage environments that support learning.

Main Campus Undergraduate Academic Programs 64

- Demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).
- Provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.
- Engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.
- Demonstrate an understanding of concepts and practices of engineering, technology, and the application of science that can be used in developing instruction for students.
- Demonstrate an understanding of how organisms live and grow.
- Demonstrate an understanding of how and why organisms interact with their environment, and what are the effects of these interactions.
- Demonstrate an understanding of how characteristics of one generation pass to the next and how individuals of the same species and even siblings have different characteristics.
- Demonstrate an understanding of evolution and evidence shows that different species are related.

Requirements:

BIOL111	Biology 1 (4 hours)
BIOL112	Biology 2 (4 hours)
BIOL216	Cell Biology (4 hours)
BIOL230	Genetics and Evolution (4 hours)
BIOL241	Human Anatomy and Physiology 1 (4 hours)
BIOL242	Human Anatomy and Physiology 2 (5 hours)
BIOL322	Animal Behavior (5 hours)
BIOL336	Ecology (5 hours)
BIOL461	Seminar in Biology (1 hour)
CHEM111	General Chemistry 1 (4 hours)
NSCI280	History of Science (3 hours)

Teacher Education Licensure Requirements:

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC238S	Teaching Science in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hours)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*

*Taken *after* formal admittance to the Teacher Education Program.

Cognate requirement:

MATH110	College Algebra (3 hours)
PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

Minor in Biology

Student Learning Outcomes

Graduates with a Minor in Biology will:

- Achieve a basic understanding of biological sciences encompassing all levels of biological hierarchy.
- Apply evolutionary principles to explain the unity and diversity of life.

- Apply concepts from physical sciences to solve problems and explain phenomena in the natural sciences.
- Communicate scientific knowledge in both written and oral forms.

Minor requirements:

BIOL101 Essentials of Biology (3 hours) or 111 Biology 1 (4 hours)
BIOL112 Biology 2 (4 hours)

12 additional hours of coursework at the 200 level or higher

Minor in Sustainability and Environmental Studies

Student Learning Outcomes

Graduates with a Minor in Sustainability and Environmental Studies will:

- Articulate the basic tenets of sustainability.
- Describe the obstacles and potential solutions for achieving a more sustainable future.
- Design and implement sustainability concepts and practices in a final independent project.
- Develop and articulate ideas and arguments about sustainability in written and oral form.

Minor requirements:

NSCI201 Environmental Issues (3 hours)
SES 103 Sustainability: Concepts and Applications (3 hours)
SES 359 Practicum in Sustainability (3 hours)

Choose one course from the following:

NSCI180 Science, Society, and the Environment (3 hours)
BIOL112 Biology 2 (4 hours)

Choose two courses from the following:

PHIL322 Ecology and Ethics (3 hours)
ECON334 Environmental Economics (3 hours)
ENG 203 Literature and the Environment (3 hours)
POL322 Climate Change, Global Warming, and Politics (3 hours)

Business Administration

The department of business administration offers a Bachelor of Arts in business administration, a Bachelor of Arts in business administration/construction management, a Bachelor of Arts in business administration/agribusiness, and a Bachelor of Arts in sport management. Students pursuing a Bachelor of Arts in business administration may also choose an optional area of emphasis. The curriculum in these major areas reflects the current and projected needs of the global business community and will prepare graduates to address the challenges of leadership in the rapidly changing world of business.

Students who's major or minor is within the business division must earn a grade of "C" or better in each course taken within the division (ACCT, BUS, ECON, SPMG) to meet graduation requirements.

B.A., Major in Business Administration

Student Learning Outcomes

Graduates in Business Administration (B.A.) will:

- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business

Major Requirements:

ACCT281 Financial Accounting (3 hours)
ACCT283 Managerial Accounting (3 hours)

Main Campus Undergraduate Academic Programs 66

BUS 115	Business Basics (3 hours)
BUS 130	Introduction to Entrepreneurship (3 hours)
BUS 318	Quantitative Methods for Business (3 hours)
BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
BUS 326	Investments (3 hours)
BUS 327	Consumer Behavior (3 hours)
BUS 328	Organizational Behavior (3 hours)
BUS 350	Business Law (3 hours)
BUS 375	Human Resources Management (3 hours)
BUS 395	Corporate Finance (3 hours)
BUS 435	Management Decision Making (3 hours)
BUS 497	Business Strategy and Policy (Capstone) (3 hours)
ECON101	Principles of Microeconomics (3 hours)
ECON102	Principles of Macroeconomics (3 hours)

Six additional hours of 300-level or above from courses within the division.

Cognate requirements:

MATH110	College Algebra (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)

Optional area of emphasis:

Emphasis in Entrepreneurship

Student Learning Outcomes

Graduates in Business Administration (B.A.) with an Emphasis in Entrepreneurship will:

- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business

Requirements:

BUS 324	Digital Marketing (3 hours)
BUS 340	Professional Selling (3 hours)
BUS 342	Social Entrepreneurship (3 hours)
GUS 495	Entrepreneurship (3 hours)

Three additional hours of 300-level or above from courses within the division not part of core curriculum or major.

Emphasis in Finance

Student Learning Outcomes

Graduates in Business Administration (B.A.) with an Emphasis in Finance will:

- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business
- Demonstrate an understanding of the risk-return tradeoff
- Analyze accounting information to support financial decisions
- Calculate and apply present value concepts to financial decisions

Requirements:

BUS 329	Money and Banking (3 hours)
BUS 331	Risk Management (3 hours)

Six additional hours of 300-level or above from courses within the division not part of core curriculum or major.

Emphasis in Management

Student Learning Outcomes

Graduates in Business Administration (B.A.) with an Emphasis in Management will:

- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business

Requirements:

BUS 329 Money and Banking (3 hours)

BUS 390 Operations Management (3 hours)

Six additional hours of 300-level or above from courses within the division not part of core curriculum or major.

Emphasis in Marketing

Student Learning Outcomes

Graduates in Business Administration (B.A.) with an Emphasis in Marketing will:

- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business
- Describe the four elements of the Marketing Mix (Product, Price, Promotion and Place) and be able to provide examples of each
- State the importance and describe what constitutes a Market orientation (vs. a Sales or Production Orientation)
- Describe the major steps in a typical sales process
- Develop and present an effective marketing plan for a new or existing product or service as part of a team that incorporates an analysis of the current marketing situation, a SWOT analysis and proposed marketing strategies and tactics

Requirements:

BUS 324 Digital Marketing (3 hours)

BUS 340 Professional Selling (3 hours)

BUS 432 Marketing Strategies (3 hours)

BUS 424 Marketing Research (3 hours)

Three additional hours of 300-level or above from courses within the division not part of core curriculum or major.

Minor in Business Administration

Student Learning Outcomes

Graduates with a Minor in Business Administration will:

- Demonstrate effective oral and written communication
- Analyze and evaluate ethical issues in business
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business
- Apply critical thinking to processes and problems in business

Minor requirements:

ACCT281 Financial Accounting (3 hours)
BUS 322 Management (3 hours)
BUS 325 Marketing (3 hours)
ECON101 Principles of Microeconomics (3 hours)

Nine additional hours of 300-level or above from courses within the division. All prerequisites for courses must be met.

B.A., Major in Business Administration/Agribusiness

Student Learning Outcomes

Graduates in Business Administration/Agribusiness will:

- Apply interdisciplinary perspectives and approaches to agribusiness problems
- Develop and demonstrate foundational skills used to collect and analyze farm and ranch management data that inform decision-making in industry and the public
- Communicate effectively on agribusiness-related issues
- Apply the principles of management to promote sound and informed agribusiness decision-making in industry

Major Requirements

ACCT 281 Financial Accounting (3 credit hours)
ACCT 283 Managerial Accounting (3 credit hours)
BUS 115 Business Basics (3 credit hours)
BUS 130 Intro to Entrepreneurship (3 credit hours)
BUS 318 Quantitative Methods for Business (3 credit hours)
BUS 322 Management (3 credit hours)
BUS 325 Marketing (3 credit hours)
BUS 326 Investments (3 credit hours)
BUS 327 Consumer Behavior (3 credit hours)
BUS 328 Organizational Behavior (3 credit hours)
BUS 350 Business Law (3 credit hours)
BUS 375 HR Management (3 credit hours)
BUS 395 Corporate Finance (3 credit hours)
BUS 435 Management Decision Making (3 credit hours)
BUS 497 Business Strategy and Policy (3 credit hours)
ECON 101 Principles of Microeconomics (3 credit hours)
ECON 102 Principles of Macroeconomics (3 credit hours)
Six additional hours of 300-level or above from courses within the division.

Agribusiness Requirements

Successful completion of Cowley County Community College Farm and Ranch Management Vocational Certificate A (18 hours, listed below)

AGR1211 Agricultural Orientation (1 hour)
AGR1230 Agricultural Economics (3 hours)
AGR1266 Crop and Plant Science (4 hours)
AGR1267 Principles of Animal Science (3 hours)
AGR1268 Animal Science and Industry (1 hour)
AGR12xx Elective - CCCC Farm and Ranch Management (3 hours)
AGR12xx Elective - CCCC Farm and Ranch Management (3 hours)

Cognate Requirements

MATH 110 College Algebra (3 credit hours)
MATH 215 Intro to Statistics and Probability (3 credit hours)

B.A., Major in Business Administration/Construction Management

Student Learning Outcomes

Graduates in Business Administration/Construction Management will:

- Apply interdisciplinary perspectives and approaches to construction management problems
- Develop and demonstrate foundational skills used in the construction industry
- Communicate effectively on construction management-related issues
- Apply the principles of management to promote sound and informed construction management decision-making in industry

Major Requirements

ACCT 281 Financial Accounting (3 credit hours)
ACCT 283 Managerial Accounting (3 credit hours)
BUS 115 Business Basics (3 credit hours)
BUS 130 Intro to Entrepreneurship (3 credit hours)
BUS 318 Quantitative Methods for Business (3 credit hours)
BUS 322 Management (3 credit hours)
BUS 325 Marketing (3 credit hours)
BUS 326 Investments (3 credit hours)
BUS 327 Consumer Behavior (3 credit hours)
BUS 328 Organizational Behavior (3 credit hours)
BUS 350 Business Law (3 credit hours)
BUS 375 HR Management (3 credit hours)
BUS 395 Corporate Finance (3 credit hours)
BUS 435 Management Decision Making (3 credit hours)
BUS 497 Business Strategy and Policy (3 credit hours)
ECON 101 Principles of Microeconomics (3 credit hours)
ECON 102 Principles of Macroeconomics (3 credit hours)
Six additional hours of 300-level or above from courses within the division.

Construction Management Requirements

Successful completion of Cowley County Community College Carpentry/Construction Trades Vocational Certificate A (18 hours)
INR3718 OSHA 10 (1 hour)
INR3725 Introductory Craft Skills (3 hours)
CST3241 Basic Carpentry and Construction (4 hours)
CST3242 Roofing and Framing (3 hours)
CST3243 Floors, Walls, and Ceiling Frame (4 hours)
CST3244 Windows, Doors, and Stairs (3 hours)

Cognate Requirements

MATH 110 College Algebra (3 credit hours)
MATH 215 Intro to Statistics and Probability (3 credit hours)

B.A., Major in Business Administration/Environmental Health and Safety

Student Learning Outcomes

Graduates in Business Administration/Environmental Health and Safety will:

- apply interdisciplinary perspectives and approaches to environmental and safety problems
- demonstrate a working knowledge of techniques used to collect and analyze environmental and safety data that inform decision-making in industry and the public
- communicate effectively on environmental health and safety topics and data
- apply the principles of management to promote environmentally-conscious decision-making in industry and the public

Major Requirements

ACCT281 Financial Accounting (3 credit hours)

ACCT283	Managerial Accounting (3 credit hours)
BUS 115	Business Basics (3 credit hours)
BUS 130	Introduction to Entrepreneurship (3 credit hours)
BUS 318	Quantitative Methods for Business (3 credit hours)
BUS 322	Management (3 credit hours)
BUS 325	Marketing (3 credit hours)
BUS 326	Investments (3 credit hours)
BUS 327	Consumer Behavior (3 credit hours)
BUS 328	Organizational Behavior (3 credit hours)
BUS 350	Business Law (3 credit hours)
BUS 375	HR Management (3 credit hours)
BUS 395	Corporate Finance (3 credit hours)
BUS 435	Management Decision Making (3 credit hours)
BUS 497	Business Strategy and Policy (3 credit hours)
ECON 101	Principles of Microeconomics (3 credit hours)
ECON 102	Principles of Macroeconomics (3 credit hours)

Environmental Health and Safety Requirements

BUS 125	Introduction to Safety (3 hours)
BUS 225	Emergency Preparedness (3 hours)
BUS 376	Introduction to Environmental Law (3 hours)
BUS 377	Hazardous Materials and Waste Management (3 hours)
BUS 378	Construction Safety (3 hours)
BUS 379	Regulatory Compliance (3 hours)
BUS 380	Injury and Damage Incidents (3 hours)

Cognate Requirements

MATH 110	College Algebra (3 credit hours)
MATH 215	Introduction to Statistics and Probability (3 credit hours)

B.A., Major in Sport Management

Student Learning Outcomes

Graduates in Sport Management will:

- Learn key features of the business world and apply these insights to the field of sport management
- Analyze and evaluate ethical issues in business and sport management
- Identify and analyze different organizational and socio-cultural perspectives relevant to the world of business and sport management
- Apply critical thinking to processes and problems in business and sport management

Major requirements:

BUS 115	Business Basics (3 hours)
BUS 130	Introduction to Entrepreneurship (3 hours)
BUS 322	Management (3 hours)
BUS 325	Marketing (3 hours)
BUS 328	Organizational Behavior (3 hours)
BUS 437	Business and Professional Ethics (3 hours)

Cognate requirements:

ACCT281	Financial Accounting (3 hours)
ACCT283	Managerial Accounting (3 hours)
COMM294	Public Relations (3 hours)
ECON101	Principles of Microeconomics (3 hours)
ECON102	Principles of Macroeconomics (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)
PSYC335	Psychology of Sport (3 hours)

SPMG220	Introduction to Sport Management (3 hours)
SPMG344	Sports Marketing (3 hours)
SPMG421	Sports Management Capstone (3 hours)

Chemistry

Southwestern College chemistry students learn chemistry by performing hands-on experiments, using modern instrumentation, and even designing their own experiments.

The major branches of chemistry are organic, inorganic, physical, analytical, and biological. The chemistry program at Southwestern College exposes students to these areas and prepares students for a number of career options.

Chemistry and biochemistry majors learn to work with other students and have the opportunity for independent study in advanced laboratories and independent research.

B.A., Major in Chemistry

Student Learning Outcomes

Graduates in Chemistry will:

- Understand how the periodic table is a unifying force in chemistry.
- Apply chemical principles to draw conclusions about chemical reactions and processes.
- Be able to design and carry out a laboratory experiment.
- Gain experience using modern instrumentation.

Major requirements:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)
CHEM222	Organic Chemistry 2 (5 hours)
CHEM461	Seminar in Chemistry (1 hour)

Two additional courses from the following:

CHEM324	Analytical Chemistry (4 hours)
CHEM345	Physical Chemistry: Thermodynamics and Kinetics (4 hours)
CHEM430	Biochemistry (5 hours)

Cognate requirements:

MATH222	Calculus 1 (5 hours)
PHYS201	College Physics 1 (4 hours) or 211 General Physics 1 (5 hours)

Additional courses in Biology, Physics, and Mathematics may be recommended by advisor, depending upon academic goals of student.

B.S., Major in Biochemistry

Student Learning Outcomes

Graduates in Biochemistry will:

- Understand how the periodic table is a unifying force in chemistry.
- Apply chemical principles to draw conclusions about chemical reactions and processes
- Be able to design and carry out a laboratory experiment.
- Gain experience using modern instrumentation
- Demonstrate knowledge of laboratory safety.
- Gain knowledge of career options in chemistry and how to pursue those options
- Communicating chemical ideas orally and in written form.
- Understanding how chemistry and biology are integrated and connected

Major requirements:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)

CHEM222	Organic Chemistry 2 (5 hours)
CHEM324	Analytical Chemistry (4 hours)
CHEM345	Physical Chemistry: Thermodynamics and Kinetics (4 hours)
CHEM430	Biochemistry (5 hours)
CHEM461	Seminar in Chemistry (1 hour)

Cognate requirements:

BIOL111	Biology 1 (4 hours)
MATH222	Calculus 1 (5 hours)
PHYS201	College Physics 1 (4 hours) or 211 General Physics 1 (5 hours)
PHYS202	College Physics 2 (4 hours) or 212 General Physics 2 (5 hours)

Two additional courses in Biology from the following:

BIOL216	Cell Biology (4 hours)
BIOL230	Genetics and Evolution (4 hours)
BIOL334	Microbiology (5 hours)
BIOL340	Molecular Biology (4 hours)

Secondary Licensure in Chemistry

Student Learning Outcomes

Graduates in Chemistry that leads to Secondary Education Licensure will:

- Complete and meet the student learning outcomes as listed for the B.A. in Chemistry.
- Understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.
- Work with students and others to create and manage environments that support learning.
- Demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).
- Provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.
- Engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.
- Demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.
- Understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.
- Engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)
CHEM222	Organic Chemistry 2 (5 hours)
CHEM324	Analytical Chemistry (4 hours)
CHEM430	Biochemistry (5 hours)
CHEM461	Seminar in Chemistry (1 hour)

Cognate requirements:

MATH110	College Algebra (3 hours)
MATH222	Calculus 1 (5 hours)
PHYS201	College Physics 1 (4 hours) or 211 General Physics 1 (5 hours)
NSCI 280	History of Science (3 hours)

Teacher Education Licensure Requirements:

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC238S	Teaching Science in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*

*Taken *after* formal admittance to the Teacher Education Program.

Cognate requirements:

PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

Minor in Chemistry

Student Learning Outcomes

Graduates with a minor in Chemistry will:

- Understand how the periodic table is a unifying force in chemistry.
- Apply chemical principles to draw conclusions about chemical reactions and processes
- Be able to design and carry out a laboratory experiment
- Gain experience using modern instrumentation

Minor requirements:

CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
CHEM221	Organic Chemistry 1 (5 hours)

Two additional courses from the following:

CHEM222	Organic Chemistry 2 (5 hours)
CHEM324	Analytical Chemistry (4 hours)
CHEM345	Physical Chemistry: Thermodynamics and Kinetics (4 hours)
CHEM430	Biochemistry (5 hours)

Communication

The major in communication challenges students to build a foundation of knowledge as they become critical thinkers, resourceful learners and knowledgeable users of modes of communication. The program balances communication and media studies with fundamental skills for working in media environments such as public relations, social media management, advertising, and content strategy. Students pursue their interests through traditional course work, project-based learning, immersive learning experiences, and internships. Graduates leave the program with a keen awareness of the impact of communication and media in shaping society on a global and local level.

B.A., Major in Communication

Major requirements:

- COMM105 Introduction to Communication Theory (3 hours)
- COMM101 Survey of Mass Communications (3 hours)
- COMM110 Media Writing (3 hours)
- COMM204 Introduction to Digital Media Studies (3 hours)
- COMM250 Media Law and Ethics (3 hours)
- COMM497 Communication Capstone (3 hours)

Communication

Student Learning Outcomes

Graduates in Communication (B.A.) will:

- Express thoughts orally and in writing
- Understand the history and development of media
- Apply proper techniques in producing media content
- Conceive, develop, organize and create stories
- Critique and evaluate media
- Demonstrate knowledge of impact of media and visual images
- Identify and analyze legal and ethical guidelines
- Synthesize and apply research

(select two course from the following):

- COMM202 Oral Storytelling (3 hours)
- COMM203 Interpersonal Communication (3 hours)
- COMM215 Intercultural Communication (3 hours)
- COMM305 Advanced Topics in Communication Studies (3 hours)
- COMM315 Persuasion (3 hours)
- COMM410 Theories of Human Communication (3 hours)

Media

Student Learning Outcomes

Graduates in Communication (B.A.) with an Emphasis in Media will:

- Express thoughts orally and in writing
- Understand the history and development of media
- Apply proper techniques in producing media content
- Conceive, develop, organize and create stories
- Critique and evaluate media
- Demonstrate knowledge of impact of media and visual images
- Identify and analyze legal and ethical guidelines
- Synthesize and apply research

(select two course from the following):

- COMM207 Social Media (3 hours)
- COMM211 Introduction to Cinema (3 hours)
- COMM246 History of Television (3 hours)
- COMM248 History of Cinema (3 hours)
- COMM262 Science Fiction TV (3 hours)
- COMM304 Advanced Topics in Media (3 hours)
- COMM348 International Cinema: Western Culture (3 hours)
- COMM349 International Cinema: Asian Culture (3 hours)

Production

Student Learning Outcomes

Graduates in Communication (B.A.) with an Emphasis in Production will:

- Express thoughts orally and in writing
- Understand the history and development of media
- Apply proper techniques in producing media content

- Conceive, develop, organize and create stories
- Critique and evaluate media
- Demonstrate knowledge of impact of media and visual images
- Identify and analyze legal and ethical guidelines
- Synthesize and apply research

(select two courses from the following):

- COMM205 Introduction to Photography (3 hours)
- COMM209 Video Production (3 hours)
- COMM216 Composing with Paint and Draw (3 hours)
- COMM313 Digital Storytelling (3 hours)
- COMM320 Advanced Website Design: Graphic Techniques (3 hours)
- COMM411 Social Media Production & Theory (3 hours)

Writing

Student Learning Outcomes

Graduates in Communication (B.A.) with an Emphasis in Writing will:

- Foster habits of careful reading, clear writing, critical thinking, and analysis
- Analyze underrepresented experiences and cultural diversity, including issues of race, gender, class, sexuality, and ethnicity, through the study of literary texts
- Demonstrate knowledge of the theoretical and practical aspects of literary analysis
- Demonstrate knowledge of the theoretical and practical aspects of literary history
- Demonstrate knowledge of the theoretical and practical aspects of the development of the English language
- Demonstrate the necessary skills to pursue graduate studies, teaching, or careers that rely on writing, analyzing, and interpreting texts

(select two courses from the following):

- COMM218 Media Development (3 hours)
- ENG 280 Digital Literacy (3 hours)
- ENG 340 Language: Structure & Meaning (3 hours)
- ENG 426 Professional Writing (3 hours)
- ENG 445 Creative Nonfiction (3 hours)

Minor in Communication

Graduates with a Minor in Communication will:

- See major

Minor requirements:

- COMM105 Introduction to Communication Theory (3 hours)
- COMM207 Social Media (3 hours)
- COMM 203 Interpersonal Communication or COMM215 Intercultural Communication (3 hours)
- COMM246 History of Television or COMM248 History of Cinema (3 hours)
- COMM315 Persuasion (3 hours)
- COMM410 Theories in Human Communication (3 hours)

Minor in Social Media

Graduates with a Minor in Social Media will:

- See major

Minor requirements:

- COMM110 Media Writing (3 hours)
- COMM204 Introduction to Digital Media Studies (3 hours)
- COMM207 Social Media (3 hours)
- COMM246 History of Television or COMM248 History of Cinema (3 hours)
- COMM411 Social Media Production and Theory (3 hours)

An additional course selected from the following:

- COMM218 Media Development (3 hours)
- COMM209 Video Production (3 hours)
- COMM205 Introduction to Photography (3 hours)

Computer Science and Digital Arts

The computer science and digital arts major includes coursework in computer science, digital arts, graphics, web development, and video game development. From concepts to hands-on learning situations, this area of study crosses disciplinary boundaries with integration of creative and analytical study and practice as it prepares students to use emerging media and technological innovation. The application of computation and digital processes with creative development and research encourages working across multiple segments of the field.

B.S., Major in Computer Science and Digital Arts

Major requirements:

- CPTR110 Introduction to Computer Systems with Python (4 hours)

Cognate requirements:

- COMM315 Persuasion (3 hours)
- ENG 426 Professional Writing (3 hours)

All requirements of one emphasis area below:

Emphasis in Computer Game Development

Student Learning Outcomes

Graduates in Computer Science and Digital Arts (B.S.) with Emphasis in Computer Game Development will:

- Gain problem solving skills
- Gain understanding of basic computing and computer science
- Gain communication and organizational skills
- Gain domain specific knowledge

Requirements:

- CPTR200 Computer Game Concepts (minimum six hours) (1 hour)
- CPTR205 Computer Game Planning and Production (minimum 12 hours) (2 hours)

Completion of the courses under one of the following:

Game/Level Design:

- BUS 322 Management (3 hours)
- BUS 325 Marketing (3 hours)
- COMM340 Communicating teamwork, Leadership, Group Communication (3 hours)
- ENG/COMM220 Interactive Story Telling (3 hours)
- PSYC112 General Psychology (4 hours)
- Two hours in THTR112/113/212 (1 hour)

Image and Sound Design:

- COMM103 Graphic Design (3 hours)
- COMM216 Composing With Paint & Draw Programs 1 (3 hours)
- CPTR220 Digital Sound (3 hours)
- CPTR240 3D Modeling and Animation 1 (3 hours)
- CPTR250 3D Modeling and Animation 2 (3 hours)
- CPTR346 Motion Graphics (3 hours)
- CPTR350 3D Modeling and Animation 3 (3 hours)
- MUS 111 Foundations in Music (3 hours)

Software Design:

- CPTR112 Programming 1 (4 hours)
- CPTR212 Object Oriented Programming (4 hours)
- MATH110 College Algebra (3 hours)

MATH319	Linear Algebra (3 hours)
PHYS201	College Physics 1 (4 hours)

Emphasis in Computer Science

Student Learning Outcomes

Graduates in Computer Science and Digital Arts (B.S.) with Emphasis in Computer Science will:

- Gain problem solving skills
- Gain understanding of basic computing and computer science
- Gain communication and organizational skills
- Gain Domain spec knowledge
- Gain project experience

Requirements:

CPTR110	Introduction to Computer Science with Python (4 hours)
CPTR112	Programming 1 (4 hours)
CPTR212	Object Oriented Programming (4 hours)
CPTR318	Data Structures (3 hours)
CPTR320	Database Management Systems (3 hours)
CPTR324	Computer Networks and Security (3 hours)
CPTR341	Operating Systems (3 hours)
CPTR345	Software Engineering (3 hours)
CPTR425	Machine Learning (3 hours)
CPTR453	Analysis of Algorithm (3 hours)
CPTR454	Senior Project and Seminar (3 hours)

Cognate Requirements:

MATH222	Calculus 1 (5 hours)
MATH223	Calculus 2 (5 hours)
MATH319	Linear Algebra (3 hours)
MATH320	Introduction to Advanced Mathematics (3 hours)

Emphasis in Digital Arts

Student Learning Outcomes

Graduates in Computer Science and Digital Arts (B.S.) with Emphasis in Digital Arts will:

- Gain problem solving skills
- Gain understanding of basic computing and computer science
- Gain communication and organizational skills
- Gain Domain spec knowledge
- Gain project experience

Requirements:

CPTR211	Basic Information and Website Design (3 hours)
CPTR346	Motion Graphics (3 hours)
ART 123	Basic Drawing (3 hours)
ART 215	Painting Studio 1 (3 hours)
COMM103	Graphic Design (3 hours)
COMM206	Digital Photography (3 hours)
COMM216	Composing With Paint & Draw Programs 1 (3 hours)
COMM316	Composing With Paint & Draw Programs 2 (3 hours)
COMM347	Editing and Design (3 hours)

Choose one of the following:

COMM320	Advanced Website Design: Graphic Techniques (3 hours)
CPTR321	Advanced Website Design: Dynamic Sites; Interactivity (3 hours)

Choose one of the following:

COMM214	Video News Production (3 hours)
CPTR240	3D Modeling & Animation 1 (3 hours)

Choose one of the following:

- COMM114 Basic Video Production (3 hours)
- CPTR250 3D Modeling & Animation 2 (3 hours)

Minor in Computer Game Development

Student Learning Outcomes

Graduates with a Minor in Game Development will:

- See major

Minor requirements:

- CPTR200 Computer Game Concepts (minimum three hours) (1 hour)
- CPTR205 Computer Game Planning and Production (minimum six hours) (2 hours)

Completion of the courses under one of the following:

Image and Sound Design:

- COMM103 Graphic Design (3 hours)
- CPTR220 Digital sound (3 hours)
- CPTR240 3D Modeling and Animation 1 (3 hours)
- CPTR250 3D Modeling and Animation 2 (3 hours)

Game/Level Design:

- BUS 325 Marketing (3 hours)
- COMM340 Communicating Teamwork, Leadership, Group Communication (3 hours)
- ENG/COMM220 Interactive Story Telling (3 hours)
- PSYC112 General Psychology (3 hours)

Software Design:

- CPTR112 Programming 1 (4 hours)
- CPTR212 Object Oriented Programming (4 hours)
- MATH110 College Algebra (3 hours)
- PHYS201 College Physics 1 (4 hours)

Minor in Computer Science

Student Learning Outcomes

Graduates with a Minor in Computer Science will:

- See major

Minor requirements:

- CPTR110 Introduction to Computer Science with Python (4 hours)
- CPTR112 Programming 1 (4 hours)
- CPTR212 Object Oriented Programming (4 hours)
- CPTR324 Computer Networks and Security (3 hours)

Two additional three-credit computer courses

Education

This Kansas State Department of Education (KSDE) approved and Council for the Accreditation of Educator Preparation (CAEP) accredited teacher education program provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license.

Admission to the Teacher Education Program

Admission to the Teacher Education Program is a two-stage admission process. First, students meet requirements in their program of study up to the time of application. Second, students must meet the following criteria:

- Sophomore standing with a GPA of at least 3.00.
- Submission of formal application to Teacher Education Committee.
- Successful completion of Peer Jury or Initial Teacher Interview.

Curricular requirements:

- A grade of “C” or better in: PSYC 112 General Psychology, EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar, EDUC 215 Foundations of Education, and PSYC218 Child Psychology or PSY 252 Developmental Psychology.
- A 2.50 *cumulative* G.P.A. in the following three general education courses: ENG 110 College Writing I, ENG 120 College Writing II, and COMM 102 Elements of Oral Communication.
- All transfer credits applied to the major must be a “C” or better.
- Successful completion of Student Teaching (Student teaching takes the place of PREP499).
- All Education courses must be passed with a C or higher. Any education courses (EDUC) lower than a C (including a C-), must be retaken.

For additional information concerning teacher education, refer to the Teacher Education Handbook, available in the education department.

Licensure Requirements

In addition to successfully completing a program of study, Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement (consult with the education department for exam details) after:

- passing the Kansas Teacher Work Sample (KTWS).

B.A., Major in Elementary Education

The elementary education program prepares candidates to fulfill roles in contemporary schools, kindergarten through sixth grade. For additional information concerning the Southwestern College teacher education program, candidates should refer to the Teacher Education Handbook and four year advising plans, available in the education department and from an education advisor.

Student Learning Outcomes

Graduates in Elementary Education (B.A.) will:

- Demonstrate an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.
- Demonstrate an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.
- Understand and use scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.
- Demonstrate an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.
- Identify and apply the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough’s Reading Rope, Ehri’s Four Phases of Word Reading, and the Four-Part

Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.

- Recognize and apply current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.
- Use a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (e.g. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.
- Demonstrate an understanding of and implement elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

Major requirements

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC223	Fine Arts in the Elementary School (3 hours)
EDUC280	The Other Literacies (3 hours)
EDUC318	Numbers, Computation, and Mathematical Processes (3 hours)
EDUC322	Educational Psychology (4 hours)★
EDUC323	Introduction to Exceptionalities (4 hours)★
EDUC329	Children's and Adolescents' Literature (2 hours)
EDUC336	Foundations of Literacy (3 hours)
EDUC337	Science in the Elementary School (3 hours)
EDUC338	Mathematics in the Elementary School (3 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC345	Social Science in the Elementary School (3 hours)
EDUC349	Literacy Assessment and Instruction in the Elementary School (4 hours)
EDUC437	Elementary School Methods and Management (4 hours)★
EDUC440	Student Teaching Seminar (1 hour)
EDUC447	Observation and Supervised Teaching in the Elementary School (12 hours)★
EDUC450	Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition (3 hours)
EDUC490	Teaching English as a Second Language and Assessing Language Competency (3 hours)
PESS325	Teaching P.E. in the Elementary School

Cognate requirements:

MATH110	College Algebra (3 hours)
PSYC 112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

*Taken only **after** formal admittance to the Teacher Education Program.

Mid-level/Secondary Education Licensure

Kansas teacher licensure at the mid-level/secondary level is available in the following levels and subject areas:

- Biology (secondary, see requirements under Biology in main campus majors)
- Chemistry (secondary, see requirements under Chemistry in main campus majors)
- English (secondary, see requirements under English in main campus catalog in main campus majors)
- Mathematics (secondary, middle level; see requirements under Mathematics in main campus majors)
- Physical Education (P-12; see requirements under Physical Education and Sport Studies in main campus majors)

English

The major in English prepares students for graduate study within the field of English or within related fields and for all professional study that relies on preparation, analysis, or interpretation of texts. The English department offers degrees for students interested in graduate study, employment in a variety of careers requiring strong critical thinking and communication skills, employment in the realm of professional writing or creative writing, or employment as a secondary educator. Graduates also find admission to programs in English, Philosophy and Religion, Law, and related programs.

B.A., Major in English

Major requirements:

ENG 202	Introduction to Literary Studies (3 hours)
ENG 213	Survey of English Literature (3 hours)
ENG 280	Digital Literacy (3 hours)
ENG 227	Survey of American Literature (3 hours)
ENG 299	Literary Theory and Criticism (3 hours)
ENG 335	Survey of World Literature (3 hours)
ENG 340	Language: Structure and Meaning (3 hours)
ENG 347	Mythology and Literature (3 hours)
ENG 359C	Tesserae Practicum (1 hour)
ENG 359D	Tesserae Practicum (1 hour)
ENG 426	Professional Writing (3 hours)
ENG 454A	Senior Project (1.5 hours)
ENG 454B	Senior Project (1.5 hours)

All requirements of one emphasis area below:

Emphasis in Writing

Student Learning Outcomes

Graduates in English (B.A.) with an Emphasis in Writing will:

- Foster habits of careful reading, clear writing, critical thinking, and analysis
- Analyze underrepresented experiences and cultural diversity, including issues of race, gender, class, sexuality, and ethnicity, through the study of literary texts
- Demonstrate knowledge of the theoretical and practical aspects of literary analysis
- Demonstrate knowledge of the theoretical and practical aspects of literary history
- Demonstrate knowledge of the theoretical and practical aspects of the development of the English language
- Demonstrate the necessary skills to pursue graduate studies, teaching, or careers that rely on writing, analyzing, and interpreting texts

Requirements:

Five courses from the following:

- ENG 330 Creative Writing: Short Story (3 hours)
- ENG 337 Creative Writing: Poetry (3 hours)
- ENG 343 Creative Writing: Playwriting (3 hours)
- ENG 348 Creative Writing: Novella (3 hours)
- ENG 445 Creative Writing: Creative Nonfiction (3 hours)
- ENG 447 Creative Writing: Genre Fiction (3 hours)
- COMM110 Media Writing (3 hours)

Three additional courses from the following:

- ENG 325 The Renaissance (3 hours)
- ENG 341 18th and 19th Century Literature (3 hours)
- ENG 349 20th and 21st Century Literature (3 hours)
- ENG 425 Genre: Short Story (3 hours)
- ENG 427 Genre: Poetry (3 hours)
- ENG 429 Genre: Novella (3 hours)
- ENG 430 Genre: Drama (3 hours)
- ENG 440 Major Authors and Movements (3 hours) (may be repeated for credit – see course description)

Emphasis in Secondary Education

Student Learning Outcomes

Graduates in English (B.A.) with an Emphasis in Secondary Education will:

- Demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- Demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- Plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- Plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.
- Plan, implement, assess, and reflect on research- based instruction that responds to students' diverse context-based needs.
- Use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English Language Arts.
- Interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.

Requirements:

Four courses from the following:

- ENG 325 The Renaissance (3 hours)
- ENG 341 18th and 19th Century Literature (3 hours)
- ENG 349 20th and 21st Century Literature (3 hours)
- ENG 425 Genre: Short Story (3 hours)
- ENG 427 Genre: Poetry (3 hours)
- ENG 429 Genre: Novella (3 hours)
- ENG 430 Genre: Drama (3 hours)
- ENG 440 Major Authors (3 hours) (can be repeated for credit – see course description)

Teacher Education Licensure Requirements:

- EDUC150 Introduction to Education (2 hours)
- EDUC215 Foundations of Education (3 hours)
- EDUC216 Diversity Field Experience (1 hour)
- EDUC220 Educational Technology (3 hours)

- EDUC238E Teaching English in the Secondary Schools (3 hours)
- EDUC322 Educational Psychology (4 hours)*
- EDUC323 Introduction to Exceptionalities (4 hours)*
- EDUC329 Children's and Adolescent's Literature (2 hours)
- EDUC336 Foundations of Literacy (3 hours)
- EDUC343 Home, School, and Community (3 hours)
- EDUC344 Content Area Literacy (3 hours)
- EDUC352 Principles of Effective Secondary Instruction (3 hours)
- EDUC439 Secondary School Methods and Management (4 hours)*
- EDUC440 Student Teaching Seminar (1 hour)*
- EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)*

*Taken **after** formal admittance to the Teacher Education Program.

Cognate requirement:

- MATH215 Introduction to Statistics and Probability (3 hours)
- PSYC 112 General Psychology (3 hours)
- PSYC218 Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

B.A., Major in English with Emphasis in Digital Storytelling

Major requirements:

- ENG 202 Introduction to Literary Studies (3 hours)
- ENG 230 Culture in Context (3 hours)
- ENG 280 Digital Literacy (3 hours)
- ENG 299 Literary Theory and Criticism (3 hours)
- ENG 359C/D Tesseræ Practicum (1 hour, minimum 2 hours)
- ENG 340 Language: Structure and Meaning (3 hours)
- ENG 426 Professional Writing (3 hours)
- ENG 454A Senior Project (1.5 hours)
- ENG 454B Senior Project (1.5 hours)

Two additional courses from the following:

- ENG 213 Survey of English Literature (3 hours)
- ENG 227 Survey of American Literature (3 hours)
- ENG 335 Survey of World Literature (3 hours)

Two courses from the following:

- ENG 330 Creative Writing: Short Story (3 hours)
- ENG 337 Creative Writing: Poetry (3 hours)
- ENG 343 Creative Writing: Playwriting (3 hours)
- ENG 348 Creative Writing: Novella (3 hours)
- ENG 445 Creative Writing: Creative Nonfiction (3 hours)
- ENG 447 Creative Writing: Genre Fiction (3 hours)

Cognate Requirements:

- COMM110 Media Writing (3 hours)
- COMM204 Introduction to Digital Media Studies (3 hours)
- COMM207 Social Media (3 hours)
- COMM205 Introduction to Photography (3 hours)
- COMM218 Media Development (3 hours)
- COMM313 Digital Storytelling (prerequisite Media Development or Video Production)

Minor in English

Graduates with a Minor in English will:

- See major

Minor requirements:

Two courses from the following:

- | | |
|---------|-----------------------------------------|
| ENG 213 | Survey of English Literature (3 hours) |
| ENG 227 | Survey of American Literature (3 hours) |
| ENG 335 | Survey of World Literature (3 hours) |

Four additional courses

Minor in Writing

Graduates with a Minor in Writing will:

- See major

Minor requirements:

- | | |
|---------|--------------------------------|
| ENG 426 | Professional Writing (3 hours) |
|---------|--------------------------------|

Four courses from the following:

- | | |
|---------|-------------------------------------------------|
| ENG 330 | Creative Writing: Short Story (3 hours) |
| ENG 337 | Creative Writing: Poetry (3 hours) |
| ENG 343 | Creative Writing: Playwriting (3 hours) |
| ENG 348 | Creative Writing: Novella (3 hours) |
| ENG 445 | Creative Writing: Creative Nonfiction (3 hours) |
| ENG 447 | Creative Writing: Genre Fiction (3 hours) |

General Studies (B.G.S.)

Students may pursue a Bachelor of General Studies degree in lieu of any other baccalaureate degree. B.G.S. candidates must complete a minimum of 36 upper-division credit hours in at least five different disciplines. This degree considers the breadth of course work, and students must, in consultation with an advisor, submit a proposal to the vice president for academic affairs for approval.

Student Learning Outcomes

Graduates in General Studies (B.G.S.) will:

- Effectively analyze and synthesize the relationship between multiple disciplines of study.
- Identify and recognize cultural differences and the impact of an educated citizen and responsible member in global society.
- Demonstrate the ability to effectively communicate ideas using a variety of different media (oral, written, visual) and basic information technologies.
- Develop and identify academic preparation, opportunities, and potential contributions to careers in their major field.

Health Science

Southwestern College's health science major offers students a solid foundation in the natural sciences while preparing them for a variety of careers in the healthcare field in both clinical and research settings. The required coursework provides classes in all of the diverse academic disciplines required for admission into competitive medical education programs while also allowing specialization in a variety of subjects relevant to different health careers such as physical therapy, occupational therapy, dentistry, optometry, pharmacy, veterinary medicine, and athletic training. Students are encouraged to further their education through practica and internships that offer experimental learning opportunities.

B.S., Major in Health Science

Student Learning Outcomes

Graduates in Health Science (B.S.) will:

- Understand the health and biological sciences.

- Provide students with the necessary background in the physical sciences to understand and explain phenomena related to the health sciences.
- Be able to read and interpret scientific or evidence-based research in the health sciences.
- Develop the skills required for admission to graduate school and professions in the health sciences.
- Develop written and oral scientific communication skills.

Major requirements:

HSCI100	Introduction to the Health Sciences (1 hour)
HSCI200	Medical Terminology (2 hours)
HSCI461	Seminar in Health Science (1 hour)

Cognate requirements:

BIOL111	Biology 1 (4 hours)
BIOL112	Biology 2 (4 hours)
CHEM111	General Chemistry 1 (4 hours)
CHEM112	General Chemistry 2 (4 hours)
MATH215	Introduction to Statistics and Probability (3 hours)
PHYS201	College Physics 1 (4 hours) or PHYS211 General Physics 1 (5 hours)
PHYS202	College Physics 2 (4 hours) or PHYS212 General Physics 2 (5 hours)

Six courses from among the following:

ATEP332	Musculoskeletal Assessment (3 hours)
ATEP342	Therapeutic Interventions (3 hours)
BIOL216	Cell Biology (4 hours)
BIOL230	Genetics and Evolution (4 hours)
BIOL231	Principles of Nutrition (3 hours)
BIOL241	Human Anatomy and Physiology 1 (4 hours)
BIOL280	Pathophysiology (3 hours)
BIOL242	Human Anatomy and Physiology 2 (5 hours)
BIOL310	Developmental Biology (5 hours)
BIOL325	Animal Physiology (5 hours)
BIOL334	Microbiology (5 hours)
CHEM221	Organic Chemistry 1 (5 hours)
CHEM222	Organic Chemistry 2 (5 hours)
CHEM324	Analytical Chemistry (4 hours)
CHEM430	Biochemistry (5 hours)
PESS323	Exercise Physiology (3 hours)
PESS332	Kinesiology (3 hours)
PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours)
PSYC252	Developmental Psychology (3 hours)
SOCS102	Introduction to Sociology (3 hours)

The selection of upper division coursework should be done in consultation with the student's major advisor and the appropriate four year plan for their chosen career path. Required and recommended courses for different professional graduate programs can vary widely.

Leadership

The leadership certificate is open to all undergraduate main campus students selected for the Leadership Southwestern Service-Learning Team. Effective leaders need competence in their field which students' chosen majors provides them the opportunity to develop. The leadership certificate is a complementary body of study and experience that helps prepare a student for effective and ethical leadership by building knowledge and skills in leadership behaviors, emotional intelligence, collaboration, followership, and awareness of external factors which affect leadership systems.

Student Learning Outcomes

Graduates with a certificate in Leadership will:

- Illustrate the components and connections of the leadership system
- Interpret the effect of self-awareness in leadership development
- Demonstrate skill in collaborative relationships.
- Value the creation of positive change as the purpose of leadership
- Judge how the ethical influence of a leader impacts the leadership system
- Synthesize knowledge for use in leadership decision-making

Undergraduate Certificate in Leadership

Certificate requirements:

- LEAD 102 Leader Behaviors (0-1 hour)
- LEAD 103 Leader Emotional Intelligence (0-1hour)
- LEAD225 Nonprofit Leadership and Social Impact (0-3 hours)
- LEAD 301 Leadership Context: Travel (0 hour) or LEAD 302 Leadership Context: Experiential (0 hour)
- LEAD 401 Leadership Project (0 hour)
- HONR206H Leadership and Ethical Worldviews (0-3 hours)

Four hours selected from the following:

- LEAD 104, 105, 204, 205, 304, 305, 404, 405 Leadership Team Participation (0 hour)

Liberal Arts and Sciences

B.A., Major in Liberal Arts and Sciences

The major requires students to take three disciplinary concentrations in the form of minors or in the case of an academic department in which a minor does not exist, a student under the direction of an advisor can choose 18 hours from that academic department as one of the three concentrations. The three disciplinary concentrations offer students curricular flexibility and an opportunity to explore a broad background. The capstone component provides students with an opportunity to integrate the three areas of knowledge in the form of an independent study, practicum, or internship.

Students majoring in liberal arts and sciences must choose a lead advisor from one of the three concentrations being pursued. The lead advisor will coordinate the selection of the three areas with other academic departments and approve the major plan. The lead advisor will be the instructor for PREP 499. The vice president for academic affairs will give final approval to the comprehensive plan.

Student Learning Outcomes

Graduates in Liberal Arts and Sciences (B.A.) will:

- Outcomes to be determined during the development of the major for approval by VPAA

Major requirements:

Completion of three minors from three different departments or 18 hours concentration from an academic department which does not have a minor as one of the three.

- Students pursuing a liberal arts and sciences major may not count any course taken to satisfy major requirements as a General Education credit.
- A minimum of 2.5 G.P.A. in the major requirements is required.

Completion of a capstone course, a minimum of 3 hours.

- Under the direction of the major advisor, the student will complete an interdisciplinary special study in the form of an independent study, practicum or internship.

Mathematics

Mathematics is one of the oldest and most basic disciplines that continues to be critical and relevant in today's society. Math majors study calculus, differential equations, statistics and probability, foundations of geometry, and other mathematical areas, all of which prepare students for a variety of careers. The mathematics department offers the Bachelor of Arts and Bachelor of Science degrees in mathematics and assists students in meeting the Kansas State Board of Education requirements for

secondary school licensure in mathematics. The department also serves education students who plan to teach mathematics at the middle school level.

B.A., Major in Mathematics

Student Learning Outcomes

Graduates in Mathematics (B.A.) will:

- Translate real-world problems into mathematics language and choose appropriate technique to provide solutions or partial solutions to problems as required and interpret and explain the results and the assumptions behind those results as well as the appropriateness of the techniques chosen.
- Communicate mathematical ideas and problem solutions both in writing and orally
- Apply their knowledge by solving real world/application problems.

Major requirements:

MATH215	Introduction to Statistics and Probability (3 hours)
MATH222	Calculus 1 (5 hours)
MATH223	Calculus 2 (5 hours)
MATH224	Calculus 3 (5 hours)
MATH319	Linear Algebra (3 hours)
MATH320	Introduction to Advanced Mathematics (3 hours)
MATH321	Ordinary Differential Equations (3 hours)
MATH331	Foundations of Geometry (3 hours)
MATH444	Abstract Algebra (3 hours)

Cognate requirements:

CPTR112	Programming 1 (or any other high-level programming language) (4 hours)
PHYS211	General Physics 1 (5 hours)
PHYS212	General Physics 2 (5 hours)

B.A., Major in Middle Level Mathematics Education

Student Learning Outcomes

Graduates in Middle Level (6–8) Mathematics Education (B.A.) will:

- Complete and meet the student learning outcomes as listed for the B.A. in Mathematics.
- Exhibit in-depth knowledge of pre-adolescent and adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, including culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.
- Provide evidence demonstrating that as a result of their instruction, middle level students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.
- Understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among

number and quantity, algebra, geometry and trigonometry, statistics and probability, basic concepts of calculus, and discrete mathematics.

- Solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.
- Apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.
- Recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.
- Engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors in middle school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in middle level mathematics directed by university or college faculty with middle-level teaching experience and mathematics content knowledge base.

Major requirements:

MATH110	College Algebra (3 hours)
MATH215	Introduction to Statistics and Probability (3 hours)
MATH222	Calculus 1 (5 hours)
MATH320	Introduction to Advanced Mathematics (3 hours)
MATH331	Foundations of Geometry (3 hours)

Three additional hours of math courses of 200-level or above*

*Any courses taken at another institution must be approved by the chairperson of mathematics

Cognate requirements:

CPTR112	Programming 1 (or any other high-level programming language) (Minimum 3 hours)
---------	--------------------------------------------------------------------------------

Teacher Education Licensure Requirements:

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC238M	Teaching Mathematics in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*

EDUC440 Student Teaching Seminar (1 hour)*

EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)*

*Taken *after* formal admittance to the Teacher Education Program.

Cognate requirements:

PSYC112 General Psychology (3 hours)

PSYC218 Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

Minor in Mathematics

Student Learning Outcomes

Graduates in Mathematics (B.A., B.S) in Secondary Education (6-12) will:

- Exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, including culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.
- demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.
- Understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.
- Solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.
- Apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.
- Recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

- Engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary teaching experience and mathematics content knowledge base.

Student Learning Outcomes

Graduates with a Minor in Mathematics will:

- Translate real-world problems into mathematics language and choose appropriate techniques to provide solutions or partial solutions to problems as required and interpret and explain the results and the assumptions behind those results as well as the appropriateness of the techniques chosen.
- Communicate mathematical ideas and problem solutions both in writing and orally
- Apply their knowledge by solving real world/application problems.

Minor requirements:

MATH222 Calculus 1 (5 hours)

MATH223 Calculus 2 (5 hours)

Nine additional hours of math courses of 200-level or above

Secondary Licensure in Mathematics

Requirements:

MATH215 Introduction to Statistics and Probability (3 hours)

MATH222 Calculus 1 (5 hours)

MATH223 Calculus 2 (5 hours)

MATH224 Calculus 3 (5 hours)

MATH319 Linear Algebra (3 hours)

MATH320 Introduction to Advanced Mathematics (3 hours)

MATH321 Ordinary Differential Equations (3 hours)

MATH331 Foundations of Geometry (3 hours)

MATH444 Abstract Algebra (3 hours)

CPTR112 Programming 1 (or any other high-level programming language) (Minimum 3 hours)

PHYS211 General Physics 1 (5 hours)

PHYS212 General Physics 2 (5 hours)

Teacher Education Licensure Requirements:

EDUC150 Introduction to Education (2 hours)

EDUC215 Foundations of Education (3 hours)

EDUC216 Diversity Field Experience (1 hour)

EDUC220 Educational Technology (3 hours)

EDUC238M Teaching Mathematics in the Secondary Schools (3 hours)

EDUC322 Educational Psychology (4 hours)*

EDUC323 Introduction to Exceptionalities (4 hours)*

EDUC343 Home, School, and Community (3 hours)

EDUC344 Content Area Literacy (3 hours)

EDUC352 Principles of Effective Secondary Instruction (3 hours)

EDUC439 Secondary School Methods and Management (4 hours)*

EDUC440 Student Teaching Seminar (1 hour)*

EDUC449 Observation and Supervised Teaching in the Secondary School (4-12 hours)*

*Taken *after* formal admittance to the Teacher Education Program.

Cognate requirements:

PSYC112 General Psychology (3 hours)

PSYC218 Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

Nursing (B.S.N.)

At the Southwestern College Department of Nursing, our mission is to advance practice through the art and science of nursing by fostering a diverse culture of compassion, respect, and healing. We prepare graduates to demonstrate effective communication, leadership, and collaboration for positive professional relationships.

At the Southwestern College Department of Nursing, our vision is to be a beacon of excellence in nursing education and transformative healthcare.

The Southwestern College Bachelor of Nursing degree program is approved by the Kansas State Board of Nursing (Landon State Office Building, 900 S.W. Jackson, Suite 1051, Topeka, KS 66612-1230, Phone: 785-296-4929, Fax: 785-296-3929, www.ksbn.org).

The Department of Nursing Education supports a Bachelor of Nursing track for pre-licensure students. This is an on-campus, four-year program consisting of Liberal Arts Prerequisite Courses and Nursing Courses. Upon successful program completion, the student is awarded the Bachelor of Nursing degree. Pre-licensure graduates are eligible to take the National Council Licensure Examination for licensure as a Registered Nurse (NCLEX-RN). The BSN degree is considered entry-level for professional nursing and serves as a foundation for career development and for graduate education in nursing.

B.S.N., Major in Nursing

Student Learning Outcomes

Graduates in Nursing (B.S.N.) will:

Major Requirements

NUR 301 Introduction to Nursing Concepts (3 hours)
NUR 302 Promoting Self Care and Wellbeing (2 hours)
NUR 303 Assessment and Health Promotion (3 hours)
NUR 306 Foundations of Nursing Practice (7 hours)
NUR 311 Community Health (3 hours)
NUR 312 Health and Illness Concepts 1 (6 hours)
NUR 314 Evidence-Based Practice (2 hours)
NUR 315 Pharmacology 1 (2 hours)
NUR 316 Special Populations 1 (4 hours)
NUR 401 Transcultural Nursing (3 hours)
NUR 402 Health and Illness Concepts 2 (6 hours)
NUR 405 Pharmacology 2 (2 hours)
NUR 406 Special Populations 2 (4 hours)
NUR 411 Capstone (2 hours)
NUR 412 Health and Illness Concepts 3 (3 hours)
NUR 416 Special Populations 3 (3 hours)
NUR 421 Concepts Synthesis (5 hours)

Cognates

BIOL 102 Essentials of Biology with Lab (4 hours)
BIOL 231 Principles of Nutrition (4 hours)
BIOL 241 Human Anatomy and Physiology 1 (4 hours)
BIOL 242 Human Anatomy and Physiology 2 (5 hours)
BIOL 280 Pathophysiology (3 hours)
BIOL 334 Microbiology (5 hours)
CHEM 102 Essentials of Chemistry with Lab (4 hours)
PHIL 120 Ethics, Society and Choices (3 hours)
HSCI 200 Medical Terminology (1 hour)
MATH 110 College Algebra (3 hours)

MATH 215 Introduction to Statistics and Probability (3 hours)
PSYC 112 General Psychology (3 hours)
PSYC 252 Developmental Psychology (3 hours)
SOCS 102 Sociology (3 hours)

Students who major in Nursing must earn a grade of “C” or better in each course required for the program. Students must have an overall GPA of 3.0 or better for all required BIOL & CHEM courses.

Successful completion of NUR 411 and NUR 421 satisfies the requirement for PREP 499 in the general education curriculum.

Philosophy (B.Phil.)

The bachelor of philosophy degree is based on an individually-designed program of study that satisfactorily demonstrates a student’s specific goals. The student develops the program of study in consultation with his or her advisor and the vice president for academic affairs, and must submit it to the Academic Affairs Committee for approval. The program proposal must include an explanation of what courses are included and why a B.Phil. degree is needed. Students must have a grade point average of 3.0 or higher, receive approval from the Academic Affairs Committee prior to the first semester of the academic year in which the student intends to graduate, and earn 31 or more credits after the proposal is approved.

Philosophy and Religion

The philosophy and religion major provides students a robust engagement with the various subjects of Christianity, such as scripture and systematic theology, as well as the classic subjects of philosophical study, such as logic and ethics. Students will explore questions of meaning, related both to the philosophical question of the pursuit of the good life and the theological question of the nature of God and God’s will for humankind. Students will read and interpret the classic philosophical and theological texts that have shaped Western culture for over two millennia. These two disciplines produce graduates who are deep thinkers, good readers of texts, and great writers. The major is designed to prepare graduates for effective employment in the various fields of ministry or for success in graduate studies related to, but not limited to, the subjects of education, law, ministry, philosophy, and politics.

B.A., Major in Philosophy and Religion

Student Learning Outcomes

Graduates in Philosophy and Religion (B.A.) will:

- Identify and summarize foundational aspects in the theological/philosophical disciplines
- Evaluate the models for the relationship between philosophy and theology
- Create resources applicable to legal or ministerial situations

Major requirements:

PHIL101	Introduction to Philosophy (3 hours)
PHIL221	History of Philosophy (3 hours)
PHIL227	Logic (3 hours)
PHIL320	Philosophy of Religion (3 hours)
PHIL331	Political Philosophy (3 hours)
REL 130	Introduction to the Church (3 hours)
REL 201	Introduction to the Bible (3 hours)
REL 202	Introduction of Biblical Interpretation (3 hours)
REL 220	Introduction to Christian Theology (3 hours)
REL 225	Comparative Religions (3 hours)

Fifteen additional hours in philosophy or religion

Minor in Christian Discipleship Studies

Student Learning Outcomes

Graduates with a minor in Christian Discipleship Studies will:

- Understand the biblical narrative and explain connections between the Old and New Testaments.
- Apply the Christian scriptures and traditions to their lives.
- Explain the connection between primary and secondary vocation.
- Practice soft skills in relationships.
- Value the philosophy and set practices of servant leadership.
- Synthesize their learning and form a senior capstone project.
- Choose to live a holistic life of discipleship.

Minor requirements:

REL 142	Disciple Bible Study 1 (0-1 hour)
REL 143	Disciple Bible Study 2 (0-1 hour)
REL 201	Introduction to the Bible (3 hours)
REL 220	Introduction to Christian Theology (3 hours)
REL 242	Discipleship (0-1 hour)
REL 243	Discipleship (0-1 hour)
REL 342	Discipleship (0-1 hour)
REL 343	Discipleship (0-1 hour)
REL 442	Discipleship (0-1 hour)
REL 443	Discipleship (0-1 hour)
REL 444	Discipleship and Ethics (1 hour)
Three additional hours in Religion	

Minor in Philosophy and Religion

Graduates with a Minor in Philosophy and Religion will:

- See major

Minor requirements:

This is an 18-hour program consisting of any three of the courses listed under the major requirements plus elective courses in philosophy or religion to be selected in consultation with the department.

Minor in Youth Ministry

Student Learning Outcomes

Graduates with a minor in Youth Ministry will:

- The student will synthesize Christian theology, developmental theory, and youth culture into a working theology of youth ministry.
- The student will evaluate youth ministry practices using Christian doctrine.
- The student will identify the stages of human development and stages of faith as it relates to the practice of youth ministry.
- The student will create a functional youth ministry plan.

Minor requirements:

REL 124	Introduction to Youth Ministry (3 hours)
REL 130	Introduction to the Church (3 hours)
REL 201	Introduction to the Bible (3 hours)
REL 202	Introduction to Biblical Interpretation (3 hours)
REL 220	Introduction to Christian Theology (3 hours)
REL 224	Adolescent Spirituality (3 hours)

Cognate requirement:

PSYC218	Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)
---------	--------------------------------------------------------------------------

Physical Education and Sport Studies

The physical education and sport studies department prepares students for careers in physical education, coaching, personal training, strength and conditioning coaching, and recreation with a broadly based, value centered liberal arts curriculum. The Bachelor of Science degree with a major in physical education leads to Kansas secondary teacher licensure, while the major in physical performance and sport studies does not lead to licensure.

B.S., Major in Physical Education

Important note: This major address physical education; it leads to Kansas K – 12 teacher licensure only in physical education.

Student Learning Outcomes

Graduates in Physical Education (B.S.) will:

- Demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
- Demonstrate physical literacy and skillful performance in physical education content areas and health-enhancing levels of fitness.
- Apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.
- Engage all students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
- Select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
- Exhibit technological fluency, model appropriate digital citizenship, and engage students in technology use to enhance learning.
- Demonstrate behaviors is essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Major requirements:

PESS126	First Aid and Safety (2 hours)
PESS212	Swimming (1 hour)
PESS213	Principles of Physical Education (3 hours)
PESS215	Applied Motor Learning (3 hours)
PESS225	Fitness Assessment (2 hours)
PESS314	Measurement and Evaluation in Physical Education (3 hours)
PESS323	Exercise Physiology (3 hours)
PESS325	Teaching Physical Education in the Elementary School (3 hours)
PESS326	Adapted Physical Education (3 hours)
PESS332	Kinesiology (3 hours)
PESS420	Theory of Coaching (3 hours)
PESS435	Organization and Administration of Physical Education (3 hours)
PSYC335	Psychology of Sport (3 hours)

Cognate requirements:

ATEP230	Introduction to Athletic Training (2 hours)
---------	---------------------------------------------

Teacher Education Licensure Requirements:

EDUC150	Introduction to Education (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC238P	Teaching Health and Physical Education in the Secondary Schools (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC352	Principles of Effective Secondary Instruction (3 hours)
EDUC439	Secondary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC449	Observation and Supervised Teaching in the Secondary School (4-12 hours)*

*Taken *after* formal admittance to the Teacher Education Program.

Cognate requirement:

MATH110	College Algebra (3 hours)
PSYC112	General Psychology (3 hours)
PSYC218	Child Psychology (3 hours) or PSYC252 Developmental Psychology (3 hours)

B.S., Major in Physical Performance and Sports Studies

Important note: This major addresses physical performance and sport studies; it *does not* lead to any Kansas secondary teacher licensure.

Student Learning Outcomes

Graduates in Physical Performance and Sports Studies (B.S.) will:

- Demonstrate a fundamental understanding of skills, strategies, techniques and rules related to a variety of sports and physical activity.
- Demonstrate knowledge of the principles of organizational administration, sports psychology, and adaptive processes to address exercise, physical activity, health, and social-emotional requirements of athletes, individuals, and diverse populations.
- Apply concepts to develop adaptive and prescriptive programs and health plans to meet the needs of athletes, individuals, and diverse populations.
- Apply knowledge of developmentally appropriate anatomy, physiology, and kinesiology to promote the benefits of a healthy lifestyle and to meet the needs of athletes, individuals, and diverse populations.
- Demonstrates knowledge of common safety procedures, care, and preventions of injuries for athletes, individuals, and diverse populations.

Major requirements:

In Physical Education and Sports Studies:

Complete the following courses:

PESS126	First Aid and Safety (2 hours)
PESS213	Principles of Physical Education (3 hours)
PESS214	Principles of Strength Training and Conditioning (3 hours)
PESS225	Fitness Assessment (2 hours)
PESS226	Structural Anatomy (2 hours)
PESS323	Exercise Physiology (3 hours)
PESS326	Adapted Physical Education (3 hours)
PESS332	Kinesiology (3 hours)
PESS341	Game Rules and Officiating (3 hours)
PESS414	Exercise Prescription (3 hours)
PESS420	Theory of Coaching (3 hours)
PESS435	Organization and Administration of Physical Education (3 hours)
PSYC335	Psychology of Sport (3 hours)

SPMG220	Introduction to Sport Management (3 hours)
SPMG244	Sports Marketing (3 hours)

Complete Twelve hours from the following:

PESS202	Lifesaving (1 hour)
PESS212	Swimming (1 hour)
PESS215	Applied Motor Learning (3 hours)
PESS302	Water Safety Instruction (1 hour)
PESS303	Advanced Strength Training (3 hours)
PESS314	Measurement and Evaluation in Physical Education (3 hours)
PESS415-419	Theory of Coaching (Sport) (2 hours)
ATEP332	Musculoskeletal Assessment (3 hours)
ATEP342	Therapeutic Interventions (3 hours)
DANC130	Jazz 1 (1 hour)
DANC131	Tap 1 (1 hour)
DANC132	Musical Theatre (1 hour)
DANC133	Ballet 1 (1 hour)

Cognate requirements:

ATEP230	Introduction to Athletic Training (2 hour)
ATEP236	Care and Prevention of Athletic Injuries (3 hours)
BIOL101	Essentials of Biology (3 hours)

Suggested Cognate:

NSCI230	Drugs: Research and Reward (3 hours)
---------	--------------------------------------

Political Science and Legal Studies

The department of criminal justice and legal studies, along with political science offers two programs: a major in criminal justice and legal studies and a minor in criminal justice and legal studies. Criminal justice and legal studies program involve teaching skills that will be applicable in the legal environment, such as legal business applications and knowledge of specialty law subjects. Most classes are based on lectures and focused projects. The major and minor are popular avenues to law school. They also provide students with opportunities to develop specific skills of value to a wide variety of prospective employers, including data analysis, communication, decision-making, and research competencies. The minors is an excellent complement to any major at Southwestern College, including business, communication, English, philosophy and religion, and psychology.

Major in Criminal Justice and Legal Studies

Major requirements:

PHIL227	Logic (3 hours)
PHIL228	Philosophy of Law (3 hours)
PHIL323	Criminal Justice and Social Ethics (3 hours)
POLS102	Introduction to Criminal Justice (3 hours)
POLS205	Public Policy (3 hours)
POLS215	Crime and Punishment (3 hours)
POLS216	Principles of Criminal Law (3 hours)
POLS217	Criminal Procedure (3 hours)
POLS306	Law and the Legal System (3 hours)
POLS307	Constitutional Law (3 hours)

Cognate Requirements:

BUS 350	Business Law (3 hours)
MATH 215	Introduction to Statistics and Probability (3 hours)
PSYC 112	General Psychology (3 hours)
PSYC 320	Abnormal Psychology (3 hours)
PSYC 302	Forensic Psychology (3 hours)

Minor in Criminal Justice and Legal Studies

A total of 18 hours is required for this minor.

Student Learning Outcomes

Graduates with a minor in Criminal Justice and Legal Studies will:

- Define important field-specific theories and concepts and understand their role in developing political science knowledge.
- Apply conceptual argument or theoretical approaches to field-relevant situations
- Compare and evaluate the merits of multiple policies, theories, or concepts from the perspective of an active citizen

Minor requirements:

- POLS102 Introduction to Criminal Justice (3 hours)
- POLS306 Law and the Legal System (3 hours)

An additional 12 hours among the following courses:

- POLS205 Public Policy (3 hours)
- POLS215 Crime and Punishment (3 hours)
- POLS216 Principles of Criminal Law (3 hours)
- POLS217 Criminal Procedure (3 hours)
- POLS241 Comparative Law (3 hours)
- POLS307 Constitutional Law (3 hours)

Psychology

The major in psychology prepares students to evaluate psychological theories and research and to examine ethical issues as well as the biological, social, and cognitive factors that affect the human condition. Majors have the opportunity to develop critical thinking skills and design research through coursework and individual practica and projects. Students in psychology will learn about career opportunities in psychology and clarify vocational goals as they prepare for graduate study in psychology or other people-oriented careers.

Students who major in psychology must earn a grade of “C-” or better in each course required for the program.

B.A., Major in Psychology

Student Learning Outcomes

Graduates in Psychology (B.A.) will:

- Describe key concepts, principles, and themes in psychology, as well as domains and applications of the discipline
- Learn critical thinking through deeper levels of processing and through synthesis of different psychological disciplines
- Apply knowledge of psychological theories to clarify career paths
- Learn ethics conducting psychological research
- Learn appropriate forms of communication

Major requirements:

- PSYC112 General Psychology (3 hours)
- PSYC325 Research Methods (4 hours)
- PSYC419 History and Systems of Psychology (3 hours)

Eight courses selected from the following:

- BUS 328 Organizational Behavior (3 hours)
- PSYC218 Child Psychology (3 hours)
- PSYC219 Social Psychology (3 hours)

PSYC220	Belief in Weird Things (3 hours)
PSYC225	Multicultural Psychology (3 hours)
PSYC242	Personality (3 hours)
PSYC218	Child Psychology (3 hours)
PSYC252	Developmental Psychology (3 hours)
PSYC301	Human Sexuality (3 hours)
PSYC302	Forensic Psychology (3 hours)
PSYC320	Abnormal Psychology (3 hours)
PSYC321	Introduction to Clinical and Counseling Psychology (3 hours)
PSYC330	Biological Foundations of Psychology (3 hours)
PSYC333	Cognition (3 hours)
PSYC335	Psychology of Sport (3 hours)
PSYC422	Learning (3 hours)
PSYC455	Topic course(s)

Six hours selected from the following:

PSYC356	Research Apprenticeship (3 hours)
PSYC459	Practicum in Psychology (1-5 hours)
PSYC460	Internship in Psychology (6-14 hours)

Cognate requirements:

MATH215	Introduction to Statistics and Probability (3 hours)
---------	------------------------------------------------------

Minor in Psychology

Minor requirements:

PSYC112	General Psychology (3 hours)
Five additional courses in Psychology (including BUS 328 Organizational Behavior but not including PSYC459 or PSYC460)	

Sustainability and Environmental Studies

The mission statement of Southwestern College states that the college “strives to live by and teach a sustainable way of life.” The sustainability and environmental studies minor offer a curriculum that provides students with the opportunity to study the basic tenets of sustainability; examine the obstacles to achieving a more sustainable society; and envision, design, and implement an individual project involving sustainability practices.

Minor in Sustainability and Environmental Studies

Student Learning Outcomes

Graduates with a minor in Sustainability and Environmental Studies will:

- Understand the basic tenets of sustainability and the obstacles to achieving a more sustainable society.
- Develop and implement an individual project based on sustainability concepts and practices.
- Articulate ideas and arguments about sustainability in written and oral form.

Minor requirements:

NSCI201	Environmental Issues (3 hours)
SES 103	Sustainability: Concepts and Applications (3 hours)
SES 359	Practicum in Sustainability (3 hours)

Choose one course from the following:

NSCI180	Science, Society, and the Environment (3 hours)
BIOL112	Biology 2 (4 hours)

Choose two courses from the following:

PHIL322	Ecology and Ethics (3 hours)
ECON334	Environmental Economics (3 hours)
ENG 203	Literature and the Environment (3 hours)
POLS322	Climate Change, Global Warming, and Politics (3 hours)

Main Campus Undergraduate Course Descriptions

ACCT281 Financial Accounting

Emphasizes basic concepts and their application in transaction analysis and financial statement preparation, and analysis of financial statements. Course procedures will include group interaction, written assignments, and written examinations. Credit 3 hours.

ACCT283 Managerial Accounting

The study of accounting in terms of management's information requirements. Emphasizes the use of accounting information to assist management in planning, analyzing and implementing business decisions and activities. Course procedures include group interaction, written assignments, completion of cases and written examinations. Prerequisite: ACCT 281. Credit 3 hours.

ACCT330 Accounting/Financial Information Systems

A study of the concepts of information systems, their design and operation and the relationship of these concepts to the economic information requirements, information flows, decision criteria and control mechanisms in the business organization. Course procedures include group interaction, written assignments, completion of cases and papers and written examinations. Prerequisite: ACCT 283. Credit 3 hours.

ACCT331 Not-for-Profit Accounting

An expansion of accounting concepts and practices relating specifically to not-for-profit and governmental entities. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 283. Credit 3 hour.

ACCT383 Federal Income Taxation of Individuals

An introductory federal income taxation course specifically focused on individual taxation. Focus will be on the fundamental concepts, the mastery of which provides a permanent frame of reference for future study of advanced tax topics. The course will stress that an understanding of taxation is not only relevant but critical to the student's success in the business world. Prerequisite: ACCT283. Credit 3 hours.

ACCT385 Federal Income Taxation of Businesses

Emphasis will be on discussing and recognizing the major tax issues inherent in business and financial transactions. Focus will be on the fundamental concepts, the mastery of which provides a permanent frame of reference for future study of advanced tax topics. The course will stress that an understanding of taxation is not only relevant but critical to the student's success in the business world. Prerequisite: ACCT 283. Credit 3 hours.

ACCT386 Cost Accounting

The use of accounting information to assist management in planning, analyzing and operational control in contemporary business contexts. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 283. Credit 3 hours.

ACCT391 Intermediate Accounting 1

A thorough study of conceptual and technical aspects of financial accounting and reporting. Emphasizes recognition and measurement problems of income determination and balance sheet presentation. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 283. Credit 3 hours.

ACCT392 Intermediate Accounting 2

A continuation of 391. Course procedures include group interaction, written assignments, completion of papers and cases and written examinations. Prerequisite: ACCT 391. Credit 3 hours.

ACCT445 Auditing

A study of the auditor's attest function, including auditing standards and procedures, independence, legal responsibilities, codes of ethical conduct and evaluation of accounting systems and internal control. Course procedures include group interaction, written assignments, completion of cases and papers and written examinations. Prerequisite: ACCT 283. Credit 3 hours.

ACCT446 Advanced Accounting

An expansion of accounting concepts and practices relating to consolidation of statements and partnerships. Course procedures include group interaction, written assignments, completion of cases and papers and written examinations. Prerequisite: ACCT392. Credit 3 hours.

ANTH201 Social and Cultural Anthropology

Main Campus Undergraduate Course Descriptions 100

An introduction to the study of human culture, through the social structures, norms, practices, and beliefs of diverse people around the world. Credit 3 hours.

ART 103 Graphic Design

The course will cover the basic design principles of layout, color, and typography. Class time will be spent on discussions, lectures, critiques, individual meetings, and work sessions. Cross-listed with Communication. Credit 3 hours.

ART 123 Basic Drawing

Various approaches to drawing such as contour, gesture, shading, and perspective, with the use of such tools as graphite, charcoal, ink, etc. Credit 3 hours.

ART 205 Introduction to Photography

A study of camera, film, composition, light and lighting, flash and the principles of photojournalism as it relates to storytelling. Building a portfolio is included. Cross-listed with Communication. Credit 3 hours.

ART 212 Stained Glass 1

A beginning studio class utilizing copper foil lead technique with multicolored glass to create traditional and innovative designs. Credit 3 hours.

ART 215 Painting Studio 1

The practice of painting techniques. Several media such as acrylic, oil, watercolor, and mixed media. Credit 3 hours.

ART 216 Composing With Paint & Draw Programs 1

The application of art, illustration and graphic design principles using paint and draw programs such as Adobe Photoshop, Adobe Illustrator and Macromedia Flash. Focus on artwork for screen-based and print-based media. Cross-listed with Communication. Credit 3 hours.

ART 221 Sculpture

Sculptural possibilities explored through disciplined application of form principles in a variety of materials ranging from paper, clay, and stone to woods, fabric, and metal-jewelry techniques. Credit 3 hours.

ART 223 Art in the Elementary School

Lecture and workshop course. The lectures would consider the meaning of creativity in elementary education and the several stages of self-expression. The workshop portion of this course will consist of an introduction to and the use of basic art materials which might be used by the elementary teacher. Credit 3 hours.

ATEP230 Introduction to Athletic Training

An introduction to the history and structure of the athletic training profession as well as the responsibilities and functions of a certified athletic trainer. Credit 2 hours.

ATEP236 Care and Prevention of Athletic Injuries

The study of the care and prevention of common athletic injuries and illnesses. Credit 3 hours.

ATEP332 Musculoskeletal Assessment

This course is designed for students interested in an allied health care career. The course will discuss basic musculoskeletal assessment techniques of both the upper and lower extremities. Credit 3 hours.

ATEP342 Therapeutic Interventions

This course is designed for students interested in an allied health care career. The course will discuss basic therapeutic modalities with emphasis on heat, cold, electrical, sound, and manual strength modalities. Rehabilitation techniques will be covered including regaining range of motion, strength, proprioception, and functional ability. Credit 3 hours.

BIOL101 Essentials of Biology

This course is intended for non-major. The focus of the course will be upon principles of biology and topics related to human biology. Potential topics include biological chemistry, cell structure, function and processes, heredity, nutrition, and human ecology. This course will not count as a biology elective for biology majors. Cannot be taken for credit if a student has passed BIOL 111 with a C+ or better. Credit 3 hours.

BIOL102 Essentials of Biology with Laboratory

This course is intended for non-majors who require an introductory biology course with a lab. The focus of the course will be upon principles of biology and topics related to human biology. Potential topics include biological chemistry, cell structure, function and processes, heredity, nutrition, and human ecology. This course will not count as a biology elective for biology majors. Cannot be taken for credit if a student has passed BIOL 111 with a C+ or better. Lecture and laboratory. Credit 4 hours.

BIOL111 Biology 1

The Unity of Life. Fundamental principles of prokaryotic and eukaryotic life. An examination of life processes from the molecular to the ecological level. Lecture and laboratory. Credit 4 hours.

BIOL112 Biology 2

The Diversity of Life. Evolutionary diversity of eukaryotes, with an emphasis on animals and plants. Animal and plant structure and function. Lecture and laboratory. Prerequisite: BIOL 101 or 111, or consent of instructor. Credit 4 hours.

BIOL216 Cell Biology

A study of structure and function at the molecular, organelle, and cellular levels of organization. The course will examine in detail the major cellular processes in eukaryotic cells. Lecture and laboratory. Prerequisites: BIOL 111 and CHEM 111, or consent of instructor. Credit 4 hours.

BIOL230 Genetics and Evolution

An examination of the fundamentals of transmission, population and molecular genetics, and the principles of organic evolution. Lecture and laboratory. Prerequisite: BIOL 111 or consent of instructor. Credit 4 hours.

BIOL231 Principles of Nutrition

Utilization of basic nutrients throughout the life cycle. Emphasis on community nutrition and diet therapy. Prerequisite: BIOL102 or 111 and CHEM102 or 111, or consent of instructor. Credit 3 hours.

BIOL241 Human Anatomy and Physiology 1

An in depth study of the structure and function of the human body focusing on the integumentary, circulatory, lymphatic, respiratory, digestive and urinary systems. Students desiring a comprehensive knowledge of human anatomy and physiology should take BIOL 241 and 242. Laboratory consists of histological surveys and physiological experiments. Lecture and laboratory. Prerequisite: BIOL102, BIOL 111 or consent of instructor. Credit 4 hours.

BIOL242 Human Anatomy and Physiology 2

An in depth study of the structure and function of the human body focusing on the skeletal, muscular, nervous, sensory, endocrine and reproductive systems. Students desiring a comprehensive knowledge of human anatomy and physiology should take both BIOL 241 and 242. Laboratory consists of a hands-on cadaver based on gross human anatomy survey. Lecture and Laboratory. Prerequisite: BIOL 241 or consent of instructor. Students may not receive credit for both Biology 242 and Biology 245. Credit 5 hours.

BIOL245 Gross Human Anatomy

A cadaver-based comprehensive laboratory exploration of human anatomy with an emphasis on the musculo-skeletal system. Prerequisite: A college level Human Anatomy and Physiology course or consent of instructor. Students may not receive credit for both Biology 242 and Biology 245. Credit 2 hours.

BIOL280 Pathophysiology

A foundational course in the study of physiologic and pathologic concepts of human homeostasis and alterations in homeostasis. It focuses on rationales for adaptations of human functioning to stressors and altered health states. It provides a basis for understanding alterations in functioning imposed by disease processes so that application to understanding clinical presentations can be made. Prerequisite: BIOL 241 and 242 (or concurrent enrollment), or consent of instructor. Credit 3 hours.

BIOL305 Marine Biology

An introduction to the diverse array of marine organisms and marine habitats. Examination of the ecology of oceans from the intertidal to the deep sea. Emphasis upon adaptations to environmental factors and ecological relationships. Lecture and laboratory. Prerequisite: BIOL 111 and 112, or consent of instructor. Credit 5 hours.

BIOL306 Freshwater Biology

An introduction to the biology found in streams, rivers, and lakes, and the role that biological, physical, and chemical factors play in determining the abundance and distribution of freshwater organisms. Field investigations are a significant component of the laboratory for this course, providing an opportunity to learn various techniques of sampling freshwater habitats. Lecture and laboratory. Credit 5 hours.

BIOL310 Developmental Biology

The study of patterns of development, mechanisms of cellular differentiation, and cellular interactions in development in animals and plants. Examination of the cellular, molecular, and genetic mechanisms governing these processes. Lecture and laboratory. Prerequisite: BIOL 216 or consent of instructor. Credit 5 hours.

BIOL322 Animal Behavior

An examination of the different approaches and methodologies used to study animal behavior. Specific topics for discussion will include foraging, reproduction, parental care, communication, and sociality. Prerequisite: BIOL 111 or 112 or consent of instructor. Credit 5 hours.

BIOL325 Animal Physiology

A general and comparative examination of the major functional systems in animals. Emphasis upon regulatory mechanisms underlying physiological processes. Physiological adaptations at the cellular, molecular, and organ-system levels will be explored. Lecture and laboratory. Prerequisite: BIOL 216 or consent of instructor. Credit 5 hours.

Main Campus Undergraduate Course Descriptions 102

BIOL334 Microbiology

An introduction to the study of microorganisms with emphasis on bacteria. Lecture and laboratory. Prerequisite: BIOL102, BIOL 111, or consent of instructor. Credit 5 hours.

BIOL336 Ecology

The relation, formation, and associations of animals and plant communities. Lecture and laboratory. Prerequisites: BIOL 111 and 112. Credit 5 hours.

BIOL340 Molecular Biology

A laboratory-based class in which students will investigate various techniques commonly used in molecular biology research. This course specifically focuses on nucleic acids and proteins. For each technique studied, students will investigate and understand the rationale behind the technique as well as specific applications and protocols. Examples of specific applications will be provided by readings from current scientific literature. Credit 4 hours.

BIOL342 Cadaver Dissection

Advanced training in gross human anatomy and dissection techniques. Students will perform selected dissections on a human cadaver specimen. Prerequisites: BIOL 242 or BIOL 245 and consent of instructor. Graded S/U. Credit 1 to 2 hours. Can be repeated for a maximum of 4 credit hours.

BIOL352 Readings in Biology

An independent study course in the biological sciences for reading in specific and advanced fields of study. Open to students of junior/senior standing with 8 or more hours in biology. Prerequisite: Consent of instructor. Graded S/U. Credit 1 to 2 hours.

BIOL353 Problems in Biology

An independent study course in the biological sciences that utilizes one or more components of the scientific method in conducting field or laboratory research: literature review, development of methodologies, data collection, data analysis and/or the writing of a scientific paper. Open to students of junior/senior standing with 8 or more hours in biology. Prerequisite: Consent of instructor. Graded S/U. Credit 1 to 2 hours.

BIOL430 Biochemistry

An introduction to the structure and function of biomolecules. Emphasis on proteins and carbohydrates. Protein structure, enzyme kinetics, and regulation are studied as carbohydrates and their metabolism. Structure of lipids, steroids, and nucleic acids are taught; a brief time is given to their synthesis and reactions within the cell. Prerequisites: CHEM 221 or consent of instructor. CHEM 222 recommended. Cross-listed with Chemistry. Credit 5 hours.

BIOL461 Seminar in Biology

While content will vary from year to year, the general theme of this seminar will be evolutionary biology. Credit 1 hour.

BIOL464 Senior Research

Library research, development of methodologies, data collection, data analysis, and writing of the scientific paper. Credit 3 hours.

BUS 115 Business Basics

This class is an exploration of college life and a true transition course that gives opportunities to learn life-long skills for college and for life. The student will explore career options based on proven personality and career surveys, learn time management, study and test-taking skills, Microsoft Office basics, and investigate real world scenarios such as taxes, loans, house hunting, car buying, relationships, marriage, and spiritual identity. Credit 3 hours.

BUS 120 Ethics, Society and Business

This course is designed to assess how business affects our individual and social lives and ask what role business and its values play in our society as a whole. Students will examine issues and conflicts that typically arise in business and have moral aspects to them, such as the way employers treat their employees; relations between employees and their employers; and the ways businesses treat their competitors, their customers, their society, and even their environment. Students will develop an understanding of various moral theories including the utilitarianism of Mill, the Nicomachean Ethics by Aristotle, the deontological ethics of Kant, and Rawls' Theory of Justice. Students will develop critical thinking and ethical reasoning skills as they analyze, evaluate and discuss current ethical issues in society and business. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Credit 3 hours.

BUS 125 Introduction to Safety

This course introduces most facets of the practice of safety including basic safety practices, incident causal factors and preventative measures. It identifies current trends and stresses the latest thinking in the health, safety and environmental field. While the course provides a foundation for required coursework, it also addresses additional

topics relevant to the future EHS professional. Of particular importance are the aspects of business activities that have an influence on the practice of safety; more importantly, the success of safety management. This includes recognized consensus standards that drive quality, environmental management, occupational health and safety management, sustainability and risk management. The course promotes safety beyond compliance since regulations represent minimum requirements. Finally, the course is relevant not only to EHS majors, but also to all business and science majors as they could well find themselves in a direct or peripheral safety leadership role. Credit 3 hours.

BUS 130 Introduction to Entrepreneurship

This course is designed to create an experiential learning environment to present the concept of organizing, managing, and assuming the risk of a business or enterprise. In a practical learning environment, special attention will be given to creating entrepreneurial ideas using a business project logic model. Special emphasis will be given to entrepreneurial action designed to transform lives and create a more sustainable world. The course includes the development and delivery of an entrepreneurial presentation based on the project logic model. The coursework requires extensive exploration into entrepreneurial careers and the development of fundamental skills that enhance the opportunity to find an entrepreneurial career. The coursework requires working in teams, case studies, oral presentations, and group interaction. Credit 3 hours.

BUS 225 Emergency Preparedness

This course will cover the planning and mitigation needed to effectively prepare, prevent and respond to various workplace emergencies to protect employees, the public and the environment. Specific plans will include fire prevention and protection plans, emergency action plans, preparedness, prevention and contingency plans, workplace security plans, violence prevention/active shooter plans, transportation security plans, and business continuity plans. Students will also learn about homeland security recommendations and procedures including the Incident Command Systems and the National Incident Management System. Credit 3 hours.

BUS 230 Personal Financial Planning

This course explores personal financial planning topics pertinent to the success of managing one's personal finances. The aim of this course is to provide an introductory knowledge of budgeting, taxes, consumer assets, consumer credit, insurance, investment options, and retirement/estate planning. This course will be taught primarily via lecture and through experiential learning opportunities. Students will be assigned weekly readings and personal assignments. Students are expected to participate in group discussions regarding financial planning topics and personal experience. Credit 3 hours.

BUS 318 Quantitative Methods for Business

An introduction to the quantitative reasoning required in business and economics. The course includes the study of basic algebraic functions, differential calculus, descriptive measures, sampling distributions, estimation and hypothesis testing with emphasis on applied problems in business and economics. Additional topics may include linear programming techniques, linear and multiple regression analyses and the introduction of structural modeling techniques in the solution of business problems. The coursework requires extensive research, case studies, oral and written presentations and group interaction. Prerequisites: MATH 110 and 215. Credit 3 hours.

BUS 322 Management

Course is designed to establish a foundation of sound management skills for future business leaders. Managing communication, people, quality, and economic change will highlight this human resource development process. Course procedures include oral and written communication, group interaction, and major presentations. Credit 3 hours.

BUS 324 Digital Marketing

Course is designed to explore the basic concept of digital marketing. Included in this process will be branding, social media, and digital content strategy. Course procedures include group projects, individual presentations and creating of content across multiple mediums. Case studies and guest speakers will also be integrated into the course content. Credit 3 hours.

BUS 325 Marketing

Product concepts, from ideas to delivery to the ultimate consumer, will be examined. Also included will be pricing, promotion, distribution, and planning for the marketing effort. Emphasis on being an informed consumer included. Course procedures include oral and written communications, group interaction in class, and group project. Credit 3 hours.

BUS 326 Investments

The course covers the principles of securities analysis and valuation from the perspectives of the individual and institutional investor. Emphasis is placed on portfolio theory and modern philosophies of portfolio analysis and selection. Topics include stocks, bonds, mutual funds, derivatives, international trading, and the organization and functions of the securities markets and the SEC. Credit 3 hours.

BUS 327 Consumer Behavior

A study of the buyer's information acquisition, evaluation, purchasing and post-purchasing evaluation process. Emphasis is placed upon social psychological theories and their implications on the understanding and prediction of consumers' behavior. The student will apply behavioral science concepts to the problems of planning, pricing and promotion decisions. Prerequisites: BUS 325. Credit 3 hours.

BUS 328 Organizational Behavior

Individual and work group behavior in organizations. Exercises in the dynamics of power, developing leadership, facilitating quality and change, and interpersonal communication skills will be emphasized. Course procedures include oral and written communications, group interaction in class, and a major presentation. Cross-listed with Psychology. Credit 3 hours.

BUS 329 Money and Banking

The course topics include the study of contemporary money and banking concepts including the role of money in the domestic and world economies, government regulation of the money supply, banking systems and the role of the Federal Reserve Bank. The course may include guest speakers, case studies, extensive research and development of oral and written presentations and group interaction. Prerequisite: ECON 102. Credit 3 hours.

BUS 331 Risk Management

The course covers the concepts of risk and risk management, what insurance is and how it is distributed to the public, essential insurance terms and concepts, various insurance products, the importance of risk management and insurance to business and society. The course will include guest speakers, a survey of career opportunities in risk management, case studies, oral and written presentations and group interaction. Credit 3 hours.

BUS 340 Professional Selling

The course is designed to examine sales as a key element in the marketing mix which creates a proactive response with customers. The problem-solving approach which increases productivity and organizational effectiveness will be discussed in detail. Course procedures include oral and written communications, group interaction in class, and major presentations. Prerequisites: BUS 325. Credit 3 hours.

BUS 342 Social Entrepreneurship

The course is designed to establish a foundation of social entrepreneurial skills for future business owners. Establishing a solid understanding of social venture and execution of a social entrepreneurial business plan will be the focus of learning. Course procedures include oral and written communication, group interaction, case studies and major presentations. Credit 3 hours.

BUS 350 Business Law

This course is a study of legal concepts applicable to business, including forms of business organization, legal aspects of organizing and operating a business, the Uniform Commercial Code, contracts, commercial paper, secured transactions, antitrust law, consumer protection, torts, criminal business law, social and political influences, management rights, powers, and responsibilities, and a brief overview of the structure of the judicial system. Prerequisite: BUS 322. Credit 3 hours.

BUS 375 Human Resources Management

This course covers the general functions of human resources management as applied to today's corporations and entities. It presents human resource management concepts and analytical methods of handling problems in manufacturing and service operations. Credit 3 hours.

BUS 376 Introduction to Environmental Law

This course will cover the various federal and state regulations pertaining to protection of the environment. Different applications of these regulations will be covered as well as discussion of best practice compliance methodologies. Credit 3 hours.

BUS 377 Hazardous Materials and Waste Management

This course will cover the overall responsibilities an organization has for complying with the pertinent regulations from OSHA, DOT, EPA and state agencies. Different strategies used for hazardous materials management will be discussed including safety programs and management systems. Students will learn about the important physical and chemical properties that affect chemical behavior and used in the classification of hazardous materials by different agencies and organizations. Topics will include but are not limited to: hazard communication and GHS, safe transportation of hazardous materials, hazardous waste management, hazardous substance reporting, process safety, aboveground and belowground storage, and spill prevention, ISO 14001 and Responsible Care programs. The course promotes safety beyond compliance since regulations represent minimum requirements. Finally, the course is relevant not only to EHS majors, but also to all business and science majors as they could well find themselves in a direct or peripheral safety leadership role. Credit 3 hours.

BUS 378 Construction Safety

This course will cover the compliance responsibilities an organization has under the OSHA Construction Industry regulations and the safety challenges construction activities present to organizations. The focus of the course will be the regulations found in 29 CFR 1926 – OSHA Construction Industry. Topics covered will include but not limited to: caught-in or between hazards, crane operations, electricity, excavations, fall protection, flammable liquids, fleet safety, hand and power tools, lock-out – hazardous energy, rigging, scaffolds, stairways and ladders, struck-by hazards, welding and cutting, workplace violence and security. The course promotes safety beyond compliance since regulations represent minimum requirements. Finally, the course is relevant not only to EHS majors, but also to all business and science majors as they could well find themselves in a direct or peripheral safety leadership role. Credit 3 hours.

BUS 379 Regulatory Compliance

This course will cover the overall responsibilities an organization has for complying with OSHA and other regulatory authorities such as DOT, EPA, and State agencies. Different strategies used for safety management will be discussed including safety programs and management systems, ISO 45001 in particular. The focus of the course will be the regulations found in 29 CFR 1910 – OSHA General Industry. Topics covered will include but not limited to: bloodborne pathogens, confined spaces, powered industrial trucks, hazard communication, hazardous materials, health hazards, hearing conservation, machine guarding, material handling, personal protective equipment, process safety management, respiratory protection, and walking-working surfaces. Credit 3 hours.

BUS 380 Injury and Damage Incidents

This course will cover best practices for injury and accident reporting for organizations. A well-crafted and implemented injury and accident reporting plan can be a major contributor to successful financial management in regards to loss prevention. Topics will include personal protective equipment, process safety management, hazard communication, walking-working surfaces, hearing conservation, machine guarding, health hazards, among others. Credit 3 hours.

BUS 390 Operations Management

The use of quantitative methods in the decision-making process. Topics include regression analysis, forecasting, linear programming, quality control and continuous improvement, and scheduling. Course procedures include quantitative methods. Prerequisites: MATH 110, or consent of instructor. Credit 3 hours.

BUS 395 Corporate Finance

An introduction to the long-term and short-term investing and financing decisions required in the financial management of a business. Course procedures include quantitative methods, oral and written communications, group interaction in class, and a major presentation. Prerequisite: ACCT 281 or consent of instructor. Credit 3 hours.

BUS 401 Advanced Business Law

This course is a study of legal topics relating to business, including internet law, creditor-debtor relations, bankruptcy, legal business entities, agency law, employment discrimination, consumer protection, immigration, and antitrust laws. Recommended as preparation for the Kansas Certified Public Accountant Licensing Examination. Prerequisite: BUS 350. Credit 3 hours.

BUS 424 Market Research

The objective of the course is to provide a fundamental understanding of market research methods employed by organizations. The course is aimed at the manager who is the ultimate user of the research and thus is responsible for determining the scope and direction of research conducted. We will cover the types of research design, techniques of data collection and data analysis. The course is broadly structured to follow the steps in the market research process including problem definition, research design (exploratory, descriptive and causal), data collection methods, questionnaire design and attitude measurement, sampling schemes, basic data analysis and communicating research findings. Both the qualitative and quantitative aspects of market research will be covered. The course will emphasize extensive group project work. Prerequisite: BUS 325 and MATH215. Credit 3 hours.

BUS 425 International Business

An overview of business practices worldwide. Focus on how U.S. managers can effectively manage a business enterprise outside the U.S. Course procedures include oral and written communications, group project, and major presentation. Prerequisite: BUS 322. Credit 3 hours.

BUS 432 Marketing Strategy

The emphasis in this course is on strategic marketing analysis and planning and integration of marketing concepts into a strategic planning framework. Concepts and methods for the strategic analysis of product-market definition, segmentation, product positioning and new product planning are examples of individual subjects that are covered. The students will apply concepts to realistic marketing problems through marketing simulations and/or case studies that capture the dynamics of the marketing environment. Students will learn how to identify markets, assess company strengths and weaknesses, target market segments, analyze competition and develop specific functional strategies in such areas as product development, pricing, distribution and promotion. Prerequisites: BUS 322 and 325. Credit 3 hours.

BUS 435 Management Decision Making

This course teaches practical decision-making methodologies, aids students in identifying common pitfalls in everyday thought processes, and examines both successful and unsuccessful business leaders and the decisions that helped to determine the fate of their business endeavors. The course is taught primarily through lecture and discussion, utilizing some group work for various assignments. Credit 3 hours.

BUS 437 Professional and Business Ethics

An approach to the ethical challenges of a modern business society. The course will utilize the expertise of professionals working in the various areas of business as well as the moral reasoning of ethicists. Course procedures include oral and written communications, group interaction in class, group project, and a major presentation. Cross-listed with Philosophy. Credit 3 hours.

BUS 459 Practicum in Business

Students will gain foundational experience necessary for working in a professional office setting. Assignments are on campus and the emphasis will vary to include sales, book keeping, and events management. Site supervision will be provided by the college officer charged with oversight of office operations. Prerequisite: Sophomore standing. Credit 3 to 5 hours.

BUS 460 Internship in Business

Internships are offered in an area of the student's interest such as (but not limited to) working in a bank. Internships take place off campus and are supervised by a business manager. Site visits from a faculty member in the Business department are normally included. Prerequisite: Junior standing. Credit 6 to 14 hours.

BUS 495 Entrepreneurship

Students will prepare a complete business plan for an organization they may wish to start. There will be emphasis on the structural, legal, and financial aspects of entrepreneurship. The course explores sources of information, common start-up problems and methods for analyzing situations for profitable entry. The course will include guest speakers, visits to existing small businesses and start-ups, case studies, and class discussions. Students will prepare oral and written presentations and engage in group activities. Extensive outside research and networking required. This class is designed to help students jump-start their careers and put their education into practice. Prerequisites: BUS 130, 322, 325, 395, ACCT 281 and 283 (exceptions allowed with consent of instructor). Credit 3 hours.

BUS 497 Business Strategy and Policy/Capstone

Focus on problem-solving, creative solutions, and brainstorming, using guided intuitive processes to reach group conclusions on given entrepreneurial dilemmas. Course procedures include quantitative methods, oral and written communications, group interaction in class, group project, and major presentation. Prerequisites: BUS 322, 325, 395, ACCT 281 and 283 (exceptions allowed with consent of instructor). Credit 3 hours.

CHEM101 Essentials of Chemistry.

This course is intended for non-majors. Topics to be studied include measurements, stoichiometry, electrolytes, chemical reactions, the periodic table, acid-base chemistry and basic organic and biological chemistry. This course is not open to students who have completed CHEM 111 with a C+ or better. Credit 3 hours.

CHEM102 Essentials of Chemistry with Laboratory.

This course is intended for non-majors who require an introductory chemistry course with a lab. Topics to be studied include measurements, stoichiometry, electrolytes, chemical reactions, the periodic table, acid-base chemistry and basic organic and biological chemistry. This course is not open to students who have completed CHEM 111 with a C+ or better. Lecture and laboratory. Credit 4 hours.

CHEM111 General Chemistry 1

Stoichiometry, periodic properties of representative elements, structure of atoms and molecules, thermal chemistry, gas laws, and properties of gases, liquids, and solids. Lecture and laboratory. Prerequisite or corequisite: MATH 110 or consent of instructor. Credit 4 hours.

Main Campus Undergraduate Course Descriptions 107

CHEM112 General Chemistry 2

Acid base chemistry, solutions, chemical equilibrium, kinetics, and aqueous equilibria. Lecture and laboratory. Prerequisite: CHEM 111 or consent of instructor. Credit 4 hours.

CHEM131 Honors General Chemistry 1

The class expands on topics presented in General Chemistry 1. It is designed as a supplement for science majors with strong high school backgrounds currently enrolled in General Chemistry 1. The course is a mixture of problem sets, discussion, and lab projects. Prerequisite: Concurrent enrollment in CHEM 111 or consent of instructor. A composite ACT score of 26 or higher is recommended. Credit 1 hour.

CHEM132 Honors General Chemistry 2

The class expands on topics presented in General Chemistry 2. It is a supplement for science majors with strong backgrounds currently enrolled in General Chemistry 2. The course is a mixture of problem sets, discussion, and lab projects. Prerequisite: Concurrent enrollment in CHEM 112 or consent of instructor. A composite ACT score of 26 or higher is recommended. Credit 1 hour.

CHEM221 Organic Chemistry 1

The functional groups found in organic chemistry, with emphasis on their structures, physical properties, and reactions (selected). Lecture and laboratory. Prerequisite: CHEM 112 or consent of instructor. Credit 5 hours.

CHEM222 Organic Chemistry 2

Mechanisms of chemical reactions, emphasizing synthesis. Introduction of instrumental analysis such as NMR, IR, and mass spectroscopy. Lecture and laboratory. Prerequisite: CHEM 221 or consent of instructor. Credit 5 hours.

CHEM324 Analytical Chemistry

A survey of modern methods of chemical analysis including titrations, equilibrium techniques, electrochemistry, spectroscopy, and separation procedures. Emphasis is given to analytical calculations. Two lecture hours and 6 laboratory hours per week. Prerequisite: CHEM 112 or consent of instructor. Credit 4 hours.

CHEM345 Physical Chemistry: Thermodynamics and Kinetics

Theoretical treatment of gases, solids, liquids and solutions, using thermodynamics, electrochemistry and reaction kinetics will be discussed. Problems will have a biochemical emphasis. Lecture and laboratory. Prerequisites: CHEM 112, MATH 222, or consent of instructor. PHYS 201 or 211 recommended. Credit 4 hours.

CHEM421 Advanced Organic Chemistry

The functional groups found in Organic Chemistry are discussed with emphasis on their structures, physical properties and reactions. Mechanisms of chemical reactions emphasizing synthesis will be discussed. Use of instrumental analysis such as NMR, IR, and mass spectroscopy will be presented. Prerequisites: CHEM 221 and 222, or consent of instructor. Credit 3 hours.

CHEM430 Biochemistry

An introduction to the structure and function of biomolecules. Emphasis on proteins and carbohydrates. Protein structure, enzyme kinetics, and regulation are studied as carbohydrates and their metabolism. Structure of lipids, steroids, and nucleic acids are taught; a brief time is given to their synthesis and reactions within the cell. Includes one laboratory per week. Prerequisites: CHEM 221 or consent of instructor. CHEM 222 recommended. Cross-listed with Biology. Credit 5 hours.

CHEM461 Seminar in Chemistry

The class will focus on the presentation of papers on current topics in chemistry. The students will develop the skills needed for researching and delivering a technical seminar. Prerequisite: Junior standing in the biochemistry major or consent of the instructor. Credit 1 hour.

CHEM464 Senior Research

Senior projects will include a literature review, development of methodologies, data collection, data analysis, and a written report. Prerequisite: Consent of instructor. Credit 3 hours.

COMM101 Survey of Mass Communications

A course designed to develop the student's ability to appreciate and evaluate the aesthetic, societal, and cultural functions of newspapers, magazines, advertising, film, radio and television. It will examine the nature, development, contemporary structure and influence of the mass media. Credit 3 hours.

COMM102 Elements of Oral Communication

An introduction to the theoretical and practical performance of effective oral communication skills. Students will learn rhetorical strategies and opportunities to aid them in improving their interpersonal, intercultural, public, and group communication skills. Credit 3 hours.

COMM105 Introduction to Communication Theory

Introduction to the major theories, paradigms, and histories that are the foundation of the discipline of communication. Such study provides a framework for understanding the role of theory in human communication. Students will engage with communication theory as it relates to cultural, historical, and academic perspectives. Credit 3 Hours.

COMM110 Media Writing

Examines contemporary writing techniques across various forms of media including television, film, social media, news, and public relations. Along with studying function and forms across industry, students will be exposed to the various roles of writing and writers in media contexts. Students will write scripts, outlines, news, social media content, and professional communication. Credit 3 Hours.

COMM107 UI/UX Design

This is a course on the principles and practice of User Interface and User Experience design. It will address relevant design traditions, historical and contemporary research, and the practical skills for creating effective original designs. Credit 3 hours.

COMM204 Introduction to Digital Media Studies

Explores the critical theoretical frameworks, methods, and aims of various approaches to the role of media in society. Students will investigate media and its relation to power and bias while cultivating a critical awareness of media's role in politics, public culture, and everyday life. Topics covered include but are not limited to privacy and surveillance, accessibility, race, labor and industry, gender and sexuality. Credit 3 Hours.

COMM207 Social Media

Explores social media practices, impact, and design from theoretical and practical approaches. Students will cultivate a broad understanding of social media's role in contemporary society, its uses, and place within various contexts such as art, education, business, sports, personal use, and culture. Credit 3 Hours.

COMM209 Video Production

A study of the principles of producing, directing, and editing video. Students will complete multiple projects to develop skills in capturing and editing video to tell complete narratives. Credit 3 Hours.

COMM218 Media Development

Focuses on the experience of working through pre-production processes. Students will work together to bring an idea to life through brainstorming, research, scripting, storyboarding, location scouting, pitching, media planning, and other pre-production elements. Prerequisite: COM110. Credit 3 Hours.

COMM202 Oral Storytelling

A course designed for students in disciplines where they are required to regularly read material (prose, poetry or non-fiction) before individuals, groups or the mass media. It is ideal for broadcasting majors, writers and teachers. Students will learn the basics of textual analysis (understanding that almost everything written contains a story) and how they can best communicate that experience to an audience. Credit 3 hours.

COMM203 Interpersonal Communication

Introductory study of communication between people and in relationships. Stresses awareness of how one's communication behavior influences and is influenced by others and provides methods of improving interpersonal interactions. Credit 3 hours.

COMM205 Introduction to Photography

A study of camera, photo composition, and photo editing. Students will learn how to shoot and edit photos through practical assignments and instruction in post-production software. The culmination of this course is a portfolio demonstrating various photography techniques and competencies. Cross-listed with Art. Credit 3 hours.

COMM208 Critical Thinking and Argumentation

Students enrolled in this course will learn the theoretical principles of critical thinking and argument as they apply to interpersonal, organizational, public and political concerns. Students will be guided in subject analysis, data gathering, evidence building, and evaluation of critical arguments. Credit 3 hours.

COMM211 Introduction to the Cinema

A study of the five technical elements that are involved in film: cinematography and visual editing, sound acquisition and music insertion, scriptwriting, performance, and the role of the director in pulling all this together. The course examines motion picture themes as a rhetorical communication medium, artistic expression, as well as a reflection of social and cultural thought. In each area of study, students will practice and improve their skills in creative and critical viewing. Credit 3 hours.

COMM215 Intercultural Communication

An investigation of the similarities and differences of communication patterns of various cultures. Examination of the values and cultural norms that inform and influence a culture's communication. Credit 3 hours.

COMM216 Composing With Paint & Draw Programs 1

The application of art, illustration and graphic design principles using paint and draw programs such as Adobe Photoshop, Adobe Illustrator and Macromedia Flash. Focus on artwork for screen-based and print-based media. Cross-listed with Art. Credit 3 hours.

COMM246 History of Television

An examination of social issues as explored through various television genres. Course may also explore news coverage of events and contemporary problems with television programming. Intended for non-majors as well as Communication majors. Credit 3 hours.

COMM248 History of the Cinema

The history of visual storytelling. This course examines the development of cinematography technology (camera, film, lighting, editing, sound) with an emphasis on techniques of video-only storytelling by such masters as the Lumiere Brothers (cinematography), Georges Melies (special effects), Sergei Eisenstein (montage), D.W. Griffith, Charles Chaplin, and Buster Keaton. The course also examines early attempts at sound acquisition and editing. It will culminate in a comprehensive analysis of what is critically considered to be the greatest American film: Citizen Kane. Credit 3 hours.

COMM250 Media Law and Ethics

This course will introduce students to the major legal, ethical, and policy issues related to the mass media. This will be done by exposing students to primary documents and cases as well as to methods of analysis. Upon completion, students should be able to explain in broad context existing media law and policy and be able to critique and analyze future laws and policies. Students should also be able to articulate the ethical issues that are relevant to media conduct. Credit 3 hours.

COMM262 Science Fiction Television

Examines the history of the genre to see how programming has dealt with significant political and social issues in a way unexplored in most dramatic television. It will also explore theories of Carl Jung to see how archetypes help to unify character and theme in Science Fiction TV. An additional focus will be on attempts of futuristic series to create a modern mythic construct for a society devoid of a unified native mythos. Credit 3 hours.

COMM294 Public Relations

Students will explore the major concepts and strategies of public relations for business and other organizations. Credit 3 hours.

COMM304 Advanced Topics in Media

An in-depth analysis of a particular topic related to media production or media theory. The topics are dependent on the interests of the faculty instructor and include but are not limited to specific topics in: social media, society, race, class, gender, accessibility, sexuality, labor, surveillance, privacy, video games, tv, film, and music. Prerequisite: COMM204 Introduction to Digital Media Studies. Credit 3 Hours.

COMM305 Advanced Topics in Communication Studies

An in-depth analysis of a particular topic in the field of communication. The topics are dependent on the interests of the communication faculty and include, but are not limited to specific topics in interpersonal, intrapersonal, group, presentational communication, and discourse. Prerequisite: COMM105 Intro to Communication Theory. Credit 3 Hours.

COMM313 Digital Storytelling

In this team-based course, students will work together to create a compelling digital narrative using content creation technology such as smartphones, social media platforms, and the Adobe Creative Suite. Students will work together to plan, produce, and deliver a project related to one of the following areas: advocacy campaigns, marketing campaigns, documentary, news, fundraising, or entertainment. Prerequisite: COMM209 Video Production or COMM218 Media Development. Credit 3 Hours.

COMM315 Persuasion

A study of persuasive communication and the techniques that motivate people to act or believe in a particular way. A variety of persuasive rhetorical theories will be discussed as tools for persuasion. Credit 3 hours.

COMM317 Advanced Presentational Speaking

This is an advanced course in the theory and application of public speaking in a variety of contexts and situations. Students will demonstrate an advanced level of understanding of how to engage audiences more effectively by using critical thinking, audience analysis, organization, technological and delivery skills. Prerequisite: COMM102. Credit 3 hours.

COMM320 Advanced Website Design: Graphic Techniques

This course builds upon the planning and design principles in CPTR 211, extending site effectiveness through the use of advanced graphic techniques. Prerequisite: CPTR 211. Credit 3 hours.

COMM348 International Cinema: Western Culture

An examination of the foreign film from traditional western cultures to include, among others, France, Spain, Mexico, Scandinavia, Italy, Greece, Germany, Russia, Australia, and New Zealand. Students will study the major trends and styles of cinema and how national identity and customs are reflected in those films. Course is designed to give global perspective to non-majors as well as majors. Credit 3 hours.

COMM349 International Cinema: Asian Culture

An examination of the foreign film from traditional eastern cultures to include, among others, Japan, China, Hong Kong, India, Korea, Vietnam, and Taiwan. Students will study the major trends and styles of cinema and how national identity and customs are reflected in those films. Course is designed to give global perspective to non-majors as well as majors. Credit 3 hours.

COMM401 Debate Question Analysis and Case Construction

This course is designed to acquaint students with critical analysis and case construction of debate questions including high school and intercollegiate organizations. Special emphasis is placed on case construction and analysis in a workshop setting. Prerequisite: COMM 102 and COMM208. Credit 3 hours.

COMM410 Theories of Human Communication

The focus of this course includes an overview of current and historical theories and research in the major sub-fields of human communication. Prerequisite: COMM 102. Credit 3 hours.

COMM411 Social Media Production and Theory

A seminar and production lab interested in the creation of social media content informed by theories of communication and digital culture. Students will engage in the critical analysis of social media platforms, products, and content in relation to their social, economic, and political impact. Students will develop practical skills in content strategy and social media analytics. Prerequisite: COMM207 Social Media and COMM205 Introduction to Photography or COMM209 Video Production or COMM218 Media Development. Credit 3 Hours.

COMM497 Communication Capstone

Working with a faculty advisor, the student will design, execute, and manage a creative project, internship, or research paper involving communication research, media studies, and/or working experience. This course will provide students with preparation for graduate school and/or working in a professional Communication field. Credit 3 Hours.

CPTR110 Introduction to Computer Science with Python

Assumes basic high school mathematics and no prior programming experience. Course introduces data representation, operating systems, and programming using Python. Topics include problem-solving, flowchart design, algorithm writing, data types, decision making statements for non-sequential programming, loops for repetitive work, functions, arrays, vectors, strings, and GUIs (graphical user interfaces). Lab section would help students design flowcharts and write simple programs. Lecture and Laboratory. Credit 4 hours.

CPTR112 Programming 1

Introduces students to the use of computers as a problem-solving tool. Programming techniques and methodologies are covered. This includes the design, coding, and execution of structured and object-oriented programming. Programming will be taught in a modern programming language. The topics covered: data structures, algorithms, procedural abstraction, functions, I/O streams, objects and classes. Lecture and laboratory. Prerequisite: CPTR110 or MATH 110 or higher level math course. Credit 4 hours.

CPTR200 Computer Game Concepts

A forum in which the topics are free-ranging. Periodically students will sift through the topics discussed to see if anything presents fertile ground for a game premise. Participation needs to be based upon simple opinion/observation in some cases and upon research and structured brainstorming in others. Credit 1 hour. May be repeated for credit.

CPTR205 Computer Game Planning and Production

Students in this course study games and the game development process. They also evaluate the premises presented to them by the Game Concepts class and select one or more to prototype and playtest. Credit 2 hours. May be repeated for credit.

CPTR211 Basic Information and Website Design

An introduction to Website creation. Students will learn the planning process, to include information design, and the creation of sites using WYSIWYG editors such as Dreamweaver, and HTML. Prerequisite: COMM or ART 103. Credit 3 hours.

CPTR212 Object Oriented Programming

Covers modern way of scalable software development using Object-oriented programming (OOP) paradigm. Topics covered include classes, objects, inheritance, encapsulation, polymorphism, and data abstraction. Lecture and laboratory. Prerequisites: CPTR 110 and 112. Credit 4 hours.

CPTR220 Digital Sound

This course will explore the use of computer software to create digital music and sound effects. Software such as Cakewalk Project 5 will enable students to create and use audio synthesizing workstations. Credit 3 hours.

CPTR240 3D Modeling and Animation 1

Probable topics for this course include the 3DMax interface layout, creation tools with primitives and 2D shapes, lofting, and basic modifiers along with scene set up. Simple lighting, camera and materials will enhance student renders and animations. Credit 3 hours.

CPTR250 3D Modeling and Animation 2

Probable areas of study include in-depth renders and animations using complex modifiers, lofting, space wars, and particle systems; creating low-polygon characters and objects for gaming; advanced lighting, camera and material creation methods along with detailed rendering options for enhanced realism. Prerequisite: CPTR 240. Credit 3 hours.

CPTR318 Data Structures

Covers both linear data structures: arrays, vectors, linked list, stack, and queue and non-linear data structures: trees and graphs. Introduces complexity analysis of data structures for valid selection based on problem and requirements. Implementation of the concepts and project would be using C++ or another object-oriented language. Prerequisites: CPTR 212. Credit 3 hours.

CPTR319 Cloud Computing

Course Description: Provides an overview of the field of cloud computing and the associated technologies. Students would be working on the projects hosting their product / software on the cloud infrastructures such as Amazon Web Services (AWS) and Microsoft Azure. Topics covered include cloud infrastructures, virtualization (CPU, memory, and Input / Output resources), software defined networks, cloud storage, and programming models. Prerequisites CPTR 212 or CPTR345. Credit 3 hours.

CPTR320 Database Management Systems

This will cover the concepts of successful commercial-level database design. It will include these topics: data models, three schema architecture, entity-relationship model, enhanced ER diagram, relational model concepts, relational algebra and calculus, SQL, functional dependencies, normalization, and database security. Prerequisite: CPTR 112. Credit 3 hours.

CPTR324 Computer Networks & Security

Covers computer network concepts and security using TCP/IP protocol model. Topics covered are application layer, transport layer, network layer, data link layer, and physical layer. Students would be introduced to current vulnerabilities, cryptographic algorithms to protect the data and network. Implementation of security algorithms would be in C++ and Python. Prerequisites: CPTR 212 and MATH 223. Credit 3 hours.

CPTR341 Operating Systems

This course will cover the concepts, structures, and functionalities of operating systems. It will include process management, memory management, scheduling, file management, multiprocessor scheduling, threads, deadlocks, and starvation. Prerequisites: CPTR 212 and MATH 319. Credit 3 hours.

CPTR345 Software Engineering

This course will study systems development life cycles through project implementation and evaluation, and life cycle models such as waterfall. Prerequisite: CPTR 212. Credit 3 hours.

CPTR346 Motion Graphics

A course in the creation of digital productions combining multiple elements for gaming, commercial video or web presentations. Video shooting and editing techniques taught in the course are combined with audio, sound and image manipulation, 2D and 3D graphics, interactive authoring and web creation techniques learned in prerequisite courses. Prerequisite: COMM 205, CPTR 211, COMM 216, CPTR 220, CPTR 240. Credit 3 hours.

CPTR350 3D Modeling and Animation 3

A continuation of CPTR 250. Prerequisite: CPTR 250. Credit 3 hours.

CPTR425 Machine Learning

Introduces fundamental concepts used in computational data analysis. Topics include regression, classification, clustering, and visualization. A brief overview of recent developments in deep learning and its applications would also be covered. Each student will work on their own projects based on their major area of study or interest. Students would perform data analysis using Python over Google Colab. Prerequisites: CPTR 110 or MATH110 or Instructor approval. Credit 3 hours.

CPTR430 Introduction to Artificial Intelligence

Basic concepts about Artificial Intelligence. Topics include: recursive problem solving, knowledge representation using semantic networks and frames, state space search methods, planning and problem solving, game playing and adversarial search methods, rules and production system, constraint satisfaction techniques and applications, optimization algorithms including genetic algorithms, and logic programming. Prerequisites: CPTR 212 and MATH 222. Credit 3 hours.

CPTR453 Analysis of Algorithm

This course focuses on running time of algorithms, recurrences, sorting, binary search trees, hash tables, and dynamic programming. Prerequisites: CPTR 212 and MATH 320. Credit 3 hours.

CPTR454 Senior Project and Seminar

Working with a professional mentor, the student will design, execute and manage a project involving computer technology. This project may include hardware, software and assessing the impact upon people and systems. The goal of this course is to provide students with professional experience. Three main objectives of this course are technical accomplishment, execution of a commercial-level project, and effective communication. Credit 3 hours.

CPTR459 Practicum in Computer Science

An intensive applied learning experience that involves the analyzing and solving of a significant practical problem, and providing appropriate documentation of the work done. Credit 1 to 5 hours.

DANC130 Jazz 1

Teaches basic jazz movements and terminology. Step, ball change, chasse, hinge, jazz walk, and jazz squares will be covered. Builds repertoire and provides students with audition and performance techniques. Credit 1 hour.

DANC131 Tap 1

Teaches basic tap movements/sounds and vocabulary. Explores creation of different sounds. Shuffles, flaps, toe, heel, scuffs, and ball change will be mastered. Credit 1 hour

DANC132 Musical Theatre 1

Teaches application of ballet, tap, and jazz skills. A small musical theatre production will be created and performed by students. Credit 1 hour.

DANC133 Ballet 1

Teaches basic ballet movements and terminology, providing a foundation for all movement and dance. Posture and placement, positions of the feet, correct technique at the barre, and a variety of battements will be emphasized. Credit 1 hour.

DANC230 Jazz 2

A continuation of DANC130 involving broadening the movement studied and increasing terminology. Pivot steps and turns, pencil turns, triplettes, and turns will be emphasized. Prerequisite: DANC 130 or consent of instructor. Credit 1 hour.

DANC231 Tap 2

A continuation of DANC131 involving broadening movements and vocabulary. Different techniques of sound creation will be explored. Running flaps, buffalo, maxie ford, simple time steps, grapevine, and paddle turns will be emphasized. Prerequisite: DANC131 or consent of instructor. Credit 1 hour.

DANC232 Musical Theatre 2

A continuation of DANC132 with an emphasis on building an advanced movement vocabulary and understanding of various dance styles and dance of historic periods for use in musical theatre works. Prerequisite: DANC132 or consent of instructor. Credit 1 hour.

DANC233 Ballet 2

A continuation of DANC133 involving broadening the movement studied and terminology. An introduction to center floor work and adage, epaulment, temps lie, linking steps, attitudes and arabesques will be emphasized. Prerequisite: DANC 133 or consent of instructor. Credit 1 hour.

ECON101 Principles of Microeconomics

A theory- and issues-oriented approach to the study of economics. Basic economic principles and tools introduced and developed through study of important social issues including inflation, unemployment, poverty, discrimination, crime, environmental quality and other contemporary topics. Develops the economist's approach to social problems and evaluates the contribution of economics to their solution. Course procedures include quantitative methods, oral and written communications, and group interaction in class. Credit 3 hours.

ECON102 Principles of Macroeconomics

A theory- and issues-oriented approach to economics. Systematically develops the elementary principles of the determination of income, employment, output, economic growth, government spending, taxation, and international trade. Course procedures include quantitative methods, oral and written communications, and group interaction in class. Credit 3 hours.

ECON334 Environmental Economics

The course emphasizes balancing our concerns for the economy and individual rights with the ecosystem and community values. Issues such as: sustainable economic growth and technology, values that drive the ecological debate, perspectives on work, leisure and philosophy of life will be addressed. The conflict between the desire for personal freedom and the need for community/global responsibilities will be rationalized by the examination of a comprehensive economic model. Credit 3 hours.

EDUC 150 Introduction to Education

An introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon inquiry and personal involvement in planning an effective and successful career in education. Includes field-based experiences. *This course is only for traditional students in a 4-year plan.* Credit 2 hours.

EDUC215 Foundations of Education

This course explores the theories and applications of educational philosophies for prospective teachers' use in both the classroom and their personal and professional lives. Additionally, educational institutions will be examined from historical, economic, sociological, and political perspectives. Includes field-based experiences. Credit 3 hours.

EDUC216 Diversity Field Experience

This course provides an opportunity for prospective teachers to observe, tutor, or mentor students in a school where there is a diverse population. Includes field-based experiences. Includes field-based experiences.

Prerequisites: EDUC 215 (or concurrent enrollment.) Credit 1 hour.

EDUC220 Educational Technology

Prospective teacher education candidates will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Prospective candidates will interpret and implement the International Society for Technology in Education (ISTE) standards and apply the ISTE standards for teachers to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the ISTE standards for students. Technology integration across the curriculum will be explored and students will develop and design lessons and use technology tools to support learning in an educational environment. Credit 3 hours.

EDUC223 Fine Arts in the Elementary School

The course provides students with the design, implementation, and evaluation of fine arts (music, art, dance) learning activities that are developmentally appropriate, meaningful, and challenging for all K-6 students, and the learning activities lead to positive learning outcomes that develop positive dispositions toward artistic explorations and expression. While designed for prospective teacher education candidates, this course would benefit any student who might spend time working with or mentoring children in the arts. Cross-listed with Integrative Arts. Credit 3 hours.

EDUC238 Teaching (subject) in the Secondary Schools

This course provides secondary education candidates with instructional strategies, methods and familiarity with current trends in their content area. Students are involved in a mentoring triad with public school teachers, subject area faculty, and the secondary education director. In conjunction with his or her mentor partners, each student develops a plan for study, observation, and practice in the public schools and on campus. Includes field-based experiences. Students seeking History and Government licensure must pass the Comprehensive Content Exam covering social science disciplines. Credit 3 hours.

238E Teaching English in the Secondary Schools

238H Teaching History and Government in the Secondary Schools

238M Teaching Math in the Secondary Schools

238P Teaching Health and Physical Education in the Secondary Schools

238S Teaching Science in the Secondary Schools

238T Teaching and Directing Theatre, Forensics, and Debate in the Secondary Schools

EDUC280 The Other Literacies

Prospective teacher education candidates will familiarize themselves with the literacy components of writing, speaking, and listening. Prospective candidates will refine their own writing skills, explore the writing process, understand the role of grammar in writing, and identify strategies to help PK-12 learners develop their own writing skills. The skills needed to view and comprehend material, arrange it, and aid PK-12 learners in the various ways information can be processed will also be addressed. Additionally, prospective candidates will examine the benefits of cooperative learning in enhancing the speaking and listening skills of PK-12 learners, as well as the characteristics of exemplary speakers and listeners in the classroom. Credit 3 hours.

EDUC318 Numbers, Computation, and Mathematical Processes

A course focusing on number sense, number systems, and their properties with an emphasis on analyzing age-appropriate standards (State Early Leaving Standards and State Math Standards). An introduction of theorists, theories, and developmental stages will be addressed and integrated into activities and lessons. This course includes development and understanding of the five process standards, connections, and application with number sense in the classroom. All methods, concepts, and strategies will be applied to a classroom environment and differentiated for all learners. Credit 3 hours.

EDUC322 Educational Psychology

A course designed specifically to study the behavior of individuals and groups in educational settings. Emphases are placed upon development, motivation, assessment, individual differences, teaching modalities and learning preferences. Attention is also given to character education and attitudes. Directed observation and participation in the public schools provide practical application of course theory. Lecture and clinical field experience.

Prerequisite: PSYC 112 and admission to Teacher Education program. Credit 4 hours.

EDUC323 Introduction to Exceptionalities

A course designed to prepare elementary and secondary education candidates in the understanding and appreciation of students with exceptionalities. Emphases are placed upon characteristics and categories of exceptionality, processes of referral, assessment, and placement of exceptional students. Effective teaching practices and observations in the public schools provide practical application of course theory. Lecture and clinical field experience. Prerequisite: Admission to the Teacher Education program. Credit 4 hours.

EDUC328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher

This course addresses the major concepts of health education, human movement, and physical activity as essential elements which foster a healthy lifestyle. Content includes health, nutrition, safety, impact of movement on brain development and learning, and integrates movement learning theories and practice across all curricular areas and instruction. Credit 2 hours.

EDUC329 Children's and Adolescents' Literature

This is a survey of literature K-12. It explores literature and relevant contemporary issues regarding literary works and pedagogy pre-K through 12th grade. Students will also become familiar with text complexity and its use in helping readers progress into more challenging levels of literature. Credit 2 hours.

EDUC336 Foundations of Literacy

The purpose of this foundations course is to provide pre-service elementary and secondary English language arts teacher candidates with a solid foundation for effective literacy instruction grounded in the science of reading. The course presents the scientifically based reading research fundamentals needed to understand the structure of the English language, how reading develops, the contribution of linguistic and cognitive factors to literacy outcomes, and the importance of explicit, systematic, and engaging instruction for all students. Emphasis will be placed on the essential components of reading: phonological awareness, phonics, vocabulary, fluency, and reading comprehension. The course requires a 10-hour literacy practicum. Credit 3 hours.

EDUC337 Science in the Elementary School

A course focusing on age-appropriate standards (State Early Learning Standards and State Science Standards) with methods of science instruction, organizing and presenting science materials for instruction, observation of classroom science presentation, familiarization with current trends in science education, and the development of a background in the content areas of science. Credit 3 hours.

EDUC338 Math in the Elementary School

A course focusing on principles and methods of mathematics instruction at the elementary level organized around the age-appropriate standards (State Early Learning Standards and State Math Standards). Development and presentation of math materials and units of instruction, familiarization with current trends in math curriculum and instructional methodology, and attention to evaluating and adapting instructional materials and delivery methods to the needs and learning styles of students are components of this course. Prerequisite: EDUC 318. Credit 3 hours.

EDUC343 Home, School, and Community

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

EDUC344 Content Area Literacy

This course will address the content area literacy movement and the philosophy behind this approach to instruction in K-12. Schema activation for pre-reading, metacognitive monitoring for during reading and post-reading discussion building and critical thinking will be addressed. This class will also address vocabulary and concept development, study skills, effective writing prompts, assessments and considerations for special-needs and English language learners. Includes field-based experiences. Credit 3 hours.

EDUC345 Social Science in the Elementary School

This course emphasizes the relationship of the various social science areas and the elementary school curriculum. Content includes unit and instructional material development and presentation, familiarization with current trends in social studies instruction. Emphases include multicultural instruction, interdisciplinary unit development, and the methodology of content delivery. Credit 3 hours.

EDUC349 Literacy Assessment and Instruction in the Elementary School

The purpose of this course is to provide a solid grounding in effective literacy assessment and instruction (reading, writing, speaking and listening) based on reading science. It will prepare pre-service elementary teachers to apply the principles of structured literacy teaching, including explicit, systematic, cumulative and teacher-directed instruction and to support literacy and language structure instruction for diverse learners from different linguistic, cultural and academic backgrounds, including students with dyslexia. Course work aligns with scientific research on assessment and instructional practices related to phonological awareness, phonics, vocabulary, fluency and reading comprehension. Emphasis will be placed on differentiation within core literacy instruction and screening, progress-monitoring and diagnostic assessment for planning and delivering interventions. Practical application will be gained through field-based experiences. This course requires a 20-hour literacy practicum. Prerequisite: EDUC 336. Credit 4 hours.

EDUC352 Principles of Effective Secondary Instruction

This introductory course is designed to provide an overview of essential elements of planning and implementing effective instruction at the secondary level. Emphasis will be given to integrating fundamental concepts and processes of curriculum development with select instructional strategies and models that can best be employed to enhance student learning. Includes clinical experiences. Prerequisite: Admission to Teacher Education program. Credit 3 hours.

EDUC362 Professional Development School Seminar A

This seminar focus includes acquaintance with PDS site, explorations of “specials” (art, music, library) and their relation to the educational process of the school program, observations, curricular review, and presentations in the content areas of math, social studies, children’s literature, art, and music, and lesson design, planning, and methodology. This seminar is taken during the first PDS Module. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.

EDUC363 Professional Development School Seminar B

This seminar focus includes exploration of effective teaching practices, observation, curricular review, and presentation in the content areas of science, language arts, and physical education, familiarization with the state and local testing programs, acquaintance with food service and transportation resources and the particulars associated with the planning and implementation of classroom field trips. This seminar is taken during the second PDS Module. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.

EDUC437 Elementary School Methods and Management

This course focuses on the development of professional teaching skills for the elementary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, candidates complete their professional portfolio and make application for the Capstone which includes the student- teaching placement. This course is taken immediately prior to the professional block. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

Main Campus Undergraduate Course Descriptions 116

EDUC439 Secondary School Methods and Management

This 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, candidates complete their professional portfolio and make application for the Capstone which includes the student-teaching placement. This course is taken immediately prior to the professional block. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

EDUC440 Student Teaching Seminar

A seminar course designed to be taken in conjunction with the student teaching block. This course focuses on the development and completion of the Kansas Performance Teaching Portfolio as well as the practical steps needed for obtaining a teaching position. Candidates practice reflection and problem solving of professional issues and tasks which may be encountered by the beginning teacher. Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with either EDUC 446, 447, 448, 449. Course graded S/U. Credit 1 hour.

EDUC446 Observation and Supervised Teaching in Early Childhood Programs

Clinical experiences in Pre-K through third grade accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.

EDUC447 Observation and Supervised Teaching in the Elementary School

Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.

EDUC448 Observation and Supervised Teaching in the Middle School

Clinical experiences in accredited schools for teacher licensure candidates. Concurrent with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.

EDUC449 Observation and Supervised Teaching in the Secondary School

Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.

EDUC450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition

This is an introductory course in language and linguistics, which explore the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Candidates 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. Theories and research of secondary language acquisition will also be explored, along with the relationship of communication, culture, and identity as it relates to language learning. This course is designed as one of two courses to prepare candidates for the ESOL Praxis II exam. Credit 3 hours.

EDUC490 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.

ENG 110 College Writing 1

A writing intensive course that considers the rhetorical strategies and issues of the different disciplines. Integration of varied modes of communication: oral, written, and technological. Credit 3 hours.

ENG 112 Beyond Google

This course is designed to introduce a framework form which students will develop critical thinking and information literacy skills. The concepts that will be addressed include the value of information, research as inquiry, searching as strategic exploration, recognizing the authority of sources, information creation as a process, plagiarism, and scholarship as conversation. Credit 1 hour.

ENG 120 College Writing 2

A writing intensive course stressing research methods across the disciplines. Emphasis on different methodologies used in a variety of fields, including social sciences, humanities, and natural sciences. Prerequisite: Successful completion of ENG 110. Credit 3 hours.

ENG 202 Introduction to Literary Studies

Emphasizes literature as a source of pleasure and knowledge about human experience while investigating and practicing techniques of reading, responding to, writing about and enjoying stories. Examines some of the best works in English, American, and World literature and considers imagery, characterization, narration, and patterns in sound and sense. This course considers stories in all narrative forms. Credit 3 hours.

ENG 203 Literature and the Environment

Examines a selection of literary works from the perspective of current thinking about environmental issues. The works examined portray a variety of interactions between people and environments, and readings will be informed by some key works in recent environmental theory. The course will examine the ways in which literature both reflects and helps to shape environmental attitudes and awareness. Credit 3 hours.

ENG 204 Literature and the Arts

Considers a variety of literary texts from the Renaissance to the present, and explores the interactions and mutual influences between literature and visual works of art. From Shakespeare to Sin City, and from Gothic Fiction to Memento, this course examines literature, graphic novels, painting, and cinema, to reveal the complex web of interactions between them. Credit 3 hours.

ENG 213 Survey of English Literature

Study of major English texts from the beginnings of English literature to the present. Credit 3 hours.

ENG 220 Interactive Story Telling

This course explores “live” story creation and oral delivery for interaction with live audiences, or as a model for interactive media such as computer games. Particular emphasis will be placed upon character-based (as opposed to plot-based) story creation and identifying parallels to the theory and practice of written stories. Traditional and emerging means for accomplishing successful interactivity will be explored. Cross-listed with Communication. Credit 3 hours

ENG 280 Digital Literacy

A survey class in which different digital forms of writing and composing will be explored, analyzed, and applied. The continuity between images, text, audio, and video will be studied in order to provide a scholarly framework for multimodal communication encountered in daily life. This course develops the skills and analytical thinking necessary to compose and circulate different digital documents. Students will convey creative, well-researched, carefully crafted, and attentively written information through digital platforms and multimodal documents. This course promotes digital writing and research, as well as competence in digital rhetoric. Credit 3 hours.

ENG 227 Survey of American Literature

Readings in American literature from the Colonial era through the present. Selections read in the course reflect the cultural and intellectual diversity of American literature. Credit 3 hours.

ENG 230 Culture in Context

An examination of the literary, linguistic, philosophical and artistic artifacts of selected ancient and modern cultures and subcultures at critical periods in history. Through reading primary and secondary sources, and examining cultural artifacts (music, visual art, dance, drama) and active classroom debate, students will learn about selected cultures and their cultural structures. The goal of this study is to gain insight into other cultures as agents of action and to provide students with the means and methods to understand the interrelations within and among cultural, sub-cultural and global communities. Credit 3 hours.

ENG 299 Literary Theory and Criticism

Introduction to a variety of theoretical approaches, including classical and contemporary texts. Considers the historical conflicts and issues of theory. Credit 3 hours.

ENG 325 The Renaissance

An examination of representative documents reflecting the origin and spread of Renaissance practices and ideals from Italy through England and into Northern Europe, including an introduction to Shakespearean study. Credit 3 hours.

ENG 328 Young Adult Literature

Study of literature for grades 6–12 with overall focus on literary analysis and interpretation. Literary themes and social issues pertinent to this age group will be considered, with a particular emphasis on the selection and evaluation of literature for upper-elementary and middle school grades. Study will also focus on the integration of literature and writing as a part of the secondary English curriculum through the middle grades and beyond. Credit 3 hours.

ENG 330-337-343-348 Creative Writing Sequence

Includes 330 Short Story, 337 Poetry, 343 Playwriting, and 348 Novella. Emphasis is placed on writing, editing, and evaluating the student’s own prose or poetry. Courses may also include reading of traditional, contemporary, and experimental forms of fiction and poetry. Credit 3 hours per course.

ENG 335 Survey of World Literature

A Study of European and non-European literature in translation. Will focus on classical as well as contemporary texts in translation. The traditional genres of drama, poetry, short story, and novel will be examined. Credit 3 hours.

Main Campus Undergraduate Course Descriptions 118

ENG 340 Language: Structure and Meaning

A history of the English language and basic information about analysis and description of human languages and ways in which human beings use their languages to communicate with one another. Credit 3 hours.

ENG 341 18th and 19th Century Literature

Through readings of novels, drama, poetry, and prose from the 18th and 19th centuries, this course will examine the (dis)continuities among different literary forms through time. Credit 3 hours.

ENG 347 Mythology and Literature

A critical study of the structure and function of mythology in various cultures of the world. Credit 3 hours.

ENG 349 20th and 21st Century Literature

A critical study of the development of new literary forms during the 20th century and those emerging in the 21st century. Credit 3 hours.

ENG 359C/D Tesserae Practicum

Students gain hands-on experience in the publishing world by working on a publishing project, an issue of *Tesserae: A Mosaic of Voices*, the English online journal. Students will work on designing, writing, and publishing content, as well as seeking and editing the submissions. At the end of the course, the issue of the online journal will be officially published and students have a real world publication and editorial experience for their resumes. May be repeated. Credit 1 hour.

ENG 425-427-429-430 Literary Genre Block

Includes 425 Short Story, 427 Genre: Poetry, 429 The Novel, and 430 Drama. One course in a literary genre is taught each semester. Credit 3 hours per course.

ENG 426 Professional Writing

Professional writing combines the study and practice of rhetoric in a variety of academic and professional contexts. It includes the study of rhetorical theory and how it functions in various forms of written discourse and the various rhetorical situations involved (for example, purpose, audience, stance, genre, and medium). Processes taught include collaboration and problem solving, and case study analysis. In addition, it considers the use of both traditional forms of written communication and emerging media; the study of employment-related communication forms; and the skills needed for the writing professional in various forms of employment.

Prerequisites: ENG 110, ENG 120, and COMM102. Credit 3 hours.

ENG 440 Major Authors and Movements Block

Each semester a major author or a literary movement will be studied in depth. Examples are: Tolkien, Austen, McCarthy, Faulkner, Steinbeck, Conrad, or Atwood; the Victorian, Modernist, or the Romantic Movement. Credit 3 hours. May be repeated for credit.

ENG 445 Creative Writing: Creative Nonfiction

Study of the multi-genre domain of writings that share the characteristics of literature, creative writing, and exposition. Students will practice a variety of forms that may include memoir, many forms of the essay, sports and travel writing, popular science and history, and literary (“new”) journalism. Different domains will be covered on a rotating basis. Credit 3 hours. May be repeated for credit.

ENG 447 Creative Writing: Genre Fiction

Course will cover a genre such as: historical fiction, crime fiction, science fiction, or fantasy. Students will produce, edit, and evaluate their own writing within a specified genre. The course will also include the reading and analysis of representative texts in the genre. Different genres will be offered on a rotating basis. Credit 3 hours. May be repeated for credit.

ENG 454A/B Senior Project in English

Working with a faculty advisor, the student will design, execute, and manage a project involving literary research, pedagogical studies, professional writing, or creative writing. This course will provide students with preparation for graduate school and/or the professional writing/teaching environment. Credit 1.5 hours.

ESKL079 Essential Skills

A course designed to strengthen student skills and monitor student success by developing practical academic skills and building on student strengths. The curriculum will be adapted to address each individual student's needs. Required for students who are admitted conditionally. Conditionally admitted students are automatically enrolled; other students are admitted to Essential Skills only by consent of the vice president for retention and student success. A grade of “Unsatisfactory” in Essential Skills may be grounds for suspension. Credit 0 hours. Graded S/U.

Main Campus Undergraduate Course Descriptions 119

ESKL080 Academic Mentoring

This course is designed to assist students who have been placed on academic probation in improving study skills and developing a strategy for academic success. Students in the course will be required to have regular contact with an academic mentor and complete monitored study hall hours every week. The course may be required of students placed on academic probation. A grade of "Unsatisfactory" in Academic Mentoring may be grounds for suspension. Credit 0 hours. Graded S/U. May be repeated

FYE 110 First Year Experience

Introduces students to strategies and information that promote success in the college environment including educational planning, campus resources, and academic success skills. Credit 1 hour.

GEOG201 World Geography

An introduction to geography structured around major world regions. Physical environment, political, social and economic geography. Credit 3 hours.

HIST121 History to 1500

An introduction to the history of the major civilization centers of the ancient and medieval world, from the Middle East to Asia and Africa, Europe, and the Americas. Credit 3 hours.

HIST122 World History since 1500

An introduction to the history of the major states and regions of the world in modern times, from the discovery of the New World to the present. Credit 3 hours.

HIST131 American History to 1865

A survey of the history of North America from colonial times through the founding of the United States, to the close of the Civil War. Credit 3 hours.

HIST132 American History since 1865

A survey of the history of the United States from the Reconstruction to the present, with an emphasis on the changing domestic developments and emerging international role of the U.S. Credit 3 hours.

HIST364 Junior Research Methods

An introduction to critical issues of history as a professional craft, designed to provide hands-on experience with research topic selection, historical source collection, primary source interpretation, and attendant issues of historiography and theory. Required of all junior history majors. Graded S/U. Credit 3 hours.

HIST464 Senior Research Seminar in History

A consideration of historiography as the philosophy of history and the methodology of historical research and writing. Students will read and discuss texts on the practice of history and as the main component of the course grade, will develop a topic to research, write, and present in a senior thesis for both peer and faculty review. Required of all senior history majors. Prerequisite: HIST 364 and consent of instructor. Credit 3 hours.

HONR111H Play

An interdisciplinary exploration on the concept and importance of play through extensive reading and discussion. Students will engage with a wide variety of source material including essays, research papers, podcasts and works of art. Topics will include looking at human play throughout history and other cultures, animal play, the role of play in human psychological development and the importance of play within the creative process. Students will create study materials for additional course topics of their choosing, acting as leaders for class discussions. Students will construct and implement a community service project that embraces some of the key themes uncovered during the semester. Prerequisite: Honors Program Scholar or Consent of Instructor. Credit 3 hours.

HONR155H Interdisciplinary Topics Course

An interdisciplinary exploration of a broad topic through reading and discussion. Students will engage with a wide variety of source material including essays, research papers, podcasts, and works of art. Students are expected to actively participate in weekly discussions on different topics within the overarching semester subject. Students will also create study materials for additional course topics, acting as leaders for class discussions. Students will construct and implement a community service project that embraces some of the key themes uncovered during the semester. Prerequisite: Honors Program Scholar or Consent of Instructor. Credit 3 hours. May be repeated for credit.

HONR206H Leadership and Ethical Worldviews

Study of proactive thought, personal and group visioning, ethics, and areas of personal leadership self-assessment will be covered. Facilitating group process and giving and receiving constructive criticism will be emphasized during class time. Prerequisite: Honors Program Scholar or Consent of Instructor. Credit 0-3 hours.

HONR310H Service Learning Travel

This course will provide students an immersive introduction to an unfamiliar culture through the process of travel. Students will explore the question of contextual influences in a cross-cultural setting. Students will read materials, observe and experience contextual elements specific to culture. Students will be required to demonstrate learning through reflective writing and visually-enhanced journaling. Prerequisite: Honors Program Scholar or Consent of Instructor. Credit 3 hours. May be repeated for credit.

HONR410H Senior Honors Thesis/Project

This course provides engagement in a student-centered, interdisciplinary learning experience that serves as a capstone experience for students in the Honors Program. Each individual student will design, research and write an original thesis paper on their chosen topic. Prerequisite: Honors Program Scholar or Consent of Instructor. In addition, students must have their Honors Thesis/Project proposal approved prior to enrolling in the course. Credit 3 hours.

HSCI100 Introduction to Careers in the Health Sciences

A seminar style course for students considering health care as a career. The course will provide an overview of different medical careers and their respective educational pathways. Weekly sessions will be led by representatives of different health care professions from the community including physicians, therapists, nurses, technicians, dentists, and optometrists. Credit 1 hour.

HSCI200 Medical Terminology

An overview of basic medical terminology. This course will focus on word origins, word roots, suffixes, prefixes, plurals, combining forms, special endings, abbreviations, and symbols. Through this course, students will learn how to spell, define, pronounce, and correctly use common medical terms. Credit 2 hours.

HSCI359 Practicum in Health Sciences

Students working in a health care setting off campus may receive up to three credit hours of academic credit within the major. The work must help to expand the student's knowledge and familiarity with the health sciences. Approval for course credit must be obtained from the Division Chair prior to the beginning of the associated work. Credit 1-3 hours.

HSCI461 Seminar in Health Sciences

This course focuses on the presentation and discussion of current research in the health sciences and related fields. Students will also develop key professional skills such as resume preparation and crafting personal statements. Credit 1 hour.

IART150 Creativity in the Arts

What is art? What is creativity? How are the two related? The study, application, and expression of art and its dependency on creativity and the creative process will be examined from contemporary as well as original, historical, and theoretical perspectives. From the classroom to the auditorium to the gallery and beyond, students will have real life exposure to and examination of many of the fine and applied arts. Credit 3 hours.

IART156 Introduction to World Music

An introductory study of musical cultures from different areas of the world, including a basic vocabulary of music terms (both Western and non-Western), musical instruments and forms of different cultures. The course will focus on the roles of music in different culture as related to identity, ethnicity, gender, religion, politics and social functions. Credit 3 hours.

IART157 Art Appreciation

This course is designed to develop a personal appreciation of art. By combining a study of concepts and artist's works, the student should improve one's judgment and ability to understand art critically. No art background is necessary. Credit 3 hours.

IART223 Fine Arts in the Elementary School

The course provides students with the design, implementation, and evaluation of fine arts (music, art, dance) learning activities that are developmentally appropriate, meaningful, and challenging for all K-6 students, and the learning activities lead to positive learning outcomes that develop positive dispositions toward artistic explorations and expression. While designed for prospective teacher education candidates, this course would benefit any student who might spend time working with or mentoring children in the arts. Cross-listed with Education. Credit 3 hours.

IART231 Theatre Across the Disciplines

This lab-intensive course stresses theatre involvement and methods across the disciplines. Emphasis is placed on communicating with and developing empathy for others in a variety of fields including the humanities, social sciences, and natural sciences. The course seeks to connect learning and sharing among all disciplines through theatre games, creative dramatics, and dramatic literature and its performance across campus and in the surrounding community. As theatre entertains and teaches, it helps us build connections to understand ourselves and our world. Credit 3 hours.

INTS490 Internship

The internship course provides work experience in industry, social, or civic agencies either voluntary or paid. It is designed for students to make connections between the academic curriculum and industry experience. A student may enroll in an internship for 1-9 credits. A student cannot take the class more than 3 times or for a total of 9 credits. Participation in the program requires previous academic preparation. Typically this experience will be supervised by an independent employer in addition to oversight from a faculty member with additional academic requirements. All Internships must be approved by the AVPAA for Professional Studies.

INTS590 Internship

The internship course provides work experience in industry, social, or civic agencies either voluntary or paid. It is designed for students to make connections between the academic curriculum and industry experience. A student may enroll in an internship for 1-9 credits. A student cannot take the class more than 3 times or for a total of 9 credits. Participation in the program requires previous academic preparation. Typically this experience will be supervised by an independent employer in addition to oversight from a faculty member with additional academic requirements. All Internships must be approved by the AVPAA for Professional Studies.

LANG121 French Language and Culture 1

Designed to impart a basic knowledge of French language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing French as it is spoken in France, Quebec and Francophone West Africa. Students will also gain insight into the culture of French-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.

LANG131 Spanish Language and Culture 1

Designed to impart a basic knowledge of Spanish language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing Spanish as it is spoken in Spain and Latin America. Students will also gain insight into the culture of Spanish-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.

LANG141 Italian Language and Culture 1

Designed to impart a basic knowledge of Italian language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing Italian as it is spoken. Students will also gain insight into the culture of Spanish-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.

LANG151 Chinese Language and Culture 1

Designed to impart a basic knowledge of Chinese language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing in Chinese Mandarin. Students will also gain insight into the culture of China and Chinese-speaking cultures, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.

LANG161 Arabic Language and Culture 1

Designed to impart a basic knowledge of Arabic language. The class will emphasize the relationship among the skills of listening, speaking, reading and writing Arabic as it is spoken. Students will also gain insight into the culture of Arabic-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.

LANG331 Intensive Language Study Abroad 1

This block consists of a semester in a domestic intensive language program or study abroad, focusing on immersion in listening, speaking, reading, and writing in a second language. Credit 12-15 hours. Prerequisite: Plan of study approved by the division.

LANG422 Intensive Language Study Abroad 2

An advanced course of study abroad designed to progress toward fluency in the oral use of the language, ability to read with understanding, and to write with clarity, using the ACTFL or similar articulated guidelines. Prerequisite: LANG 331 or equivalent determined by the division and plan of study approved by division. Credit 12-15 hours.

LEAD102 Leader Behaviors

This course is an introduction to the behavioral patterns of effective leaders. Students will read, reflect and self-assess their own leader behavior. Enrolled students must be members of the Leadership Southwestern Service-Learning Team. Credit 0-1 hour.

LEAD103 Leader Emotional Intelligence

This course is an introduction to the emotional intelligence patterns of healthy leaders. Students will read, reflect and self-assess their own leader emotional intelligence. Enrolled students must be members of the Leadership Southwestern Service-Learning Team. Credit 0-1 hour.

LEAD206 Leadership and Ethical Worldviews

Study of proactive thought, personal and group visioning, ethics, and areas of personal leadership self-assessment will be covered. Facilitating group process and giving and receiving constructive criticism will be emphasized during the class time. Credit 0-3 hours.

LEAD225 Nonprofit Leadership and Social Impact

Students will explore the intersection of nonprofits, businesses and the government as they relate to the public good. Specifically, this course will provide opportunity to explore nonprofit organizations in relation to organization structures, relationship to the public and private sectors and funding strategies. Students will explore the concept of voluntary action for the public good and analyze leadership theories that are well-suited to the nonprofit and public contexts. Special topics focused on social change and innovation will be addressed. As a part of the course, students will analyze and visit a community nonprofit organization of their choice and study needs, assets and stakeholder groups. Additionally, students will participate in awarding a grant to a nonprofit organization. Credit 0-3 hour.

LEAD301 Leadership Context: Travel

This course is a participation format to expose students to leadership practice in a context different than the main campus experience. Enrolled students must be members of the Leadership Southwestern Service-Learning Team. Credit 0 hour.

LEAD302 Leadership Context: Experiential

This course is a participation format to provide students an observational learning opportunity to a leader in action in a context related to the student's vocational direction. Enrolled students must be members of the Leadership Southwestern Service-Learning Team. Credit 0 hour.

LEAD401 Leadership Project

This course is a participation format to give students experience as a project leader. Enrolled students must be members of the Leadership Southwestern Service-Learning Team. Credit 0 hour.

LEAD104-105-204-205-304-305-404-405 Leadership Team Participation

This course is a service participation format through small groups related to the Leadership Southwestern Service-Learning Team. Enrolled students must be members of the Leadership Southwestern Service-Learning Team. Credit 0 hour.

MATH105 Intermediate Algebra

Fundamental operations, factoring, fractions, positive, negative, zero, and fractional exponents, linear and quadratic equations, systems of linear equations. Students wanting to enroll in this course should normally have successfully completed one year of high school algebra. Questions concerning the adequacy of a student's preparation for this course should be directed to a member of the mathematics department. Credit 3 hours.

MATH110 College Algebra

A review of Intermediate Algebra with more depth in the topics. Also logarithmic and exponential functions, the binomial theorem, systems of quadratic equations, and matrices and determinants. Prerequisites: MATH 105 with a grade of C- or better or consent of instructor. Credit 3 hours.

MATH215 Introduction to Statistics and Probability

An introduction to statistics and probability with emphasis on applications. Topics include numerical and graphical displays of data, linear regression, hypothesis testing, and elementary probability, including counting methods, conditional probabilities, and probability distributions. Prerequisite: MATH 105 with a grade of C- or better or consent of instructor. Credit 3 hours.

MATH216 Intermediate Statistics

This course is a continuation of Introduction to Statistics and Probability with continued emphasis on application for data analysis. The course includes further development of inferential statistical methods and probability distributions, multiple regression, and analysis of variance, and an introduction to nonparametric methods. Prerequisite: MATH 215 with a grade of C- or better or consent of instructor. Credit 3 hours.

Main Campus Undergraduate Course Descriptions 123

MATH222 Calculus 1

Limits, differentiation, and antidifferentiation of elementary and transcendental functions with applications.

Prerequisite: MATH110 with a grade of C- or better or consent of instructor. Credit 5 hours.

MATH223 Calculus 2

Techniques and applications of integration, sequences and series, and a brief introduction to differential equations.

Prerequisites: MATH 222 with a grade of C- or better or consent of instructor. Credit 5 hours.

MATH224 Calculus 3

Vector Calculus, partial differentiation and iterative integrals with applications. Prerequisite: MATH 223 with a grade of C- or better or consent of instructor. Credit 5 hours.

MATH319 Linear Algebra

A study of systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, and their applications. MATH lab or comparable computer algebra system will be used to enhance student learning. Prerequisite: MATH 110 with a grade of C- or better or consent of instructor. Credit 3 hours.

MATH320 Introduction to Advanced Mathematics

Develops the concept of theorem proving. Covers induction, fundamentals of set theory and logic, cardinal numbers, partially ordered sets, relations, and functions. Introduction to basic structures, to algebra and analysis, and to the history of their development. Prerequisite: MATH 222 with a grade of C- or better. Credit 3 hours.

MATH321 Ordinary Differential Equations

Solution methods for ordinary differential equations, including series techniques and Laplace transforms, with applications. Prerequisite: MATH 224 with a grade of C- or better. Credit 3 hours.

MATH331 Foundations of Geometry

A study of axiomatic systems, Euclidean geometry (with emphasis on what should be taught in high school), non-Euclidean geometries, and the history of mathematics. Prerequisite: MATH 320 with a grade of C- or better. Credit 3 hours.

MATH353 Problems in Mathematical Science

Students who have demonstrated superior achievement in mathematics, by approval of the mathematics program, may enroll for independent study under the supervision of a faculty in this program. Prerequisite: MATH 320 with a grade of C- or better. Credit 1 to 3 hours.

MATH444 Abstract Algebra

Study of the classical algebraic systems. Topics include groups, symmetric groups, rings, ideals, quotient rings, and fields. Prerequisite: MATH 320 with a grade of C- or better. Credit 3 hours.

MUS 111 Foundations in Music

This course intends to develop a capacity for critical listening and an appreciation for the various musical styles. Special attention is given to works from the standard musical repertoire of the Renaissance, Baroque, Classical, Romantic and Contemporary eras of music history. Credit 3 hours.

MUS 115 Beginning Guitar

Introduction to guitar which includes folk and classical styles, various picking and strumming combinations, and an emphasis on solo and ensemble playing. Credit 1 hour.

MUS 150 Concert Band

Credit 0-1 hour. May be repeated for credit.

MUS 151 Small Ensembles

Various ensembles are available to students as laboratory groups, with or without credit. Prerequisite: Consent of instructor. Credit 0-1 hour. May be repeated for credit.

151A Flute Ensemble

151B Jazz Combo

151C Keynotes

151D SC Singers

151E Selah

151F String Ensemble

151G Woodwind Ensemble

151H World Witness

151J World Ensemble

151K SC Drumline

151M Musical Theatre Ensemble

151N Broadway Builders

151P Percussion Ensemble

MUS 152 College Chorus

Credit 0-1 hour. May be repeated for credit.

MUS 160 Orchestra

Credit 0-1 hour. May be repeated for credit.

MUS 230 Private Lessons

Private vocal, instrumental, and composition study. Credit .5 to 3 hours. May be repeated for credit.

- 230A Private Baritone Lessons
- 230B Private Bassoon Lessons
- 230C Private Clarinet Lessons
- 230D Private Composition Lessons
- 230E Private Flute Lessons
- 230F Private French Horn Lessons
- 230G Private Guitar Lessons
- 230H Private Harpsichord Lessons
- 230I Private Improvisation Lessons
- 230J Private Oboe Lessons
- 230K Private Organ Lessons
- 230L Private Percussion Lessons
- 230M Private Piano Lessons
- 230N Private Saxophone Lessons
- 230O Private String Bass Lessons
- 230P Private Trombone Lessons
- 230Q Private Trumpet Lessons
- 230R Private Tuba Lessons
- 230S Private Viola Lessons
- 230T Private Violin Lessons
- 230U Private Violoncello Lessons
- 230V Private Voice Lessons
- 230W Private Instrumental Conducting
- 230X Private Choral Conducting

MUS 233 A Cappella Choir

A Capella Choir gives students the opportunity to perform choral works of distinction from various periods and styles of music with the utmost standards of quality. This course focuses on the development of holistic vocal technique for all genres of music from renaissance to Contemporary styles. Special attention is given to developing sight-reading and musicianship skills. Member are chosen each fall by audition, and take an annual tour in the spring semester. Credit 0-1 hour. May be repeated for credit.

MUS 242 SC Band

The SC Band provides an enriching and diverse instrumental music experience to SC students. Musical styles include, but are not limited to, contemporary commercial/pop music, jazz, Western art & holiday music, and music of global cultures. Unique performance experiences are provided in a multitude of settings such as SC athletic events, campus functions/events, public school performances/recruiting opportunities, and community engagements/outreach. Credit: 0-1 hour. May be repeated for credit.

NSCI170 Elements of Descriptive Astronomy

An introduction to the solar system, stars, galaxies, Newton's laws, Einstein's theories of relativity, black holes, and the origin, evolution, and structure of the Universe. Includes a brief history of astronomy and an examination of the nature of science and the differences between science and religion. Additional topics at the discretion of the instructor. Credit 3 hours.

NSCI180 Science, Society, and the Environment

This course examines human impacts on the environment and the relationship between society, politics, and the environment. There is an emphasis on scientific inquiry and the course includes an outdoor field laboratory component. Potential topics include global climate change, water pollution, and energy-related issues. Credit 3 hours.

NSCI190 Science and Pseudoscience

This course will explore the nature and limits of science through an examination of a number of claims that challenge the boundary between science and pseudoscience. Topics may include telepathy, alternative medicine, flying saucers, astrology, cryptozoology and ghosts. The course will emphasize scientific critical thinking, hypothesis testing, and burden of proof through lectures, discussions, and experimentation. Students will gain an understanding of the process of scientific inquiry as well as gaining skills for evaluating scientific claims. Credit 3 hours.

NSCI201 Environmental Issues

A research-based course that examines the relationship between science and society in which students investigate the ecological, historical, political, and socio-economic aspects of specific environmental topics. Credit 3 hours.

NSCI230 Drugs: Research & Reward

This course provides an introduction to how drugs affect our lives and bodies. Topics include a historical perspective on medicine and how drugs are developed, how specific diseases are treated, and the effects of illegal drugs on the individual and society. Credit 3 hours.

NSCI240 50 Shades of Green

A course in which students will investigate a broad range of topics regarding plants. As a result of this course, students will understand the importance of plants to human existence and the impact that human-plant interactions and relationships have on our quality of life and the environment. This course will cover topics such as economically important plant products, plant structure and function, life cycles, reproduction, growth and development, and the principles of crop production and management. Credit 3 hours.

NSCI280 History of Science

An overview of the emergence of science from the early stirrings in pre-Christian cultures through its flowering in the twentieth century. Time-lines developed. Within this context, major theoretical and experimental contributions within science and technology examined. Attention to the philosophy of science an integral element. Primary source material is used to look at specific examples in each of the following areas of science: biology, chemistry, physics, astronomy, and mathematics. Credit 3 hours.

NUR 301 Introduction to Nursing Concepts

This foundational course is designed to introduce students to the principles and applications of concept-based learning. Through exploration of select nursing concepts, students will delve into the multifaceted role of the professional nurse, examine prominent nursing theories, and gain insight into the organizational structure and function of healthcare systems. Emphasis is placed on integrating course concepts into nursing practice.

Prerequisite: Acceptance into the BSN Program or consent of director. Co-requisite: NUR 302, NUR 303, NUR 306, or consent of director. Credit 3 hours.

NUR 302 Promoting Self-Care and Wellbeing

In this course, students will explore the meaning of self-care, and its application to professional nursing identity formation. Various self-care modalities will be explored to support the need for and knowledge regarding self-care. Students will develop a comprehensive plan for self-care to incorporate into their personal and professional lives. Prerequisite: Acceptance into the BSN Program or consent of instructor. Co-requisite: NUR 301, NUR 303, NUR 306 or consent of instructor. Credit 2 hours.

NUR 303 Assessment and Health Promotion

This course focuses on the development of safe and effective health assessment skills and the principles of health promotion. Students will learn how to apply assessment findings to develop an individualized patient care plan. In addition, learners will learn how to promote health and prevent disease through patient education. Lecture and laboratory. Prerequisite: Acceptance into the BSN Program or consent of instructor. Co-requisite: NUR 301, NUR 302, NUR 306, or consent of instructor. Credit 3 hours.

NUR 306 Foundations of Nursing Practice

In this course, students will be introduced to the fundamental principles and practices of the nursing profession. Basic nursing skills will be introduced with opportunities to apply concepts through evidence-based nursing care. Students will also apply foundational nursing skills through simulation and direct patient care. Lecture, laboratory and clinical. Prerequisite: Acceptance into the BSN Program or consent of instructor. Co-requisite: NUR 301, NUR 302, NUR 303, or consent of instructor. Credit 7 hours.

NUR 311 Community Health

This course focuses on care of the community as client. Emphasis is placed on the role of the nurse within the community as an advocate for the prevention of disease and promotion of health and wellbeing within various community settings. Students will analyze various factors influencing health at the community level.

Prerequisite: NUR 301, NUR 302, NUR 303, NUR 306 or consent of instructor. Corequisite: NUR 312, NUR 314, NUR 315, NUR 316, or consent of instructor. Credit 3 hours.

NUR 312 Health and Illness Concepts 1

This is the first in a series of three courses in which the student will develop an understanding of concepts related to health and illness. Exploration of these concepts, factors, and theories will allow students to identify patient needs and provide quality care to patients across populations. Lecture and clinical. Prerequisite: NUR 301, NUR 302, NUR 303, NUR 306 or consent of instructor. Corequisite: NUR 311, NUR 314, NUR 315, NUR 316, or consent of instructor. Credit 6 hours.

NUR 314 Evidence-Based Practice

This course is designed to provide students with a comprehensive understanding of evidence-based practice in professional nursing. The course focuses on developing essential skills in access, critically appraising, and applying research findings to nursing practice in multiple care environments. Students will acquire the necessary competencies to interpret, critique, analyze and integrate research evidence into their clinical decision-making processes. Prerequisite: NUR 301, NUR 302, NUR 303, NUR 306 or consent of instructor. Corequisite: NUR 311, NUR 312, NUR 315, NUR 316, or consent of instructor. Credit 2 hours.

NUR 315 Pharmacology 1

This is the first in a series of two courses which provide for the study of general mechanisms of drug action, drug classification and their common actions, indications and side effects are analyzed. A comprehensive approach to the clinical application of drug therapy will be explored. Prerequisite: NUR 301, NUR 302, NUR 303, NUR 306 or consent of instructor. Corequisite: NUR 311, NUR 312, NUR 314, NUR 316, or consent of instructor. Credit 2 hours.

NUR 316 Special Populations 1

This is the first in a series of three courses focusing on the unique needs of special populations. In this course, an emphasis is placed on the provision of holistic nursing care for clients across the lifespan with mental health alterations. An emphasis is placed on clinical decision-making, client education, and coordination of care resources. Course content also includes an exploration of select nursing concepts and care interventions for respective exemplars. Lecture and clinical. Prerequisite: NUR 301, NUR 302, NUR 303, NUR 306 or consent of instructor. Corequisite: NUR 311, NUR 312, NUR 314, NUR 315, or consent of instructor. Credit 4 hours.

NUR 401 Transcultural Nursing

This course prepares students to cultivate culturally sensitive perspectives toward care modalities of various origins. An international or local practicum experience accompanies this course for students to experience care within a cultural context outside of their own. Prerequisite: NUR 311, NUR 312, NUR 314, NUR 315, NUR 316 or consent of instructor. Corequisite: NUR 402, NUR 405, NUR 406, or consent of instructor. Credit 3 hours.

NUR 402 Health and Illness Concepts 2

This is the second in a series of three courses in which students build upon previous health, illness, and wellness concepts. Emphasis will be on progressing exemplars demonstrating concepts related to the care of the client and clinical decision-making. Lecture and clinical. Prerequisite: NUR 311, NUR 312, NUR 314, NUR 315, NUR 316 or consent of instructor. Corequisite: NUR 401, NUR 405, NUR 406, or consent of instructor. Credit 6 hours.

NUR 405 Pharmacology 2

This is the second course in a series of two which explores the study of general mechanisms of drug action. Drug classification and their common actions, indications and side effects are analyzed. The student will explore a comprehensive approach to the advanced clinical application of drug therapy. Prerequisite: NUR 311, NUR 312, NUR 314, NUR 315, NUR 316 or consent of instructor. Corequisite: NUR 401, NUR 402, NUR 406, or consent of instructor. Credit 2 hours.

NUR 406 Special Populations 2

This is the second in a series of three courses focusing on the unique needs of special populations. In this course, an emphasis is placed on the provision of holistic nursing care for the child-bearing family. An emphasis is placed on clinical decision-making, client education, and coordination of care resources. Course content also includes an exploration of select nursing concepts and care interventions for respective exemplars. Lecture and clinical. Prerequisite: NUR 311, NUR 312, NUR 314, NUR 315, NUR 316 or consent of instructor. Corequisite: NUR 401, NUR 402, NUR 405, or consent of instructor. Credit 4 hours.

NUR 411 Capstone

This course focuses on theories and concepts necessary for successful nursing leadership and management roles within dynamic care environments and health systems. An emphasis is placed on concepts and respective exemplars for quality, safety, teamwork and collaboration, and communication strategies for nurse leaders. Prerequisite: NUR 401, NUR 402, NUR 405, NUR 406, or consent of instructor. Corequisite: NUR 412, NUR 416, NUR 421, or consent of instructor. Credit 2 hours.

Main Campus Undergraduate Course Descriptions 127

NUR 412 Health & Illness Concepts 3

This is the third course in a series of three. In this course, students build enhanced knowledge around health, illness, and wellness concepts. Emphasis is on clinical decision-making for patients and their families as demonstrated through the advanced exemplars. Lecture and clinical. Prerequisite: NUR 401, NUR 402, NUR 405, NUR 406, or consent of instructor. Corequisite: NUR 411, NUR 416, NUR 421, or consent of instructor. Credit 3 hours.

NUR 416 Special Populations 3

This is the third in a series of three courses focusing on the unique needs of special populations. In this course, an emphasis is placed on the provision of holistic nursing care for pediatric clients. An emphasis is placed on clinical decision-making, client education, and coordination of care resources. Course content also includes an exploration of select nursing concepts and care interventions for respective exemplars. Lecture and clinical. Prerequisite: NUR 401, NUR 402, NUR 405, NUR 406, or consent of instructor. Corequisite: NUR 411, NUR 412, NUR 421, or consent of instructor. Credit 3 hours.

NUR 421 Concept Synthesis I

In this course, learners will integrate all knowledge and skills obtained throughout the program to prepare for transition to professional practice and NCLEX success. Students will review case exemplars through concepts previously studied. Lecture and preceptorship. Prerequisite: NUR 401, NUR 402, NUR 405, NUR 406, or consent of instructor. Corequisite: NUR 411, NUR 412, NUR 416, or consent of instructor. Credit 5 hours.

PESS100 Intercollegiate Athletics

Participation on a varsity, reserve or junior varsity sport team. Students participating in football, volleyball, men's and women's soccer, and men's and women's cross-country would enroll in the fall. Students participating in baseball, men's and women's basketball, softball, men's and women's golf, and men's and women's tennis, men's and women's track and field, and women's wrestling would enroll in the spring. Corequisite: Academic and Athletic eligibility in an NAIA associated athletic program. Course graded S/U. Credit 0-1 hour. May be repeated for a maximum of 4 credit hours.

PESS101 Intercollegiate Athletics Conditioning

Presents the fundamentals of conditioning, and includes general physical preparation sport fitness, plyometrics, agility drills and sport specific conditioning. Students will learn about the principle of year-round conditioning, competition period. Corequisite: Membership in an NAIA associated athletic program. Course graded S/U. Credit 0-1 hour. May be repeated for a maximum of 4 credit hours.

PESS126 First Aid and Safety

Cause, prevention, and first aid care of common emergencies. Treatment of athletic injuries. Common precautions in safety in the home, school, highways, and recreational areas. Optional certification may be available pending successful completion of the skills assessment. This certification may carry an additional fee payable to an outside accrediting agency. Credit 2 hours.

PESS202 Lifesaving

Lifesaving and artificial respiration, cardiopulmonary resuscitation, and first aid techniques. Preparation for Red Cross certification test in Life Saving and Water Safety. Prerequisite: PESS 126. Credit 1 hour.

PESS214 Advanced Strength Training

This course introduces basic strength training and conditioning instructions including traditional circuit training, core stability, weightlifting, long, slow distance training, interval training and high-intensity interval training. Safety measures are reviewed for these training techniques. Periodization is studied as well. Credit 3 hours.

PESS212 Swimming

Emphasis on fundamental through advanced swimming techniques based on your swimming ability including personal safety skills, rescue techniques, artificial respiration, and safety information. Credit 1 hour. May be repeated twice.

PESS213 Principles of Physical Education

Basic concepts and theories of physical education. Credit 3 hours.

PESS215 Applied Motor Learning

A study of theories and practices dealing with learning as related to motor skill acquisition. Emphasis will be psychomotor and perceptual motor learning. Credit 3 hours.

PESS225 Fitness Assessment

This course will give the student the experience of administering assessment tests, evaluating results of these tests, and from these tests prescribing health fitness programs. Credit 2 hours.

PESS226 Structural Anatomy

This course is a study of structural anatomy concentrating on the skeletal and neuromuscular systems. Credit 2 hours.

PESS302 Water Safety Instruction

Advanced aquatic course training and preparing students to teach swimming, lifesaving, and other water safety courses. Preparation for Red Cross certification test. Prerequisite: Current Senior Red Cross Lifesaving certificate. Credit 1 hour.

PESS303 Advanced Strength Training

This course develops many weightlifting techniques that can only be effectively executed when orchestrated with larger, strategically-planned regimens. Several techniques including periodization, super sets, giant sets, isometric, super slow, forced repetitions, and other processes are studied and put into practice. CSCS exam preparation is included curriculum. Prerequisite: PESS214. Credit 3 hours.

PESS314 Measurement and Evaluation in Physical Education

A study of capacity, achievements, knowledge, and skill tests and their application to classification and measurement of progress. Credit 3 hours.

PESS323 Exercise Physiology

An introduction to the physiology of the skeletal, muscular, respiratory, nervous, and circulatory systems, with special reference to their adjustments during exercise. A study is made of age, sex, environment, and training in relation to exercise. Credit 3 hours.

PESS325 Teaching Physical Education in the Elementary School

Designed for physical educators to enhance their understanding of contemporary elementary physical education. This course is directed to provide them with stimulus material for the implementation of movement activities and approaches to enhance the total development of the elementary school-aged child. Credit 3 hours.

PESS326 Adapted Physical Education

The need for an adapted program for the physically handicapped or atypical student; its organization and administration; types of conditions to be found and their symptoms and characteristics; developing a program to meet the needs of the students; resources and references. Credit 3 hours.

PESS332 Kinesiology

The mechanical and anatomical analysis of selected activities and their effect on the body; and the physiological adaptation of the body to meet the resultant demands. Prerequisite: PESS226 or BIOL242. Credit 3 hours.

PESS341 Game Rules and Officiating

Study of rules and officiating mechanics for football and basketball. Less detailed study will be given to baseball, track and field, soccer, volleyball, and individual sports. Credit 3 hours.

PESS414 Exercise Prescription

This course will teach the student the major elements of fitness, determine fitness goals, design fitness programs and facilities. The course will be a combination of classroom, exercise and practical experiences. Prerequisite: PESS225. Credit 3 hours.

PESS415 Theory of Coaching Football

Study of fundamentals, individual and team offense and defense, formations, plays and field generalship. Credit 2 hours.

PESS416 Theory of Coaching Volleyball

An analysis of the coaching techniques and strategies of volleyball. Credit 2 hours.

PESS417 Theory of Coaching Basketball

Study of the different systems of basketball, individual and team offense and defense. Credit 2 hours.

PESS418 Theory of Coaching Track

Form, training, and selection of students for each track and field event. Also includes procedures and organization of track meets. Credit 2 hours.

PESS419 Theory of Coaching Baseball/Softball

An analysis of defensive baseball including strategic fielding and pitching. A study of hitting techniques and base running including the coaching techniques of each. Credit 2 hours.

PESS420 Theory of Coaching

A course designed to provide the student an introduction to the sport science principles of coaching. Topics include coaching philosophy, sport psychology, sport pedagogy, sport physiology, and sport management. This course requires demonstration of competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas. Skillful performance is defined as a person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity. Credit 3 hours.

PESS435 Organization and Administration of Physical Education

Analysis of the underlying principles of physical education and their application to the organization of a physical education program. The principles of teaching physical education with lesson plan formulation plus actual experience in an activity class. Credit 3 hours.

PHIL101 Introduction to Philosophy

An introduction to the issues and methods of philosophy. Topics to be covered may include the nature of morality, arguments concerning the existence of God, free will and determinism, and knowledge and the challenge of skepticism. Credit 3 hours.

PHIL120 Ethics, Society and Choices

In this course students will develop an understanding of some of the primary moral theories of the Western tradition and reflect on the ways these theories may or may not help sort out some of the difficult moral issues that are prominent in contemporary society. Students will develop their skills in critical thinking and ethical reasoning as they strengthen their ability to analyze, evaluate and construct arguments having to do with topics in ethics. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Credit 3 hours.

PHIL221 History of Philosophy

A survey of basic concepts and arguments of the major western philosophical systems. Key figures and systems surveyed include, but are not limited to, the ancient Greeks, Existentialism, Pragmatism, and Postmodern philosophy. Attention will be given to the historical and cultural context of each system of thought. Credit 3 hours.

PHIL226 Modern Russian Philosophy

A survey of basic concepts and arguments of modern Russian philosophy. Key figures surveyed include, but are not limited to, Bulgakov, Dostoevsky, Florensky, Lenin, Luxembourg, and Tolstoy. Key systems surveyed include, but are not limited to, Anarchism, Existentialism, and Marxism. Credit 3 hours.

PHIL227 Logic

Methods of language analysis and deductive inference. Credit 3 hours.

PHIL 228 Philosophy of Law

This course explores the theoretical foundations of the law. Theories to be covered are natural law, legal positivism, legal pragmatism, legal realism, critical legal studies, and feminist legal theory. This course is crucial for those preparing for Law School. Credit 3 hours.

PHIL320 Philosophy of Religion

An inquiry into the general subject of religion from the philosophical point of view. Among the specific questions considered are: the nature, function and value of religion; the validity of the claims of religious knowledge; the nature of evil; and the existence and character of deity. Credit 3 hours.

PHIL322 Ecology and Ethics

This course introduces students to the discipline of environmental ethics. In particular, this course provides philosophical reflections on human and non-human animals, nature, and technology. We will consider what it means to act and think morally within the natural world, and we will explore models and narratives aimed to provoke our moral imaginations. Credit 3 hours

PHIL 323 Criminal Justice and Social Ethics

This course offers an in-depth investigation into questions relating to disciplining the body, incarceration, political institutions, taking away individual freedom, and various ways of punishment. Students will consider some broader themes at the intersections of criminal justice, ethical reasoning, legal reasoning, philosophy, and political science. Credit 3 hours.

PHIL324 Sports Ethics

Sports ethics is a scholarly discipline that investigates questions regarding the moral frameworks required for thinking about the actions and motivations of athletes and coaches within sports, as well as spectators who enjoy watching and talking about sports. Credit 3 hours.

PHIL331 Political Philosophy

This course deals with the essence, origin, and value of the state. The justification of governmental authority, the social sources of power, and the competing conceptions of human nature are among the issues considered. Students will be exposed to several classical sources, including Machiavelli, Locke, Hobbes, and Rousseau. Credit 3 hours.

PHIL437 Professional and Business Ethics

An approach to the ethical challenges of a modern business society. The course will utilize case studies and the expertise of professionals working in the various area of business as well as the moral reasoning of ethicists. Course procedures include oral and written communications, group interaction in class, group project, and a major presentation. Cross-listed with Business. Credit 3 hours.

PHIL440 Major Authors and Movements

This course allows a major author or philosophical school of thought to be studied in depth. Examples of major authors are: Plato, Aristotle, Maimonides, Immanuel Kant, G. W. F. Hegel, William James, Sigmund Freud, or Iris Murdoch. Examples of philosophical schools of thought are: Platonism, German Idealism, Existentialism, pragmatism, or psycho-analytic theory. Credit 3 hours. May be repeated for credit.

PHIL459 Teaching Practicum in Philosophy

A practicum can be designed to explore an area of student interest. Prerequisite: Consent of the philosophy professor. Credit 1 to 5 hours.

PHYS201 College Physics 1

Algebra-based treatment of the laws of motion, energy, momentum, rotational motion, gravitation, mechanical waves, wave interference, sound, and fluids. Lecture and laboratory. Prerequisites: MATH 110 or consent of instructor. Credit 4 hours.

PHYS202 College Physics 2

Algebra-based treatment of electricity, direct current circuits, magnetism, geometric optics, and interference. Lecture and laboratory. Prerequisite: PHYS 201. Credit 4 hours.

PHYS211 General Physics 1

Calculus-based treatment of the laws of motion, energy, momentum, rotational motion, gravitation, mechanical waves, wave interference, sound, and fluids. Lecture and laboratory. Prerequisite: MATH 222 or consent of instructor. Credit 5 hours.

PHYS212 General Physics 2

Calculus-based treatment of electricity, Gauss's Law, direct current circuits, magnetism, geometric optics and interference. Lecture and laboratory. Prerequisite: PHYS 211. Credit 5 hours.

POLS102 Introduction to Criminal Justice

An introduction to the components and operations of the criminal justice system. It examines the three main components of that system: law enforcement, the courts, and corrections. Issues and challenges within the criminal justice system and the system's future are also explored. Credit 3 hours.

POLS120 Ethics, Society and Politics

This course explores the main theme of political science: justice. Over the next semester, we ask what it means for a political association to be just. We consider the different types of regimes that human beings have created in order to live good lives. Our main course resource is the primary literature of the Western political tradition, including but not limited to works by Aristotle, Locke, Bentham, Kant, Mill, and Rawls. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Students will also learn how to use statistical measures, Supreme Court cases, and long-form journalism to explore economic and social inequalities in Kansas, the US, and in a global context. By the end of the class, students will have the tools to answer a crucial question: What regime would you choose to live in? Credit 3 hours.

POLS205 Public Policy

An examination of the nature of public policy and public administration in America as well as the processes of policy formation and administration. The different approaches to evaluating and improving public policies will be fully discussed. Credit 3 hours.

POLS215 Crime and Punishment

An exposure to the most vexing criminal justice issues of our time – how should we punish those who break our laws. Students will discuss cases, articles, and speakers' comments with the aim to discern the merits and disadvantages of the current incarceration priorities and to deliberate whether better options exist for punishing offenders and achieving justice for all concerned. Credit 3 hours.

POLS216 Principles of Criminal Law

A generic study of criminal law in the United States, covering the most common crimes prosecuted in American courts. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order. Credit 3 hours.

POLS217 Criminal Procedure

An in-depth examination of the legal aspects of law enforcement. Policing in a democracy often conflicts with the core principles protecting citizens from government intrusions. This course is an in-depth analysis of the rules of criminal evidence and procedure in the United States. Topics include trial procedures, examination of witnesses, real/physical evidence, circumstantial evidence, hearsay evidence and exceptions, privileged communications, declarations against interests, and judicial notice. Credit 3 hours.

POLS222 International Relations

A study of international politics, its elements, and general nature with emphasis on the struggle for power among nations. This course introduces and compares basic theories of international politics and applies them to current events. Credit 3 hours.

POLS241 Comparative Law

The course offers an overview of major legal systems practiced in the world, with an emphasis placed on the distinction between civil law and common law. Students will adopt multiple approaches to analyzing and comparing different nations' criminal justice systems. Other topics include international law, extraditions, global policing, and conflict of laws. Credit: 3 hours.

POLS306 Law and the Legal System

An introduction to the law with a primary emphasis on U.S. law and the legal system. Topics include U.S. legal history; law and society; court organization and procedure; lawyers and the legal profession; judicial powers and constraints; constitutional, statutory and common law; criminal and civil law; administrative law; and contemporary legal issues. Credit 3 hours.

POLS 307 Constitutional Law

This course examines the fundamentals of the United States Constitution. It will analyze the role of the United States Constitution in defining the structure and functions of the United States government. The course includes an overview of important Supreme Court cases that have impacted the United States. Credit: 3 hours.

POLS322 Climate Change, Global Warming, and Politics

This course examines the basic science of climate change, the evidence for its human fingerprint, and the role or politics in its origins, public perception and mitigation. It will analyze the role of politics for questions concerning climate, ecology and the environment, with special emphasis on the debates and differences across the various schools of thought on environmental affairs. Credit 3 hours.

PREP499 Career Preparation and Planning

The capstone requirement is not a traditional course, but assigns credit for following a plan of career preparation for each major field, under supervision of the academic advisor. In the first semester of contact with the academic advisor, each student will receive a list of practical steps to prepare for the job market or further academic training after graduation. Students should complete these steps throughout their academic career, in regular consultation with the advisor, and will be assigned a grade for career-preparedness in their final semester of study. (Note: Some majors satisfy the capstone requirement through a course in the major field that meets or exceeds expectations for PREP 499.) Credit 3 hours.

PSYC112 General Psychology

An introduction to the scientific study of behavior and mental processes. Special attention is placed on the scientific method in the exploration of consciousness, learning, motivation, emotion, development, personality, mental disorders, biological factors, social-psychological phenomena, and cognitive processes. Credit 3 hours.

PSYC218 Child Psychology

The development of behavior from infancy through adolescence. The focus will be on biological, cognitive, and socioemotional theories and research of child development. An emphasis will be placed on the development of these theories as well as how they can be applied in real world contexts. Credit 3 hours.

PSYC219 Social Psychology

Social factors in behavior of individuals and groups, including attitudes, leadership, and personality and culture. Credit 3 hours.

PSYC220 Belief in Weird Things

This course is an introduction to the scientific method the importance of thinking critically in psychology. The class will examine a variety of "weird" phenomenon, attempt to evaluate evidence for these claims, and explore why people may be lead to believe said claims. Topics discussed will vary, but may include talking to the dead, UFO abductions, astrology, and alternative medicines. Credit 3 hours.

PSYC225 Multicultural Psychology

This course will primarily examine how various cultural influences play an integral role in psychological processes. Evaluation of these components will include familiarization with research and assessment of diverse populations, understanding intersecting identities, and appreciation of cultural diversity within and outside of the United States based on psychosocial interpretation. Credit 3 hours.

PSYC242 Personality

Contemporary approaches to the psychological study of personality. Credit 3 hours.

PSYC252 Developmental Psychology

The development of behavior from birth to death. The focus will be on biological, cognitive, and socioemotional theories and research of child development. An emphasis will be placed on the development of these theories as well as how they can be applied in real world contexts. Credit 3 hours.

PSYC301 Human Sexuality

Course covers the biological aspects of human sexuality, love, aberrant sexual behavior, abortion, contraception, parenthood, sexual orientation, and numerous other sexually related subjects. Credit 3 hours.

PSYC302 Forensic Psychology

This course is an introduction to theories and concepts in the study of forensic psychology. Topics include police psychology, psychology of crime and delinquency, victimology and victim services, legal psychology, and correctional psychology. Credit 3 hours.

PSYC320 Abnormal Psychology

An introduction to personality disorders. Emphasis on theories of pathology and treatment. Credit 3 hours.

PSYC321 Introduction to Clinical and Counseling Psychology

A study of major theoretical formulations and practical applications in the history of clinical and counseling psychology, from classical psychoanalysis to contemporary modes of treatment. Emphasis is placed on what clinical and counseling psychologists do, including methods of appraisal, professional roles, and psychotherapeutic approaches to treatment. Prerequisites: PSYC 112. Credit 3 hours.

PSYC325 Research Methods

An introduction to the theory and methodology of psychological research with emphasis on experimental design, data collection, statistical analysis, and report writing. Each student will actively participate in all four phases of the research process. Lecture and laboratory. Prerequisite: PSYC 112 and MATH 215. Credit 4 hours.

PSYC330 Biological Foundations of Psychology

A study of the anatomy, physiology, and function of the nervous and endocrine systems and their relationship to psychological issues. Credit 3 hours.

PSYC333 Cognition

The psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity. Credit 3 hours.

PSYC335 Psychology of Sport

A study of the psychology of motivation, attitudes, values, social mobility, and status as it relates to athletics. Credit 3 hours.

PSYC356 Research Apprenticeship

Students will have the opportunity to learn the research process by assisting a psychology professor in their ongoing research. Students will help with literature reviews, data collection, data input, data analysis, write-ups and presentation of research. Prerequisite: Consent of psychology program director. Credit 3 hours, May be repeated for credit.

PSYC419 History and Systems of Psychology

A study of the evolution of psychology as a science through an examination of philosophical and physiological antecedents, major systems and schools of thought, and contemporary approaches. Credit 3 hours.

PSYC422 Learning

A survey of current learning theories and research in learning. Prerequisites: PSYC 112. Credit 3 hours.

PSYC454 Senior Research Project

This experience is designed to give students an opportunity to design, execute, and present scientific research in psychology as primary investigators. Prerequisites: PSYC 325 and two semesters of PSYC 356. Credit 3 hours. May be repeated for credit

PSYC459 Practicum in Psychology

A practicum can be designed to explore an area of student interest. Prerequisite: Consent of the psychology program director. Credit 1 to 5 hours.

PSYC460 Internship in Psychology

An internship can be designed to explore an area of student interest. Prerequisites: Consent of psychology program director. Credit 6 to 14 hours.

REL 120 Ethics, Society, and Religion

In this course students will develop an understanding of some of the primary moral theories of the western tradition and how these theories are manifested similarly and differently in the context of the three Abrahamic religions of Judaism, Christianity, and Islam. Students will reflect on ethical reasoning in these respective religions on different topics under three broad categories (1) personal matters, (2) social matters and (3) last things. Students will develop their skills in critical thinking and ethical reasoning as they strengthen their ability to analyze, evaluate and construct arguments having to do with topics in ethics. Students will enhance their writing skills as they articulate a specific position on a specific ethical issue. Credit 3 hours.

REL 124 Introduction to Youth Ministry

An exploratory course that introduces students to the necessary concepts and skills related to youth ministry. The course includes observation in local church and/or para-church youth ministry settings. Credit 3 hours.

REL 130 Introduction to the Church

An introduction to the history of Christianity from the New Testament period to the present. A balance is struck between doctrinal and institutional aspects of the church. Attention will be given to broader contexts so that students get a sense of Christianity's relationship to culture, particularly in the West. Credit 3 hours.

REL 142 DISCIPLE Bible Study 1

A survey of the Old Testament with individual and group exercises in Christian formation. Students must be members of the Discipleship Southwestern team to enroll in this class. Credit 0-1 hour.

REL 143 DISCIPLE Bible Study 2

A survey of the New Testament with individual and group exercises in Christian formation. Students must be members of the Discipleship Southwestern team to enroll in this class. Credit 0-1 hour.

REL 201 Introduction to the Bible

A survey of the narrative content of both major sections of the Bible (Old and New Testaments). Although the emphasis for this course falls on basic, "big picture" narratives, students will also be introduced to proper methods of the interpretation of Scripture, as well as questions that observant believers have regarding divine revelation, inspiration, and canonical authority. Credit 3 hours.

REL 202 Introduction to Biblical Interpretation

A study of the process of biblical interpretation. Attention will be given to the nature of Scripture as both a religious artifact that claims divine revelation and authority and a historical document written by humans in specific times and places. Students will be introduced to and will apply the various forms of biblical criticism to the text. Prerequisite: REL 201. Credit 3 hours.

REL 220 Introduction to Christian Theology

An investigation of the unity and diversity of religions in light of the relevance of religion in general and Christianity in particular to human needs and problems. Credit 3 hours.

REL 221 Hebrew 1

This course comprises the first half of a two semester study regimen and has been designed to provide an introduction to Biblical Hebrew. The range of topics will extend from learning the alphabet to beginning to master the first few paradigms of the verbal system. Credit 3 hours.

REL 222 Greek 1

This course comprises the first half of a two semester study regimen designed to provide an introduction to Biblical (Koine) Greek. Tasks will include learning the alphabet, several grammatical paradigms and vocabulary. Credit 3 hours.

REL 224 Adolescent Spirituality

A course exploring age-relevant existential questions concerning belief in God, religious experience, and young people's relationships to the church and to each other. It includes an introduction to spiritual disciplines associated with the Christian faith. Credit 3 hours.

REL 225 Comparative Religions

An introduction to the major world religions (Hinduism, Buddhism, Confucianism, Taoism, Islam, Baha'i, Judaism, Christianity), their major teachings and practices, and their demographic make-up in the contemporary world. Credit 3 hours.

REL 242-243-342-343-442-443 Discipleship

This course is a reading and spiritual formation activity through covenant groups related to the Discipleship program. Enrolled students must be members of the Discipleship Southwestern team. Credit 0-1 hour.

Main Campus Undergraduate Course Descriptions 134

REL 307 Worship Planning

An investigation of the many facets of worship, with a special emphasis on the role of integration in the worship planning process. Credit 3 hours.

REL 321 Hebrew 2

A continuation of REL 221, focus will center on vocabulary development, grammar and reading pointed (Masoretic) Biblical Hebrew. Prerequisite: REL 221 or consent of instructor. Credit 3 hours.

REL 322 Greek 2

A continuation of REL 222, focus will fall on building vocabulary, grammar, and the translation of New Testament texts. Prerequisite: REL 222 or consent of instructor. Credit 3 hours.

REL 335 History of American Christianity

A survey of American Christianity set in the larger context of world history. It invites students to explore the role Christianity has played in North America in shaping (as well as being shaped by) cultural characteristics of the United States. Cross-listed with History. Credit 3 hours.

REL 337 History of Methodism

An introduction to the general characteristics of Methodism, focusing on the United Methodist Church in the United States. Beginning with John Wesley, it moves to the history of American Methodism, considers doctrinal controversies and changes, surveys denominational structures and touches upon contemporary issues. The course provides an overall introduction to the history, doctrine, and polity courses required for seminary students planning to enter United Methodist ministry, but is accessible to all students interested in gaining familiarity with this denomination. Cross-listed with History. Credit 3 hours.

REL 359 Practicum in Music Worship

Students gain experience in planning and leading worship. Prerequisite: Consent of department head. Credit 1 to 5 hours.

REL 440 Major Authors and Movements

This course allows a major author or theological school of thought to be studied in depth. Examples of major authors are: Paul, Origen, Julian of Norwich, Thomas Aquinas, Martin Luther, John Wesley, Karl Barth, or Dietrich Bonhoeffer. Examples of theological schools of thought are: liberation theology, mystical theology, neoorthodoxy, postliberal theology, or process theology. Credit 3 hours. May be repeated for credit.

REL 444 Discipleship and Ethics

This course provides engagement in a student-centered, theological content related learning experience for students in the Discipleship program. Students will explore the relationship between belief and practice and students will connect arguments relating to discipleship with ethical reasoning and the three moral theories in Western philosophy. Learning will be demonstrated through reading, reflective writing, group discussions, and a final comprehensive project. Credit 1-3 hours.

SES 103 Sustainability: Concepts and Applications

This course will provide meaning to the term “sustainability” in terms of its basic principles and its applications. It will provide a broad overview of challenges posed by environmental degradation, resource depletion, overpopulation, and energy consumption. The course will examine the environmental, economic, and social dimensions of sustainable development by looking into relevant local, regional, and global environmental issues. It will focus on potential ways that societies can respond to ensure that these problems are not neglected and allowed to grow for future generations to solve. A keystone component of the course will be for students to investigate sustainable solutions to environmental problems and present them through a variety of media formats. Credit 3 hours.

SES 359 Practicum in Sustainability

The goal of the sustainability practicum is to immerse students in real sustainability problems and projects and facilitate their development of creative interdisciplinary solutions. Students will envision, design, implement, and evaluate a project in the realm of sustainability as the project leader, in consultation with peers and faculty.

Prerequisites: SES 101 and 102, or consent of instructor. Credit 3 hours.

SOCS102 Introduction to Sociology

An introduction to the issues and methods of sociology, the study of the processes and patterns of individual and group interaction. Focus will be given to the development, characteristics, and functioning of human groups, the relationship between groups, and group influences on individual behavior, as well as the study of how relationships are created, maintained, and changed. Credit 3 hours.

SOCS230 Honors Applied Social Sciences

This course gives students an opportunity to explore ideas from a multitude of academic areas: history, political science, leadership, philosophy, religion, and psychology. One central issue will be the focal point for the entire course. Examination and analysis of the issue will be developed from the material presented in each academic area. The course will be team taught. Prerequisite: Instructor permission. Credit 3 hours. May be repeated for credit.

SOCS301 Global Culture

A concentrated study of selected major countries and culture areas outside Western culture. Credit 3 hours.

SOCS302 Diversity

Twofold emphasis: 1) increasing students' awareness of their own ethnocultural roots and the influence of these roots on their world views and interactions with others, and 2) increasing students' understanding of and sensitivity to the experience of being an ethnic minority in the U.S. today. Credit 3 hours.

SOCS330 Service-Learning Travel

This course will provide students an immersive introduction to an unfamiliar culture. Students will explore the question of contextual influences in a cross-cultural setting. Students will read materials, observe, and experience contextual elements specific to culture. Students will be required to demonstrate learning through reflective writing and visually-enhanced journaling. Prerequisite: Consent of instructor. Credit 3 hours. May be repeated for credit.

SOCS460 Internship in Social Science

Internships are offered for experiential learning in social science-related fields. Prerequisite: Consent of department head. Credit 6 to 14 hours.

SPMG220 Introduction to Sport Management

This course is designed to provide an overview of the structure of the sports industry and to highlight the scope and variety of career opportunities in the area. The value of professional management to sports organization will also be emphasized. Attention will be given to the issues facing sport organizations and to the use of management techniques to solve business-related problems. The development of effective communication skills, both written and oral, will be emphasized through class presentations and written assignments. Credit 3 hours.

SPMG344 Sport Marketing

Course is designed to develop an understanding and appreciation of the unique aspects of marketing as related to sport. Credit 3 hours.

SPMG421 Sport Management Capstone

This course is designed as the culminating experience in the Sport Management program and may include individual research or an approved internship. Credit 3 hours.

THTR111 The Theatre Experience

Introduction to basic knowledge of the theatre, its origins, development, and the work and joy involved in the creative experience of theatre. Intended to increase the understanding of and appreciation for theatre by non-majors and majors. Laboratory with current productions. Credit 3 hours.

THTR112-113-212-213-312-313-412-413 Improvisational Acting

Theory and practice of improvisational acting. Theatre gaming used in process and performance toward development of original characters and scenes. Group managed as an ensemble. Credit 1 hour.

THTR128-129-228-229-328-329-428-429 Theatre Practicum

Practicum experience in technical theatre for students participating in the current theatre season. Prerequisite: 2.0 GPA. Credit 0 to 1 hour.

THTR224 Stagecraft

Theory and practice of technical phases of play production. Study and application of principles of construction and handling of stage scenery, lighting and sound equipment. Laboratory with current productions. Credit 3 hours.

Main Campus Graduate Academic Programs

MBA, Masters in Business Administration

The Master of Business Administration program at Southwestern provides relevant, real-world knowledge, applicable to today's globalized companies. Students pursuing an MBA must earn a grade of "C" or better in each course required for the program.

Requirements (36 hours):

In Management:

MGMT605	Global Economics (3 hours)
MGMT615	Financial Management, Analysis and Decision Making (3 hours)
MGMT620	Marketing Strategies (3 hours)
MGMT625	Financial and Managerial Accounting (3 hours)
MGMT630	Organizational Behavior and Human Resources (3 hours)
MGMT635	Organizational Dynamics and Change (3 hours)
MGMT637	Business Law and Ethics (3 hours)
MGMT640	Global Operations (3 hours)
MGMT645	Organizational Charactership (3 hours)
MGMT681	International Business Strategies (3 hours)
MGMT700	Graduate Project (3 hours)
MGMT710	Global Strategies (3 hours)

Doctor of Education in Educational Leadership (Ed.D.)

PK-12 Educational Leadership

The PK-12 educational leadership track offers Kansas licensure programs in building administration and district administration.

Students admitted to the Ed.D. program without a master's degree must complete a minimum of 90 credit hours, including a minimum of 24 credit hours in the dissertation core. One master's degree can be conferred within the program. Students admitted with a master's degree must complete one emphasis and 15 hours of electives (or second emphasis) for a minimum of 54 credit hours, including a minimum of 24 credit hours in the dissertation core.

Educational Emphases

Emphases are intended for graduate students to be able to apply for a second leadership endorsement.

Emphasis in District Leadership

All courses in this emphasis are required for District License:

EDUC802	Educational Law ^{DL} (3 hours)
EDUC809	District Level Leadership ^{DL} (3 hours)
EDUC812	School Finance ^{DL} (3 hours)
EDUC814	Environmental Scanning ^{DL} (3 hours)
EDUC821	Introduction to Special Education Law ^{DL} (3 hours)
EDUC859C	District Leader Practicum ^{DL} (1 hour)

The following courses may be required for district licensure, if not previously completed:

EDUC811	Building, District and Personal Liability ^{BL} (3 hours)
EDUC813	Human Resources ^{BL} (3 hours)
EDUC815	Information Strategies and Professional Practice ^{BL} (3 hours)
EDUC816	Values, Ethics, and Professionalism ^{BL} (3 hours)
EDUC817	Power and Politics of Education ^{BL} (6 hours)
EDUC819	Classroom Inquiry through Action Research ^{BL} (3 hours)

EDUC824 Mission and Vision for Student Learning ^{BL} (3 hours)

Emphasis in Educational Leadership

EDUC819 Classroom Inquiry Through Action Research (3 hours)

EDUC824 Mission and Vision for Student Learning (3 hours)

EDUC825 Conflict in Education (3 hours)

Two or more EDUC doctoral electives to account for a minimum of 15 hours.

Dissertation Core Requirements (Minimum of 24 credit hours)

EDUC804 Research Methods 1 (3 hours)

EDUC805 Statistical Methods 1 (3 hours)

EDUC806 Advanced Qualitative Methods 2 (3 hours)

EDUC901 Dissertation Writing 1 (3 hours)

EDUC902 Dissertation Writing 2 (3 hours)

EDUC903 Academic Writing (3 hours)

EDUC904 Dissertation Writing 3 (3 hours)

EDUC905 Dissertation Defense (3 hours)

EDUC865 Educational Leadership Portfolio (1 hour)

* Ed.D. courses not assigned to a degree plan can be selected as electives or substituted for the above courses.

New courses will likely begin as topics courses to respond to field needs.

^{BL} Courses are required for licensure in “Building” Leadership.

^{DL} Courses are required for licensure or “District” Leadership.

Higher Education Leadership

Entrance into the higher education educational doctorate track requires that a master’s degree has been completed, prior to admission. Hours earned while completing a master’s degree cannot be applied toward the doctoral degree. Thirty (30) hours in selected higher education content categories are required in addition to 24 minimum credit hours in dissertation core requirements.

Higher Education Change Management & Accreditation

6 hours selected from:

EDUC815 Information Strategies and Professional Practice (3 hours)

EDUC825 Conflict in Education (3 hours)

EDUC847 Assessment and Evaluation in Adult Education (3 hours)

Higher Education Leadership

12 hours selected from:

EDUC816 Values, Ethics, and Professionalism (3 hours)

EDUC817 Power and Politics of Education (6 hours)

EDUC824 Mission and Vision for Student Learning (3 hours)

EDUC822 Cultivating a Collaborative Culture of Learning (3 hours)

Professional Learning in Higher Education

3 hours selected from:

EDUC823 Differentiated Program Planning & Professional Development (3 hours)

EDUC845 Teaching Methods for Adult Learners (3 hours)

Higher Education Operations in Context

EDUC830 Student Affairs and Enrollment Management in Higher Education (3 hours)

EDUC833 Administration, Governance and Accreditation in Higher Education (3 hours)

EDUC835 Finance, Policy, Legal and Ethical Issues in Higher Education (3 hours)

EDUC859D Higher Education Practicum (1 hour)

Dissertation Core Requirements

EDUC804 Research Methods 1 (3 hours)

EDUC805 Statistical Methods 1 (3 hours)

EDUC806 Advanced Qualitative Methods 2 (3 hours)

EDUC819 Classroom Inquiry through Action Research (3 hours)

EDUC901 Dissertation Writing 1 (3 hours)

EDUC902 Dissertation Writing 2 (3 hours)

EDUC903 Academic Writing (3 hours)

EDUC904 Dissertation Writing 3 (3 hours)

EDUC905	Dissertation Defense (3 hours)
EDUC865	Educational Leadership Portfolio (1 hour)

Academic Policies

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

- a) A master's degree (as listed below or equivalent)
- b) A specialization or area of emphasis
- c) Dissertation core courses

Conferral of Degrees: Conferral of degrees occurs as degree requirements have been completed. Master's degrees must be conferred before Educational emphases. All degrees 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.

Continuous Enrollment. The candidate must maintain continuous enrollment to program to retain candidacy in the program. If a candidate does not enroll each semester, he or she will reenter under the catalog in which the student resumes the program. If a student does not enroll for two consecutive semesters, he or she must apply to be readmitted.

Dissertation Committee and Proposal. Doctoral students begin work on the dissertation during the summer residency in EDUC 804 Research 1. After a candidate begins EDUC 904 Dissertation Writing 3, he or she must remain enrolled in dissertation writing classes until the dissertation has been completed.

Professional Portfolio and Oral Presentation for Licensure. The professional portfolio and an oral presentation of the dissertation is a requirement for graduation.

Residency. 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 with the approved exception of a one-year extension of the normal seven-year dissertation completion time limit. All courses conferring a master's degree must be completed within five years of beginning the program.

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 grade point average of 3.5 on a 4.0 scale in courses within the dissertation core.

Main Campus Graduate Course Descriptions

EDUC501 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.

EDUC502 Vision and Planning for School Improvement

This course focuses on the nature, context, and practice of teacher leadership in building a continuous school improvement framework. Its purpose is to provide students with an introductory understanding of the subject of research-based school improvement models. Beyond such introductory understanding, this course is designed to provide a foundation for students to use comprehensive data analysis and leadership structures to guide the process of effective school improvement. Credit 3 hours.

EDUC505 Creating Networks of Professional Practice

This course will guide educators in acquiring new tools and strategies based on Robert J. Marzano's meta-analysis of the research regarding effective teaching practices. Learners will explore the elements of effective teaching, questions to guide instructional planning, and application of new instructional strategies in through modeling lessons in class. Learners will also observe/participate in collaboration and instruction in the school setting, then reflect on application of new knowledge to working with students. Credit 3 hours.

EDUC510 Integrating Technology across Disciplines

Graduate students will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Students will interpret and implement the Nation Education Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Graduate students learn about technology integration across the curriculum to develop and design lessons to use the technology to support learning in an education environment. Credit 3 hours.

EDUC512 Action Research

This course will introduce graduate 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 graduate students to conduct action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) the graduate student's recognition of their own expertise. Credit 3 hours.

EDUC514 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.

EDUC518 Innovation and Emerging Trends

This course explores the current and potential future impacts of new, emerging, and rapidly evolving trends and technologies in education. 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 building leaders to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

EDUC520 Instruction and English Language Learners

Graduate students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students. Credit 3 hours.

EDUC522 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.

EDUC523 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.

EDUC524 Introduction to Special Education

This course is designed to provide a solid grounding in understanding the developmental and learning characteristics of students with all types of exceptionalities. The contemporary concepts and evidence-based practices necessary to prepare special educators for teaching students with disabilities will be presented. Course content includes the philosophical, historical, and legal foundations of special education and ensures an understanding of the mandate to provide students with appropriate access to the general education curriculum. Important ideas around least restrictive environment, accountability, inclusive practices, professional collaboration and response-to-intervention are integrated. Credit 2 hours.

EDUC525 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 thorough respectful, reciprocal relationships, and involve families and communities in their children's development and learning. Credit 3 hours.

EDUC528 Collaboration with Parents and Professionals

This course focuses on the techniques of collaboration with general education teachers, parents, other professionals, and paraeducators in providing appropriate educational services to exceptional children of all ages. The course will explore instructional approaches that allow all students to be educated in an inclusive setting. Credit 3 hours.

EDUC530 Curriculum Development

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

EDUC532 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.

EDUC540 Creating Community Classroom

Graduate 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.

EDUC542 Instructional Design

Graduate students will cover typical instructional design models and learning theories. Graduate students will complete an entire instructional design unit including curriculum, instruction, and assessment of student learning. Credit 3 hours.

EDUC543 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.

EDUC549 Race, Class and Power in Schools

Graduate 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.

EDUC550 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. Graduate students 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 II exam. Credit 3 hours.

EDUC558 Initial Practicum in High-Incidence 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.

EDUC559 Initial Practicum in High-Incidence Special Education 6-12

This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.

EDUC560 Investigating Student Work

Graduate 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.

EDUC562 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.

EDUC590 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.

EDUC612 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. Candidates will have an in-depth knowledge on the multiple influences on development and learning. Credit 3 hours.

EDUC614 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.

EDUC615 Literacy Assessment and Intervention

This course is designed to provide an understanding of the critical elements of language and literacy by supporting learners in the identification and use of evidence-based interventions to meet diverse instructional needs specific to reading and writing. The course includes a study of the principles of universal design for learning (UDL) and technology tools to support literacy to make data-based decisions about literacy interventions. Credit 3 hours

EDUC618 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; candidates will use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes Credit 3 hours.

EDUC622 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.

EDUC624 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.

EDUC626 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.

EDUC630 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.

EDUC802 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.

EDUC804 Research Methods I

This course is a professional development and practical applications course, which includes in-class, computer-based assignments, reading assignments, textbook exercises, group discussions, presentations, handouts, written assignments, web research, materials testing, and individual professional skills review. The course is designed to introduce genres of written works for graduate education students. A broad review of research methodologies will be conducted. Examples could include historical, philosophical, qualitative, quantitative, mixed-methods, and action research. There is development of the philosophical and theoretical foundations of qualitative research and debates that surround this broad research tradition. Credit 3 hours.

EDUC805 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.

EDUC806 Advanced Qualitative Methods

This course is for anyone who is trying to become a better researcher, whether their own work is quantitative or qualitative. The goal for the course is to help everyone gain an understanding of and appreciation for qualitative methods, whether they plan to use them in their own work or not. In addition to gaining experience with various qualitative methods, time is given for exploring the research paradigms, traditions of inquiry, and ethics and validity issues----all of this material help graduate students to become a more skilled and rigorous researcher, regardless of the methods he or she uses to answer research questions. *Suggested concurrent enrollment with Dissertation II or Dissertation III.* Credit 3 hours.

EDUC808 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.

EDUC809 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.

EDUC810 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. These modules will provide the candidate 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.

Candidates who have completed coursework in school finance, human resource management or school law may select from the following courses to meet the full requirement of EDUC 810:

EDUC811 Building, District and Personal Liability

This course analyzes theory from the district level for organizational development, the legal rights and duties of an administrator with respect to the condition of the building, the students, faculty, and staff. It includes an analysis of student rights to free speech and personal privacy in the context of administrative-student policy plans. Credit 3 hours.

EDUC812 School Finance

Part 2 investigates the concepts of funding public education and an analysis of national, state, and local strategies for the financial support of education, utilizing social, economic, legal, and political frameworks. Methods of revenue sources, taxation, legislative issues, adequate funding, equality of funding, financing school facilities, and other school finance considerations (curriculum, instruction, technology, etc.) will be examined with analysis of how these principles apply to Kansas. Credit 3 hours.

EDUC813 Human Resources

This course focuses on the processes of recruitment, selection, training and development, evaluation, compensation, equal employment opportunity, and labor relations of personnel in the school setting. Credit 3 hours.

EDUC814 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.

EDUC815 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.

EDUC816 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 candidates' abilities to think reflectively and argue persuasively about the moral and ethical dimensions of educational policies. Candidates learn how to ask questions with greater clarity and insight and craft answers to establish the foundations of policymaking. Credit 3 hours.

EDUC817A Power and Politics of Education I

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.” EDUC817A and EDUC817B, combined in a 6-credit block, is 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 3 hours.

EDUC817B Power and Politics of Education II

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.” EDUC817A and EDUC817B, combined in a 6-credit block, is 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 3 hours.

EDUC818 Addressing Diversity and Social Justice

This course will focus on social justice and diversity in the classroom. Students will study diversity and its role toward encouraging the search for unique and different perspectives, leading to better decision making and problem solving. Students will also study social justice in education along with the impact of the equal distribution of resources. Topics will include the importance of fair treatment of all students, ensuring that students are valued, keeping students safe physically and mentally inside of the classroom. The content develops systemic processes meant to ensure educational equality, fairness, transparency, and accountability. Candidates will examine different approaches that ensure the values of diversity and democracy in the schools. Credit 3 hours.

EDUC819 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.

EDUC820 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.

EDUC821 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.

EDUC822 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.

EDUC823 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.

EDUC824 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.

EDUC825 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.

EDUC826 Innovation and Emerging Trends

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.

EDUC830 Student Affairs and Enrollment Management in Higher Education

The components examined in coursework and hands-on opportunities include recruitment and admissions, financial aid and scholarships, market and institutional research, student employment and career planning, records and registration, admissions and enrollment management, academic advising and support services, student accounts, housing, and alumni affairs. Credit 3 hours.

EDUC833 Administration, Governance and Accreditation in Higher Education

This course will outline the governance and accreditation structure in place at most higher education institutions. Topics include administrative structures, policies, procedures and practices to engage its internal constituencies, leadership, accountability, organizational change and crisis management. This course will also examine the internal and external factors that influence both the official and day-to-day organization and leadership within postsecondary schools. Credit 3 hours.

EDUC835 Finance, Policy, Legal and Ethical Issues in Higher Education

The course is designed to provide learners with an overview of the current literature on finance in higher education. The primary content of this course will include the financial benefits, access and affordability issues, state and federal funding, tuition, sources of revenue and expenditure, and budgeting. Learners will select, read, and critique current literature in the field of college finance issues. In addition, learners will be introduced to ethics and the law as it affects the administrators and teachers in high education. Additionally, each student will select an individual problem area (case) for more detailed study. Credit 3 hours.

EDUC845 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.

EDUC847 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.

EDUC859A Building Leader Practicum

In pursuit of the building leader license, a building leader candidate applies course-based experiences and clinical experiences to demonstrate the knowledge of and practice of identified competencies necessary for licensure. Credit 0-5 hours.

EDUC859C District Leader Practicum

This course provides an opportunity for the field based mentor and university supervisor to guide a district leader candidate through structured practicum activities to demonstrate proficiency of skills expected of a practicing superintendent. Credit 1 hour. May be repeated.

EDUC859D Higher Education Practicum

This course provides an opportunity for the field based mentor and university supervisor to guide a higher education candidate through structured practicum activities to demonstrate proficiency of skills expected of a higher education learner. Credit 1 hour. May be repeated.

EDUC865 Educational Leadership Portfolio

This course houses documentation leading up to the successful defense of the candidate's dissertation. The portfolio contains artifacts necessary to showcase accomplishments throughout the program. Candidates may enroll in Educational Leadership Portfolio during Dissertation Defense. Credit 1 hour.

EDUC901 Dissertation Writing 1

This course is an introduction to the dissertation process. Candidates will develop an understanding of the philosophical foundations of research as they relate to the selection of a dissertation topic. Candidates will generate a dissertation topic and conduct an extensive review of the literature surrounding that topic. Candidates will develop an understanding of the role of theory as an integral part of the dissertation process. A draft of a comprehensive literature review as well as proposed research questions will be presented for faculty review.

Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Credit 3 hours.

EDUC902 Dissertation Writing II

This course expands the dissertation writing process begun in EDUC 901: Dissertation Writing I. Using their comprehensive literature review and potential research questions, candidates will establish a context that frames the research problem by drafting the introductory chapter of the proposal. Candidates will also develop a source-supported research design (philosophy, methodology, strategy of inquiry, and methods) in a draft of the methodology chapter of the proposal. A cumulative draft of the introductory, literature review, and methodology chapters will be presented for faculty review. Candidates select their chair at the successful completion of this course prior to enrolling in EDUC 904. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Prerequisite: EDUC 901 with a grade of B or higher.

EDUC903 Academic Writing

This course provides structured training to successful academic writing and use of the APA style guide. Credit 3 hours.

EDUC904 Dissertation Writing III

In this course candidates work with their chair to revise and finalize the sections of the dissertation developed in EDUC 901 and 902: the introduction and significance section, the literature review, and research design. At the completion of the first three chapters and with the recommendation of the chair, students select their committee members. Candidates collaborate with the chair preparing their proposal for defense and submit their proposal to the committee members for review. Once a successful defense is completed, students present their study to the IRB Board for approval and the study is conducted. A draft is written for the data collection, analysis, and conclusion sections. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Prerequisite: EDUC 902 with a grade of B or higher. Credit 3 hours.

EDUC905 Dissertation Defense

This course finalizes the dissertation. Candidates 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. Candidates must pass the course with a grade of B or higher and may repeat the course for credit. Prerequisite: EDUC 904 with a grade of B or higher. All other coursework must be completed prior to or during the semester of dissertation defense. Credit 3 hours.

MGMT605 Global Economics

This course combines the application of economic theory and methodology to managerial decision making problems within various organizational settings. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, and forecasting and decision making.

This course assumes prior undergraduate economics coursework. Credit 3 hours.

MGMT615 Financial Management, Analysis, and Decision Making

Students explore and apply the principles of financial management and examine the use of accounting and financial information to plan, analyze, and implement business decisions and activities. Topics include concepts such as time value of money, risk and valuation, cost of capital, capital structure and budgeting, long-term financing decisions, working capital policy and management, and financial analysis and planning. The course concludes with a focus on strategic and operational performance analysis and evaluation for effective decision making. Credit 3 hours.

MGMT620 Marketing Strategies

Students explore various marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management. Emphasis will be on 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.

MGMT625 Financial and Managerial Accounting

This course provides students with an introduction to financial and managerial accounting. Students interpret financial statement information and examine that information to assist in planning, analyzing, and implementing business decisions and activities. Focus is on strategic and operational performance analysis and evaluation. Credit 3 hours.

MGMT630 Organizational Behavior and Human Resources

This course covers models and theories of behavior and human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, motivation, and teamwork. Human Resource management topics include human resources strategy, selection, performance evaluation, reward systems, and employee development. Heavy emphasis will be on the strategic implications of these topics. Credit 3 hours.

MGMT635 Organizational Dynamics and Change

This course provides a foundation in organizational change theory and practice. Students gain a framework for understanding and changing organizations from a micro to macro level as they learn how to create an organization that is responsive to environmental forces. Change in large and small, and public and private entities will be examined through analysis of real world businesses. Credit 3 hours.

MGMT637 Business Law and Ethics

Businesses must meet the legal and ethical standards imposed by a changing society. Decisions must be made that reflect the legal obligations of our world and the ethical standards by which a company will be known. Any company can face challenges in the form of globalization of the business enterprise, potential of hostile takeovers, concerns with market strategies, and continuing developments in international law and administrative regulation. Students will examine the legal, social, historical, and political/economic regulatory environments to understand that the legal and ethical perspectives are crucial in all business transaction markets. Credit 3 hours.

MGMT640 Global Operations

This course focuses on the central role operations plays in a company's success and the analytic tools that are required for strong managerial decision-making. Students gain an understanding of the strategic advantages provided by the operations function to strong organizations. Topics of study include operations strategies, supply chains, process design and analysis, lean manufacturing, Six Sigma, and other approaches to managing quality. Credit 3 hours.

MGMT645 Organizational Charactership

This course explores the impact of character on organizations at all levels. Students will explore methods and skills that promote professional and organizational development through a values-driven and principle-centered approach to success. Students will identify the difference between morals, ethics, and character. Credit 3 hours.

MGMT681 International Business Strategies

The course will provide student with the knowledge, skills, and abilities to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business and assess the special roles of an international business's various functions. Using case studies, it will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business. Credit 3 hours.

MGMT700 Graduate Project

All students will prepare and submit a professional capstone portfolio as a graduate requirement in this course. The portfolio serves as an opportunity for the students to demonstrate their achievement of their respective degree program outcomes through their degree program coursework, and their commitment to lifelong learning through the identification of specific future learning goals. All students will be required to prepare, conduct, and report on an applied learning project relevant to their degree program as a second graduate requirement in this course. This project will cover theory, concepts, practices, knowledge, and skills covered across the respective degree program courses and their application to a real-life or simulated situation. Students' projects from this course are also included in the final professional portfolio submitted at the end of the course. Credit 3 hours.

MGMT710 Global Strategies

Students synthesize and apply the knowledge gained in previous MBA courses and from examining the principles and practices for developing and implementing organizational strategies. Students engage in a global business simulation, preparing and executing business strategies for a global company. Credit 3 hours.

Professional Studies General Education

The general education curriculum at Southwestern College is designed to lead undergraduate students toward outcomes aligned with the mission of Southwestern College. The mission statement emphasizes liberal arts education, professional development, and personal growth. The goals of general education requirements at Southwestern College are to provide students with fundamental academic skills, ground students in multiple disciplinary perspectives, and challenge students to integrate and apply their learning to real world concerns. The general education curriculum consists of 36 credit hours.

Outcomes and Disciplinary Perspectives of General Education

Outcomes:

1. **Written and oral communication.** Communicating effectively using reading, writing, listening, behavior, media, quantitative data, and technology.
2. **Quantitative literacy.** Using mathematical tools to solve problems.
3. **Individual and social responsibility.** Understanding how to uphold the well-being of one's self and society.
4. **Emphasis on inquiry, critical and creative thinking.** Formulating questions. Analyzing information and complex issues from multiple disciplinary perspectives to arrive at reasoned decisions. Valuing and producing thought or work that is characterized by its inventiveness, expressiveness, or originality.
5. **Respect for cultural diversity.** Understanding the complex identities of others, their histories, and their cultures.
6. **Ethical reasoning.** Conscientiously practicing accepted standards of fairness and integrity.

Disciplinary Perspectives:

- a. **Natural Science.** Courses within the general education curriculum that expose students to the process, results, and limitations of scientific inquiry, and the relationship between science and society.
- b. **Social Science.** Courses within the general education curriculum that provide students with a means to understand ourselves, others, and the forces that shape society.
- c. **The Humanities.** Courses within the general education curriculum that help students explore models and methods for addressing dilemmas and acknowledging truth, ambiguity, and paradox while focusing on the study of the stories, the ideas, and the words that help us make sense of our lives and our world.
- d. **The Arts.** Courses within the general education curriculum that foster imagination and skill in the creation of aesthetic objects, environments, or experiences that manifest the version of the artist for the purpose of self-expression or shared experience.
- e. **Other Cultures.** Courses within the general education curriculum that provide students with the means and methods to identify and compare different cultural, linguistic, or religious communities of world.

General Education Requirements

A student must complete the following general education requirements to be eligible for graduation:

Basic Skills:

Information Literacy*, three hours:

CORE110 Information Literacy

Composition, six hours:

ENGL101 Composition 1 and ENGL102 Composition 2

Speech, three hours:

COM 125 Speech

Mathematics, three hours:

MASC100 Math for Personal and Professional Achievement, MASC115 College Algebra, or MASC110**

Statistics and Probability or higher level math course

Ethical Reasoning:

Three or more hours:

HUM 201 Ethics

Disciplinary Perspectives:

Courses satisfying Disciplinary Perspective requirements cannot be counted toward a student's major course of study but may be used to satisfy the requirements of a cognate requirement for a major course of study.

Natural Science, three or more hours:

MASC200 Culture, Society, and the Environment (3 hours)

Social Science, three or more hours:

HIS 120 World History (3 hours)

HIS 332 Kansas History (3 hours)

PSY 110 General Psychology (3 hours)

PSY 252 Developmental Psychology (3 hours)

SOC 131 Sociology (3 hours)

SSC 133 Geography (3 hours)

STL 185 Introduction to Leadership (3 hours)

The Humanities, three or more hours:

COM 208 Critical Thinking and Argumentation (3 hours)

ENGL202 Introduction to Literary Studies (3 hours)

THEO215 Understanding the Old Testament (3 hours)

THEO216 Understanding the New Testament (3 hours)

THEO320 Philosophy of Religion (3 hours)

The Arts, three or more hours:

ARTS 110 Theater Appreciation (3 hours)

ARTS 124 Art Appreciation (3 hours)

Other Cultures, three or more hours:

HUM 210 Cultural Diversity in North America (3 hours)

LAN 124 Elementary Spanish (3 hours)

LAN 131 Spanish Language and Cultures I (3 hours)

Capstone Requirement:***

CAPS495 Senior Capstone (3 hours)

*CORE 110 Information Literacy general education course is not required for education majors.

** Education majors should complete MASC110

***All education students satisfy the capstone requirement by completing EDUC440 Student Teaching Seminar and one of EDUC447 Observation and Supervised Teaching in Early Childhood Programs, EDUC447 Observation and Supervised Teaching in the Elementary School, EDUC448 Observation and Supervised Teaching in the Middle School, or EDUC449 Observation and Supervised Teaching in the Secondary School.

General Education Requirements for Transfer Students

Any student with a completed associate of arts (AA), associate of science (AS), or associate of applied science (AAS) from an institution recognized by the Council for Higher Education Accreditation is waived from all general education requirements with the exception of College Composition 2 (ENGL102) or its equivalent. Students may also provide alternative demonstration of this level of writing competence. Any student with a bachelor's degree is waived from all general education requirements.

Professional Studies Undergraduate Academic Programs

Accounting

The accounting program is committed to preparing future accounting professionals for current and emerging roles that are now and projected to be in demand. Accounting graduates gain fundamental knowledge and skills in financial and managerial accounting, auditing, income taxation, forensic accounting, and accounting systems. In addition, the program provides a thorough understanding of ethical reasoning and its application to the field of accounting. Accounting graduates also gain the solid theoretical foundation necessary to prepare for the CPA exam or for future graduate coursework. Students should discuss additional elective courses that may be required to sit for the CPA exam as this may vary by state.

B.S., Major in Accounting

Student Learning Outcomes

Graduates in accounting will:

- Explain contemporary accounting theories, concepts, and practices and their respective applications.
- Prepare accounting transactions, journals, general ledgers, financial statements, and other financial reports according to generally accepted accounting principles [GAAP].
- Analyze financial data and related information using appropriate quantitative and qualitative methods.
- Evaluate the impact of regulatory requirements and tax guidelines for individuals and corporations.
- Recommend effective accounting processes, internal controls, audit processes, strategies, and accounting information systems and technologies.
- Collaborate effectively with individuals, teams, organizational partners, and other stakeholders in diverse, multicultural, and multidisciplinary environments.
- Employ ethical, legal, and socially responsible accounting practices.
- Communicate effectively in a variety of business contexts.

Major requirements:

ACCT285	Financial Accounting (3 hours)
ACCT305	Corporate Finance (3 hours)
ACCT303	Analyzing Data (3 hours)
ACCT320	Ethics for Accounting Professionals (3 hours)
ACCT325	Managerial Accounting (3 hours)
ACCT380	Intermediate Accounting I (3 hours)
ACCT381	Intermediate Accounting II (3 hours)
ACCT382	Federal Income Taxation - Personal (3 hours)
ACCT482	Federal Income Taxation - Corporate (3 hours)
ACCT483	Cost Accounting (3 hours)
ACCT484	Accounting Information Systems (3 hours)
ACCT490	Auditing Theory and Practice (3 hours)
ACCT493	Forensic Accounting (3 hours)
BSAD340	Legal Environment of Business (3 hours)
COM 125	Speech (3 hours)
MASC115	College Algebra (3 hours)
SSC 110	Principles of Microeconomics (3 hours)
SSC 111	Principles of Macroeconomics (3 hours)
CAPS495	Senior Capstone (3 hours)

Business Administration

Success in increasingly complex domestic and global business environments requires effective leadership and support from those with business administration and discipline-specific knowledge and skills. This program provides knowledge and skills in business administration; strategic, marketing, human resource, and financial management; and sustainable business practices. Emphasis is placed on responsible citizenship at the individual and corporate levels, including ethical, legal, and socially responsible behaviors and business practices. Business administration graduates have practical, marketable business administration, management, and leadership skills grounded in industry-accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

B.S., Major in Business Administration

Student Learning Outcomes

Graduates in business administration will:

- Explain contemporary leadership and management theories, concepts, and practices and their respective applications.
- Evaluate the appropriateness of management and administrative methods and practices for routine administrative operations and functions, and for addressing change and other challenges presented in domestic and global organizations.
- Collaborate effectively with individuals, teams, organizational partners, and other stakeholders in diverse, multicultural, and multidisciplinary environments.
- Analyze domestic and global market, economic, financial, organizational, and other related circumstances using appropriate qualitative and quantitative methods.
- Apply best practices for knowledge-based strategic, operational, and functional decision making.
- Use appropriate technologies to support functional and administrative processes.
- Employ sustainable, ethical, legal, and socially responsible business practices.
- Communicate effectively in a variety of business contexts.

Major requirements:

ACCT285	Financial Accounting (3 hours)
BSAD340	Legal Environment of Business (3 hours)
BSAD394	Marketing (3 hours)
BSAD410	Global Business (3 hours)
BSAD415	Negotiation and Conflict Resolution (3 hours)
BSAD430	Financial Management (3 hours)
BSAD440	Strategic Management (3 hours)
HRD 301	Principles of Human Resource Management and Development (3 hours)
HUM 201	Ethics (3 hours)
MASC115	College Algebra (3 hours)
SSC 110	Principles of Microeconomics (3 hours)
SSC 111	Principles of Macroeconomics (3 hours)
CAPS495	Senior Capstone (3 hours)

Undergraduate Certificate in Business Essentials

The business essentials certificate provides students with a core foundation of skills and knowledge for success in the business field. This program provides knowledge and skills to identify and enhance personal leadership skills while developing strong interpersonal skills, conflict management and dispute resolution skills necessary today. Students strengthen their communication skills and also study and apply major functions and features associate with the Microsoft Office suite.

Certificate requirements:

BSAD415	Negotiation and Conflict Resolution (3 hours)
---------	-----------------------------------------------

COM 125	Speech (3 hours)
COT 330	Microsoft Office Applications (3 hours)
HRD 335	Understanding Personnel Characteristics and Group Dynamics (3 hours)

Business Innovation and Entrepreneurship

The Bachelor of Science in business innovation and entrepreneurship program will prepare students for the most challenging aspects in the business world. Students will study how innovation and creativity affect positive change in an organization through new or reimagined products, services, and internal processes. The program is directed towards those that are looking to transform organizations by solving problems or start new ventures to drive growth. Students will not only gain knowledge on the specific subject matter but will also demonstrate critical thinking and apply knowledge to existing and pioneering business challenges. Courses concentrate on business strategies and planning, innovation, entrepreneurship, product and service development, and overall project management.

B.S., Major in Business Innovation and Entrepreneurship

Student Learning Outcomes

Graduates in business innovation and entrepreneurship will:

- Explain innovative theories, concepts, and practices used to create positive change in an organization.
- Develop and use methods, practices, and plans that bring value to and align with the organization's strategic goals and objectives.
- Evaluate existing structures or problems and provide innovative changes and solutions based on analysis of qualitative and quantitative data appropriate to the challenge.
- Apply best practices for knowledge-based innovation decision making.
- Employ sustainable, ethical, legal, and socially responsible business innovation practices in domestic and global environments.

Major requirements:

BSAD394	Marketing (3 hours)
BSBI200	Business Innovation (3 hours)
BSBI201	Entrepreneurship (3 hours)
BSBI310	Design Thinking (3 hours)
BSBI315	New Product Development (3 hours)
BSBI320	Venture Management (3 hours)
BSBI400	Business Plan Preparation (3 hours)
HUM 201	Ethics (3 hours)
OMGT444	Project Management (3 hours)
STL 425	Strategic Risk and Leading Change (3 hours)
CAPS495	Senior Capstone (3 hours)

Undergraduate Certificate in Business Innovation and Entrepreneurship

Certificate requirements:

BSBI200	Business Innovation (3 hours)
BSBI201	Entrepreneurship (3 hours)
BSBI400	Business Plan Preparation (3 hours)
Three credit elective from BSAD or BSBI courses.	

Business Quality Management

The quality of a service or product that meets or exceeds customers' expectations is a critical success factor for an organization in an increasingly competitive domestic or global environment. Effective quality management and leadership increase the potential for organizations to achieve this goal. The Bachelor of Science in business quality management program provides students the opportunity to

develop competencies in quality management practices related to change management, team engagement, international standards, quality management systems and systems, negotiation and conflict resolution, and data analysis and reporting. Emphasis is placed on quality management as an organizational strategy and the ethical, legal, and socially responsible behaviors expected from individuals and organizations. Throughout the program, students are offered opportunities to explore the application of quality management in different service and manufacturing industries, and they select one type of organization and/or industry as a focus for their Capstone project. Graduates have practical, marketable quality management knowledge and skills grounded in industry-accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

B.S., Major in Business Quality Management

Student Learning Outcomes

Graduates in business quality management will:

- Explain contemporary business quality and risk management theories, concepts, and practices and their respective applications in service and manufacturing environments.
- Use business quality management methods and practices in service and manufacturing environments that bring value to and align with the organization's strategic goals and objectives.
- Evaluate solutions to potential or presenting risk or quality problems based on analysis of qualitative and quantitative data appropriate to the problem.
- Apply best practices for knowledge-based business quality management decision making.
- Appraise successful methods for engagement and collaboration with executives, managers, employees, customers, and other stakeholders in diverse and multidisciplinary environments that enable the organization to meet or exceed customers' and other stakeholders' expectations for quality.
- Employ sustainable, ethical, legal, and socially responsible business quality management practices in domestic and global environments.
- Communicate effectively with diverse audiences about complex business quality management concerns using various types of media.

Major requirements:

BQM 305	Principles of Quality Management (3 hours)
BQM 323	Quality, Organizational Behavior, and Change Leadership (3 hours)
BQM 325	Quality through Effective Teams (3 hours)
BQM 363	ISO Standards and Applications (3 hours)
BQM 365	Six Sigma Principles and Applications (3 hours)
BQM 367	LEAN Principles and Applications (3 hours)
BQM 480	Quality as an Essential Competitive Strategy (3 hours)
BSAD415	Negotiation and Conflict Resolution (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
ISM 465	Data Acquisition and Analytics (3 hours)
ISM 475	Data Visualization and Reporting (3 hours)
OMGT444	Project Management (3 hours)
CAPS495	Senior Capstone (3 hours)

Required Prerequisites:

MASC110	Statistics and Probability (3 hours)
---------	--------------------------------------

Recommended Electives:

ACCT325	Managerial Accounting (3 hours)
BSAD394	Marketing (3 hours)
COT 330	Microsoft Office Applications (3 hours)

Undergraduate Certificate in Quality Management

The quality management certificate affords professionals an opportunity to gain a comprehensive understanding of quality management. Whether a manager, project leader, healthcare practitioner, service provider, or other professional, participants in this certificate program explore the principles of quality management, the role of and effective use of teams in quality management practice, three of the major quality management approaches in the field, and quality management's application to their respective professional fields. ISO, Six Sigma, and LEAN are the three quality management approaches explored. Successfully acquiring this knowledge enhances a professional's ability to make contributions to the success of his or her own organization as well as his or her professional development.

Certificate requirements:

BQM 305	Principles of Quality Management (3 hours)
BQM 325	Quality through Effective Teams (3 hours)
BQM 363	ISO Standards and Applications (3 hours)
BQM 365	Six Sigma Principles and Applications (3 hours)
BQM 367	LEAN Principles and Applications (3 hours)

Computer Science

Computer Science learners will take a hands-on approach to algorithms, data structures, software design, the concepts of computer programming. The program stresses software development through assignments covering the design and implementation of systems in modern programming languages to meet up-to-date computing and data needs of business, education, and industry.

B.S., Major in Computer Science

Student Learning Outcomes

Graduates in computer science will:

- Demonstrate an understanding of key computer programming concepts and generally accepted theories and practices.
- Analyze, plan, develop and implement secure business programming solutions in data and user-oriented programming technologies.
- Communicate the needs and impacts of a computational system to effectively lead, educate, and inform organizational stakeholders.
- Demonstrate an understanding and appreciation of the ethical and social impacts of computational technologies and solutions.

Major requirements:

CSCI290	Computer Science Essentials (3 hours)
CSCI322	SQL Fundamentals (3 hours)
CSCI324	Advanced SQL (3 hours)
CSCI421	Java Programming Principles 1 (3 hours)
CSCI424	IT Project and Change Management (3 hours)
CSCI431	Java Programming Principles 2 (3 hours)
CSCI432	Visual Basic Net Programming Essentials (3 hours)
CSCI434	Web Programming (3 hours)
MASC110	Statistics and Probability (3 hours)
SMGT341	Principles of Information Security (3 hours)
CAPS495	Senior Capstone (3 hours)

Criminal Justice

The criminal justice program focuses on the social and operational aspects of criminal justice, as the contemporary demands of the discipline requires a strong ethical foundation, along with critical

thinking, leadership and innovative approaches towards public safety. The multidisciplinary nature of our program provides students with the knowledge and skills they can apply immediately in various criminal justice careers. In addition, students are afforded an understanding of the nature of crime and the personnel, institutions, and community involvement processes that assists in the response to, and prevention of crime. Students learn both the theory and the operational practice of the criminal justice system. With specific emphasis on fostering community relationships, diversity, ethics, communication, leadership, psychological, and sociological aspects of the criminal justice environment. The curriculum covers crime and criminal behavior, policing, criminal investigation, cybercrime, criminal law and procedure, courts, corrections, criminal justice careers, and administration and management of criminal justice organizations

B.S., Major in Criminal Justice

Student Learning Outcomes

Graduates in criminal justice will:

- Recognize the historical development, philosophy and operation of the criminal justice system, criminal justice careers, and the various skills and attributes of a successful criminal justice professional.
- Apply community-based policing strategies, investigative techniques, case law, practices and procedures of criminal investigations, and criminal data analysis processes to the prediction and prevention of crime.
- Incorporate the historical perspectives of corrections, alternatives to imprisonment, institutional corrections, and the types of correctional clients.
- Integrate the various components and procedures of the juvenile justice system and the theories of criminology and victimology with emphasis on the sociological aspects of various types of criminals.
- Demonstrate knowledge of constitutional and criminal law, principles of search and seizure, evidence, criminal prosecution and defense, trial process, sentencing, and other criminal procedures.
- Evaluate contemporary management problems and issues confronting criminal justice organizations, and their respective organizational structures, leadership philosophies, and governing policies and procedures.
- Appraise the application of various strategies for policing and communicating in diverse environments in the workplace and communities.
- Assess the moral and ethical dilemmas present throughout the criminal justice system.

Major requirements:

CJUS301	Introduction to Criminal Justice (3 hours)
CJUS311	Careers and Perspectives in Criminal Justice (3 hours)
CJUS321	Criminology (3 hours)
CJUS330	Criminal Law and Procedure (3 hours)
CJUS341	Juvenile Justice Systems (3 hours)
CJUS356	Correctional Theory and Practice (3 hours)
CJUS362	Criminal Investigations (3 hours)
CJUS401	Ethics and Diversity in Criminal Justice (3 hours)
CJUS411	Cybercrime (3 hours)
CJUS421	Policing and The Community (3 hours)
CJUS431	Criminal Justice Organizations: Administration & Management (3 hours)
CJUS441	Contemporary Issues in Criminal Justice (3 hours)
CAPS495	Senior Capstone (3 hours)

Data Science

The Bachelor of Science in Data Science will prepare students to collect and analyze data for actionable insights and making data informed decisions. Students will gain an understanding of information technology, computer science, the role of data analysis, data science, and cloud computing for transferable skills to utilize in many different business sectors. Upon completion of the degree, students will earn certificates in IT analytics, data science, and cloud computing.

B.S., Major in Data Science

Student Learning Outcomes

Graduates in data science will:

- Understand the fundamental concepts of data science, including data management, data analytics, data visualization, and the information technology that makes those efforts possible.
- Apply data science techniques to solve real-world problems.
- Communicate effectively about data science findings.
- Work effectively in a team setting.
- Think critically and creatively about data science problems.
- Identify and address ethical issues in data science.
- Stay up-to-date on the latest developments in data science.
- Apply data science skills to a variety of industries and settings.

Major requirements:

Cloud Computing:

- DASC250 Cloud Computing Foundations (3 hours)
- DASC340 Networking and Software Development (3 hours)
- DASC350 Cloud Infrastructure (3 hours)
- DASC360 Cloud Security (3 hours)

Data Science Requirements:

- DASC240 Role of Data Analysis (3 hours)
- DASC310 Data Analytics (3 hours)
- DASC320 Data Science (3 hours)
- DASC330 Cleaning Data and Data Visualization (3 hours)

IT Analytics requirements:

- CSCI290 Computer Science Essentials (3 hours)
- DASC210 Foundations of Information Technology (3 hours)
- DASC220 Data Management (3 hours)
- DASC230 Administration and Leadership in Data Management (3 hours)

Additional Coursework:

- DASC401 Emerging Trends in Data Science (3 hours)
- DASC425 Machine Learning (3 hours)
- CAPS495 Senior Capstone (3 hours)

Undergraduate Certificate in Cloud Computing

The Cloud Computing certificate is designed to equip individuals with the knowledge and skills necessary to excel in the rapidly evolving field of cloud computing. This comprehensive program offers a blend of theoretical concepts and practical hands-on experience, enabling students to understand the fundamental principles of cloud computing and apply them in real-world scenarios.

Certificate requirements:

- DASC250 Cloud Computing Foundations
- DASC340 Networking and Software Development
- DASC350 Cloud Infrastructure
- DASC360 Cloud Security

Undergraduate Certificate in Data Science

The Data Science certificate encompasses various facets of data science, including statistical analysis, machine learning, data visualization, and data-driven decision-making. Students will participate in a structured and in-depth learning experience, gaining proficiency in both theoretical concepts and practical applications of data science methodologies.

Certificate requirements:

DASC240	Role of Data Analysis
DASC310	Data Analytics
DASC320	Data Science
DASC330	Cleaning Data and Data Visualization

Undergraduate Certificate in Information Technology Analytics

The Information Technology Analytics certificate is a comprehensive program designed to equip individuals with the necessary skills and knowledge to leverage data analytics techniques and tools in the field of information technology (IT). This program offers a practical and hands-on approach to understanding data-driven decision making and empowers participants to extract valuable insights from complex IT datasets.

Certificate requirements:

CSCI290	Computer Science Essentials
DASC210	Foundations of Information Technology
DASC220	Data Management
DASC230	Administration and Leadership in Data Management

Education

This Kansas State Department of Education (KSDE) approved and Council for the Accreditation of Educator Preparation (CAEP) accredited teacher education program provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license.

Admission to the Teacher Education Program

Admission to the Teacher Education Program is a two-stage admission process. First, students meet requirements in their program of study up to the time of application. Second, students must meet the following criteria:

- Sophomore standing with a GPA of at least 3.00.
- Submission of formal application to Teacher Education Committee.
- Successful completion of Peer Jury or Initial Teacher Interview.

Curricular requirements:

- A grade of “C” or better in: PSYC 112 General Psychology, EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar, EDUC 215 Foundations of Education, and PSYC218 Child Psychology or PSY 252 Developmental Psychology.
- A 2.50 *cumulative* G.P.A. in the following three general education courses: ENG 110 College Writing 1, ENG 120 College Writing, and COMM 102 Elements of Oral Communication.
- All transfer credits applied to the major must be a “C” or better.

For additional information concerning teacher education, refer to the Teacher Education Handbook, available in the education department.

Licensure Requirements

In addition to successfully completing a program of study, Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement (consult with the education department for exam details) after:

- passing the Kansas Performance Teaching Portfolio, pass one or more KSDE identified licensure exam(s) at or above the level of performance specified by KSDE.
- passing the Principles of Learning and Teaching test (PLT). Candidates are responsible for arranging to be tested before applying for state licensure.

B.A., Major in Elementary Education

The elementary education program of prepares candidates to fulfill roles in contemporary schools, kindergarten through sixth grade. For additional information concerning the Southwestern College teacher education program, candidates should refer to the Teacher Education Handbook and four year advising plans, available in the education department and from an education advisor.

Major requirements:

EDUC212	Education Seminar (2 hours)
EDUC215	Foundations of Education (3 hours)
EDUC216	Diversity Field Experience (1 hour)
EDUC220	Educational Technology (3 hours)
EDUC223	Fine Arts in the Elementary School (3 hours)
EDUC280	The Other Literacies (3 hours)
EDUC318	Numbers, Computation, and Mathematical Processes (3 hours)
EDUC322	Educational Psychology (4 hours)*
EDUC323	Introduction to Exceptionalities (4 hours)*
EDUC328	Instructional Strategies in Physical Education for the Elementary Classroom Teacher (2 hours)
EDUC329	Children's and Adolescents' Literature (2 hours)
EDUC336	Foundations of Literacy (3 hours)
EDUC337	Science in the Elementary School (3 hours)
EDUC338	Mathematics in the Elementary School (3 hours)
EDUC343	Home, School, and Community (3 hours)
EDUC344	Content Area Literacy (3 hours)
EDUC345	Social Science in the Elementary School (3 hours)
EDUC349	Literacy Assessment and Instruction in the Elementary School (4 hours)
EDUC437	Elementary School Methods and Management (4 hours)*
EDUC440	Student Teaching Seminar (1 hour)*
EDUC447	Observation and Supervised Teaching in the Elementary School (12 hours)*
EDUC450	Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition (3 hours)
EDUC490	Teaching English as a Second Language and Assessing Language Competency (3 hours)

Cognate requirements:

MASC110	Introduction to Statistics and Probability (3 hours)
PSY 110	General Psychology (3 hours)
PSY252	Developmental Psychology (3 hours)

*Taken only **after** formal admittance to the Teacher Education Program.

General Studies

The Associate of General Studies (AGS) degree allows students to design their own program of study combining courses from multiple disciplines. The degree will allow students flexibility in developing a plan which will address a student's particular professional needs, or personal areas of interest, while completing general education requirements. The AGS is designed to prepare students for

all baccalaureate majors by providing them with a broad, general education. The program includes a series of foundation and disciplinary perspective courses. The remainder of the program hours will be composed of courses selected from a minimum of three different disciplines.

The Bachelor of General Studies (BGS) degree is an interdisciplinary degree designed for students with specific learning and/or career goals that can be better accomplished through an individualized program of study than a traditional major. As an interdisciplinary degree the BGS degree provides graduates with a broad base of knowledge that makes them marketable in a number of different professions. BGS students create individualized programs of study that directly apply to their personal and professional goals. This degree considers the breadth of course work, and students must, in consultation with an academic success coach, submit a proposal to the Associate Vice President for Academic Affairs for Professional Studies for approval.

Student Learning Outcomes

Graduates in general studies will:

- Effectively analyze and synthesize the relationship between multiple disciplines of study.
- Identify and recognize cultural differences and the impact of an educated citizen and responsible member in global society.
- Demonstrate the ability to effectively communicate ideas using a variety of different media (oral, written, visual) and basic information technologies.
- Develop and identify the academic preparation, opportunities, and potential contributions to careers in their major field.

A.G.S., Associate of General Studies

Major requirements:

A minimum of 24 hours in three different disciplines.

B.G.S., Bachelor of General Studies

Major requirements:

A minimum of 36 upper division hours in 2 to 3 approved areas of study and CAPS495 Senior Capstone.

Healthcare Administration

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

B.S., Major in Healthcare Administration

Student Learning Outcomes

Graduates in healthcare administration will:

- Explain contemporary leadership and management theories, concepts, and practices and their respective applications to healthcare organizations within the context of organizational mission and patient care needs.
- Evaluate the appropriateness of management and administrative methods and practices for routine administrative operations and functions, and for addressing change and other challenges presented in healthcare organizations.
- Collaborate effectively with individuals, teams, organizational partners, communities, and other stakeholders in diverse, multicultural, and multidisciplinary environments.

- Analyze market, economic, financial, organizational, and other related circumstances using appropriate qualitative and quantitative methods.
- Apply best practices for knowledge-based strategic, operational, and functional decision making.
- Use appropriate technologies to support functional and administrative processes.
- Employ sustainable, patient-centric, ethical, legal, and socially responsible business practices.
- Communicate effectively in a variety of healthcare organizational, professional, and stakeholder contexts.

Major requirements:

HCA 280	The Healthcare Industry (3 hours)
HCA 305	Healthcare Policy, Law, Regulation, and Accreditation (3 hours)
HCA 306	Accounting in Healthcare (3 hours)
HCA 315	Economics of Healthcare (3 hours)
HCA 340	Managing Healthcare Human Resources (3 hours)
HCA 405	Healthcare Marketing and Development (3 hours)
HCA 410	Healthcare Information Systems (3 hours)
HCA 430	Financial Management in Healthcare Services (3 hours)
HCA 438	Quality Management of Healthcare Services (3 hours)
HCA 480	Strategic Management of Healthcare Services (3 hours)
CAPS495	Senior Capstone (3 hours)

Required Prerequisites:

HUM 201	Ethics (3 hours)
MASC115	College Algebra (3 hours)
MASC110	Statistics and Probability (3 hours)

Human Resource Management and Development

In an increasingly competitive environment, organizations must compete for resources that include human capital. Roles associated with human resource management and talent development have increased in importance in recent decades with some elevated to key strategic management functions. Those seeking a comprehensive and relevant foundation for a career in human resources have the opportunity in the human resource management and development program to integrate knowledge of contemporary theory, concepts, and practice, and develop relevant skills in demand by employers. The program provides knowledge and skills that encompass topics such as performance management, compensation and benefits, developing and recruiting workforce talent, human resource information systems and technologies, human resource analytics, ethical and legal issues in human resource management, and negotiation and conflict resolution. Empowered with success in the program and understanding the strategic importance of human resources to the organization, the graduate will be on the cutting edge and prepared for professional advancement in the field.

B.S., Major in Human Resource Management and Development

Student Learning Outcomes

Graduates in human resource management and development will:

- Explain contemporary human resource management and development theories, principles, and best practices, and their respective applications to organizations.
- Use appropriate human resources methods, practices, and tools for human resource management and talent development that align with the organization's strategic goals and objectives.
- Evaluate solutions to human resource problems based on analysis of qualitative and quantitative data appropriate to the problem.
- Apply best practices for knowledge-based human resources decision making.

- Appraise successful methods for engagement and collaboration with executive, managers, employees, and other stakeholders in diverse and multidisciplinary environments.
- Evaluate existing human resource legal and regulatory requirements and the use of ethical, and socially responsible policies and procedures.
- Communicate effectively with diverse audiences about complex human resource management and development topics using multiple types of media.

Major requirements:

BSAD415	Negotiation and Conflict Resolution (3 hours)
HRD 301	Principles of Human Resource Management and Development (3 hours)
HRD 310	Legal and Regulatory Environment of Human Resources (3 hours)
HRD 321	Compensation and Benefits (3 hours)
HRD 324	Performance Management (3 hours)
HRD 335	Understanding Personnel Characteristics and Group Dynamics (3 hours)
HRD 420	Developing Workforce Talent for Current and Future Roles (3 hours)
HRD 430	Recruiting Workforce Talent for Current and Future Roles (3 hours)
HRD 440	Human Resource Information Systems (3 hours)
ISM 465	Data Acquisition and Analytics (3 hours)
ISM 475	Data Visualization and Reporting (3 hours)
OMGT444	Project Management (3 hours)
CAPS495	Senior Capstone (3 hours)

Required Prerequisites:

HUM 201	Ethics (3 hours)
MASC110	Statistics and Probability (3 hours)

Recommended Electives:

ACCT325	Managerial Accounting (3 hours)
BSAD394	Marketing (3 hours)
COT 330	Microsoft Office Applications (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
OMGT320	Managing Group Dynamics (3 hours)

Information Systems Management

The information systems management program prepares learners to successfully manage information systems innovation, design, development, and operations. The program emphasizes broad knowledge and skills in information systems management and administration and applied knowledge in project, information security, design and development, and innovation management. In addition, this program offers areas of specialization in security, enterprise, data management, and decision support. Students demonstrate their knowledge and skills throughout the program through their application to realistic scenario and simulation-based activities and applied projects.

B.S., Major in Information Systems Management

Student Learning Outcomes

Graduates in information systems management will:

- Use an interdisciplinary approach to effectively integrate, manage, and support information systems in an organization.
- Employ successful information systems management and administration best practices that support the major strategic, operational, and functional challenges encountered by complex organizations.
- Select and implement appropriate technologies to support organizational initiatives and processes.
- Approach information and technology management decisions in an ethical, legal, and socially responsible manner.
- Communicate effectively in a variety of business and technology-oriented contexts.

Major requirements:

BSAD420	Information Systems Analysis and Design (3 hours)
---------	---------------------------------------------------

HRD 323	Finance for Non-Financial Managers (3 hours)
ISM 200	Management of Information Systems (3 hours)
ISM 240	Introduction to Problem Solving (3 hours)
ISM 367	Business Intelligence and Analytics (3 hours)
ISM 400	Database Management Systems (3 hours)
ISM 401	Managing Innovation (3 hours)
OMGT444	Project Management (3 hours)
SMGT341	Principles of Information Security (3 hours)
CAPS495	Senior Capstone (3 hours)

Required Prerequisites:

HUM 201	Ethics (3 hours)
---------	------------------

Operations Management

Operations that meet or exceed customers' and other stakeholders' expectations are critical to both service and manufacturing organizations' success. This is especially true in increasingly complex domestic and global environments. Realizing this goal requires effective leadership and management from those with operations-specific knowledge and skills. The Bachelor of Science in operations management program provides students the opportunity to develop competencies in operations management practices some of which include logistics management, workforce and performance management, quality and risk management, supply chain management, negotiation and conflict resolution, and data analysis and reporting. Emphasis is also placed on operations management as an organizational strategy and the ethical, legal, and socially responsible behaviors expected of operations managers. Throughout the program, students are offered opportunities to explore the application of operations management in different service and manufacturing industries, and they select one type of organization and/or industry as a focus for their capstone project. Graduates have practical, marketable operations management knowledge and skills grounded in industry-accepted theories and practices to help them enter and/or progress in a competitive job market, while building a solid theoretical foundation for potential graduate studies.

B.S., Major in Operations Management

Student Learning Outcomes

Graduates in operations management will:

- Use an interdisciplinary approach to effectively integrate, manage, and support information systems in an organization.
- Employ successful information systems management and administration best practices that support the major strategic, operational, and functional challenges encountered by complex organizations.
- Select and implement appropriate technologies to support organizational initiatives and processes.
- Approach information and technology management decisions in an ethical, legal, and socially responsible manner.
- Communicate effectively in a variety of business and technology-oriented contexts.

Major requirements:

BSAD415	Negotiation and Conflict Resolution (3 hours)
BSAD490	Essential Economics of Business (3 hours)
BQM 305	Principles of Quality Management (3 hours)
HRD 323	Finance for Non-Financial Managers (3 hours)
ISM 465	Data Acquisition and Analytics (3 hours)
ISM 475	Data Visualization and Reporting (3 hours)
OMGT304	Principles of Operations Management (3 hours)
OMGT315	Operations Logistics Management (3 hours)
OMGT325	Operations Workforce and Performance Management (3 hours)

OMGT415	Integrated Supply Chain Management (3 hours)
OMGT423	Operations Risk Management (3 hours)
OMGT444	Project Management (3 hours)
CAPS495	Senior Capstone (3 hours)

Required Prerequisites:

MASC110	Statistics and Probability (3 hours)
MASC115	College Algebra (3 hours)

Recommended Electives:

ACCT325	Managerial Accounting (3 hours)
BSAD394	Marketing (3 hours)
BQM 325	Quality Through Effective Teams (3 hours)
BQM 367	LEAN Principles and Applications (3 hours)
COT 330	Microsoft Office Applications (if unfamiliar with Microsoft Office) (3 hours)

Organizational Psychology

The Bachelor of Science in organizational psychology focuses on an essential and fundamental understanding of the major elements in the field of psychology with additional focus on organizational psychology and its impact in the workplace. Students in this major will evaluate psychological theories and research, apply psychological theories and principles to organizations, and examine ethical issues in the practical application of psychological theories. Individuals enrolled in this major can enrich their skills and abilities to solve problems in the workplace and improve productivity and workplace quality. The organizational psychology major is designed for both individuals who wish to complete a general degree in organizational psychology or prepare for an advance degree in psychology.

B.S., Major in Organizational Psychology

Student Learning Outcomes

Graduates in organizational psychology will:

- Apply psychological theories, principles and best practices to organizations and individuals within those organizations.
- Develop critical thinking abilities to effectively apply, summarize and evaluate psychological theories and principles to human behavior.
- Demonstrate an understanding of human affects, human behavior and human cognitions as they relate to the field of psychology.
- Be able to examine contemporary research, theories and principles through the use of science and scientific methods as it applies to the field of psychology.
- Apply ethical standards to help evaluate psychological principles, theories and practice.

Major requirements:

MASC110	Statistics and Probability (3 hours)
PSY 110	General Psychology (3 hours)
PSY 202	Industrial and Organizational Psychology (3 hours)
PSY 252	Developmental Psychology (3 hours)
PSY 262	Social Psychology (3 hours)
PSY 301	Case and Crisis Management (3 hours)
PSY 352	Cognition (3 hours)
PSY 362	Personality Theories (3 hours)
PSY 400	Psychological Research Methods (3 hours)
PSY 410	Emotion (3 hours)
PSY 420	Abnormal Psychology (3 hours)
PSY 440	Psychological Assessment (3 hours)
CAPS495	Senior Capstone (3 hours)

Security Management

With the dynamic security challenges of the 21st century, the need for security professionals with expertise in all aspects of security management and operational administration are in high demand. Security professionals enable private and public organizations to strengthen existing security measures and develop policies and procedures to ensure a safe and secure working environment, as well as prevent or mitigate organizational losses. The security management major is designed for those pursuing employment opportunities or for advancement in managerial roles in private or government security. With specific emphasis on the integration of contemporary security practices and administration, information security, ethics, continuity, risk management, investigations, and industry best practices, this degree offers the knowledge required to enter into this dynamic and competitive field. Those completing the security management program are prepared for a diverse group of security management and related industry jobs in physical security, loss prevention and investigations, information and homeland security, emergency management, and crime prevention. Related courses are also supported by resources from FEMA's Emergency Management Higher Education (EM Hi-Ed) Program. Our security management program is aligned with academic and industry wide technical competencies illustrated in American Society for Industrial Security (ASIS's) Enterprise Security Model

B.S., Major in Security Management

Student Learning Outcomes

Graduates in security management will:

- Recognize the historical development of security, the management function, the fundamentals of defense, homeland security strategy, critical infrastructure sectors and protection, and the coordination and communication between government and criminal justice agencies and private entities.
- Construct a physical protection plan that demonstrates knowledge of physical security design concepts, and the roles of policies, communication, metrics within the security function, and the ability to effectively assess risk.
- Produce an information security systems protection plan proposal that demonstrates the ability to effectively assess information security risks and mitigate that risk with appropriate use of organizational policies and procedures, human resources, and information systems and technologies.
- Assess the security function from a loss and crime prevention perspective, along with countermeasures and strategies, emerging contemporary technologies, privacy, and management issues.
- Analyze legal issues and criminal justice concepts, such as the law of arrest, search and seizure, detention, surveillance, and related legal and ethical consequences that affect security professionals and organizations.
- Evaluate disaster and emergency planning, preparedness, mitigation, response, business continuity and recovery concepts and practices.
- Appraise the histories, motivations, groups, types, tactics and trends of terrorism involved in international, domestic and cyber terrorism.

Major requirements:

ISM 431	Enterprise Security (3 hours)
OMGT444	Project Management (3 hours)
SMGT310	Introduction to Security: Operations & Management (3 hours)
SMGT322	Physical Security Systems (3 hours)
SMGT332	Corporate Risk Management (3 hours)
SMGT341	Principles of Information Security (3 hours)
SMGT350	Homeland Security: All-Hazards (3 hours)
SMGT440	Loss and Crime Prevention, and Investigations (3 hours)
SMGT450	Legal and Ethical Aspects of Security (3 hours)

SMGT462	Emergency Planning (3 hours)
SMGT472	Contemporary Issues in Security Management (3 hours)
SMGT480	Understanding Terrorism: Tactics and Trends (3 hours)
CAPS495	Senior Capstone (3 hours)

Undergraduate Certificate in Cybercrime Investigation

The cybercrime investigation certificate provides individuals a bridge between criminal justice foundational knowledge and the growing law enforcement and business challenges of cybercrime. Students have an opportunity to learn about the investigative challenges and societal impact of cybercrime, criminal investigative methods, legal and regulatory issues, and how the wide-ranging scope of threats manifests themselves across cyberspace. Students will also analyze mitigation measures from an enterprise level perspective. Our program is aligned with academic and industry wide technical competencies illustrated in American Society for Industrial Security (ASIS's) Enterprise Security Model.

Certificate requirements:

CJUS362	Criminal Investigations (3 hours)
CJUS411	Cybercrime (3 hours)
COT 420	Enterprise Forensics (3 hours)
ISM 431	Enterprise Security (3 hours)
SMGT341	Principles of Information Security (3 hours)

Undergraduate Certificate in Emergency Management and Business Continuity

The emergency management and business continuity certificate is designed to address a multitude of issues and challenges facing the increasing complex nature of today's private and public organizations. Students will examine best practices and lessons learned and analyze a wide range of topics and issues within the emergency management and business continuity discipline. Students will analyze national standards in corroboration with assessing the skills needed for the formulation of emergency and business continuity plans, in order to maintain organizational and business functions. Related courses are supported by resources from FEMA's Emergency Management Higher Education (EM Hi-Ed) Program. Our program is also aligned with academic and industry wide technical competencies illustrated in American Society for Industrial Security (ASIS's) Enterprise Security Model.

Certificate requirements:

SMGT350	Homeland Security: All-Hazards (3 hours)
SMGT332	Corporate Risk Management (3 hours)
SMGT462	Emergency Planning (3 hours)
SMGT463	Crisis and Risk Communication (3 hours)
SMGT464	Business Continuity Management (3 hours)

Strategic Leadership

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

B.S., Major in Strategic Leadership

Student Learning Outcomes

Graduates in strategic leadership will:

- Demonstrate breadth and depth of key strategic leadership concepts and generally accepted theories and practices (such as leadership theories, group and individual behavior theories, and talent management).
- Describe the skills necessary for competency in understanding and working with people, including personality types and group dynamics applicable to preparation for a career in a strategic leadership position.

- Apply critical thinking to the completion of class projects and assignments associated with the strategic leadership field.
- Show an understanding of how to effectively lead people and processes in a variety of business environments.
- Craft documents that showcase an understanding of the use of technological tools associated with strategic leadership
- Explain an understanding and appreciation of ethical reasoning in the application of strategic leadership skills.
- Prepare strategic leadership related documents using effective written communication skills.

Major requirements:

BSAD415	Negotiation and Conflict Resolution (3 hours)
HRD 335	Understanding Personnel Characteristics and Group Dynamics (3 hours)
OMGT320	Managing Group Dynamics (3 hours)
STL 307	Leadership Theories and Practical Applications (3 hours)
STL 425	Strategic Risk and Leading Change (3 hours)
STL 430	Multi-Cultural Perspectives and Global Trends (3 hours)
STL 435	Strategic Planning (3 hours)
CAPS495	Senior Capstone (3 hours)

Undergraduate Certificate in Operational Leadership

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

Certificate requirements:

BSAD415	Negotiation and Conflict Resolution (3 hours)
OMGT320	Managing Group Dynamics (3 hours)
STL 307	Leadership Theories and Practical Application (3 hours)
STL 425	Strategic Risk and Leading Change (3 hours)
STL 430	Multi-Cultural Perspectives and Global Trends (3 hours)

Undergraduate Certificate in Organizational Communication

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

Certificate requirements:

BQM 325	Quality Through Effective Teams (3 hours)
COM 301	Professional Communication (3 hours)
COT 330	Microsoft Office Applications (3 hours)
OMGT320	Managing Group Dynamics (3 hours)
HRD 335	Understanding Personal Characteristics and Group Dynamics (3 hours)

Professional Studies Undergraduate Course Descriptions

ACCT285 Financial Accounting

What are the essential accounting and financial reporting requirements for a business or corporation? Learners explore the answer to this question as they study the accounting cycle from the point of recording business transactions to creating financial statements, and the implications of generally accepted accounting principles (GAAP). Learners translate business transactions into journal entries, post to ledger accounts, examine and develop the components of basic financial statements, and complete the accounting cycle. Learners use financial ratio analyses to evaluate the financial performance of a company. Prerequisite: MASC115. HCA 306 may be substituted for this course. Credit 3 hours.

ACCT303 Analyzing Data

Accounting technologies are becoming more automated and the role of the new accountant is shifting into that of a business advisor, which requires new skill-sets. Accountants use data analytics to help businesses uncover valuable insights within their financials, identify process improvements that can increase efficiency, and better manage risk. This course covers the use of data analytics to drive strategy. Credit 3 hours

ACCT305 Corporate Finance

A successful accountant is one who is both knowledgeable of the role of accounting and finance from a corporate perspective as well as being an expert in corporate accounting practices and processes. Learners gain the corporate perspective in this course, setting the context for the knowledge and skills emphasized throughout the program. Learners study corporate finance practices such as long-term and short-term investing, capital cash management, and finance decisions required in the financial management of a business. Prerequisites: MASC115. Credit 3 hours.

ACCT320 Ethics for Accounting Professionals

Ethical conduct is a core value for the accounting profession and requirement for accounting professionals. Increasingly, an accounting specific course in ethics is required by states in order to sit for the CPA exam. Learners examine the American Institute of Certified Public Accountant's Code of Professional Conduct, the Kansas Board of Accountancy expectations, and the Sarbanes-Oxley Act requirements. Learners evaluate case studies of some of the most famous accounting scandals and develop an understanding of the ethical issues surrounding those scandals as well as other ethical situations that Accounting Professionals may encounter. Credit 3 hours.

ACCT325 Managerial Accounting

Accounting information provides essential knowledge for effective strategic, operational, and financial decisions. Learners explore the use of accounting information for various management decision-making and budgeting scenarios. Learners differentiate between classification of costs and assign costs to products and services; record the flow of costs through accounts using process, job-order, service, and activity-based costing methods; use variance analysis to compare actual to budgeted costs; and use various managerial accounting methods such as cost-volume-profit and capital investment analysis to evaluate and recommend possible solutions to business issues. Prior study of accounting principles and professional oral or written communication is recommended. Credit 3 hours.

ACCT380 Intermediate Accounting 1

Business transactions must be accurately reflected in journals, financial statements, and other financial reports. Learners study GAAP and financial accounting requirements for different types of business transactions. Learners examine the accounting cycle and the conceptual framework underlying financial accounting; and learn how to recognize, measure, and report receivables, inventories, property, plant, and equipment. Prerequisite: ACCT285. Credit 3 hours.

ACCT381 Intermediate Accounting 2

Accurately assessing and reporting of financial status and performance according to GAAP, International Financial Reporting Standards (IFRS), and Security and Exchange Commission (SEC) requirements, is a critical set of competencies for accounting professionals. With emphasis on complex transactions and activities such as foreign currency transactions, deferred taxes, investments, consolidations, partnerships, liabilities, and corporate equity measurement, learners examine and apply methods and practices for measuring, evaluating, and reporting financial performance for businesses and other corporate entities. Prerequisite: ACCT380. Credit 3 hours.

Professional Studies Undergraduate Course Descriptions 168

ACCT382 Federal Income Taxation–Personal

Knowledge of income taxation laws and regulations is essential for accounting professionals, whether actually preparing taxes or assessing their impact on individuals or businesses. Learners study federal income tax law and regulations as it applies to individuals. Learners examine the requirements and implications of filing status, dependents, gross income, itemized deductions, tax credits, cost recovery, and property transactions. Prerequisite: ACCT381. Credit 3 hours.

ACCT482 Federal Income Taxation–Corporate

Knowledge of income taxation laws and regulations is essential for accounting professionals, whether actually preparing taxes or assessing their impact on individuals or businesses. Learners study the basic principles of business taxation. Learners examine federal tax laws and regulations as they relate to corporations and pass-through entities including partnerships and S-corporations. Prerequisite: ACCT381. Credit 3 hours.

ACCT483 Cost Accounting

Cost accounting provides critical knowledge for effective strategic, operations, and financial decision making; and cost control. Learners explore cost accounting methods and practices with emphasis on costing for forecasting, planning, control, and behavior factors. Learners examine the elements of service and product costs, including the application of service, job, process, standard, and variable costing systems and procedures. Prerequisites: MASC110. Credit 3 hours.

ACCT484 Accounting Information Systems

The use of Accounting Information Systems (AIS) and associated information technologies is the norm for accounting operations. Knowledge and skill in AIS use and operations is a core competency for the accounting professional. Learners explore the conceptual foundation of AIS, technologies for information systems, and design models and methods. Successful learners gain the requisite knowledge and skills to access the effectiveness of the processing of accounting data with emphasis on information systems and technology, and to determine the accounting and information system controls that are necessary to ensure accuracy and reliability of the data processed by the accounting system. Learners apply the knowledge and skills gained in this course to the auditing field. Prerequisite: ACCT285. Credit 3 hours.

ACCT490 Auditing Theory and Practice

Ensuring the quality of financial information and systems, and their compliance with internal, GAAP, and governmental standards and regulations is critical to establishing confidence among leadership, shareholders, regulators, and other stakeholders in corporate financial reporting. Learners study the theory, concepts and principles of auditing. Learners examine concepts and practices such as audit evidence, audit risk, fraud detection, ethical conduct and legal restrictions, and professional standards of audit planning and reporting, Sarbanes-Oxley compliance, and audit reporting. Prerequisites: ACCT381 and ACCT484. Prior study of professional communications is highly recommended. Credit 3 hours.

ACCT493 Forensic Accounting

Forensic accounting is an evolving practice and in growing demand within the field of accounting. Successful learners gain knowledge about the root causes of fraud, the characteristics of fraudulent transactions and behaviors, the techniques for executing fraudulent activities, and the vulnerabilities that enable such activities. In addition, learners further their knowledge of internal control procedures and skill in evaluating whether internal controls aid in fraudulent activities. Learners examine the methods, techniques, and technologies for fraud detection and investigation; and for valuing the financial and economic impact of fraud on organizations. Learners also explore the requirements for preparing and presenting expert witness testimony. Prerequisites: ACCT490. Credit 3 hours.

ARTS110 Theatre Appreciation

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

ARTS124 Art Appreciation

This course is designed to develop a personal appreciation of art. By combining a study of concepts and artist's work, students will increase their knowledge and ability to understand art critically. Credit 3 hours.

BQM 305 Principles of Quality Management

The quality of a service or a product is a high expectation of the customer, and a core value of the organization and its stakeholders. Quality is an integral component of the organization's competitive strategy. Managing for a quality outcome is essential. Learners explore the principles and practices of managing quality within service and

manufacturing organizations including ISO standards, quality management systems, and practices such as benchmarking, statistical process control, continuous improvement, and quality audits. Learners also examine such practices within the context of sustainable, ethical, legal, and socially responsible quality management in domestic and global environments. In addition, learners assess the complementary relationship of quality management and risk management. Credit 3 hours.

BQM 323 Quality, Organizational Behavior, and Change Leadership

The characteristics of an organization's culture, its behaviors, and its introduction and management of change affect an organization's ability to deliver quality services and products to their customers. Learners evaluate the impact that organizational behavior and change leadership have on the success of quality initiatives in the short and long term through examination of the organization as a system and the complex factors that influence quality outcomes. Learners assess best practices and identify what quality managers might recommend to executives and other managers as well as practice themselves to promote positive change, develop new ideas and methods for measurement, and help facilitate the success of quality initiatives. Credit 3 hours.

BQM 325 Quality through Effective Teams

Achieving quality outcomes is a cooperative effort and effective teamwork is an essential element for success. Learners explore the organization as a network of interactive teams with emphasis on their respective roles related to quality initiatives. Best practices and methods for organizing and developing empowered teams, measuring team progress, plotting and recognizing team accomplishments, resolving team performance concerns, and other team management practices are examined. Prerequisite: BQM 305. Credit 3 hours.

BQM 363 ISO Standards and Applications

The International Standards Organization (ISO) is a global force in setting quality standards. Learners examine ISO standards, quality management systems, such as the ISO 9000 series and AS9100, and the conduct of quality audits, and their respective applications to all types of service and manufacturing organizations. Learners have the opportunity to explore ISO's application to a type of organization of particular interest in this course. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take ISO certification preparation courses. Credit 3 hours.

BQM 365 Six Sigma Principles and Applications

Six Sigma is one of several widely used quality management methods used in service and DMAIC (Design, Measure, Analyze, Improve, and Control) process, CTQ (Critical to Quality) characteristics, and continuous improvement, and their respective applications. Learners have the opportunity to explore Six Sigma's application to a type of organization of particular interest in this course. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take Six-Sigma certification preparation courses. Prerequisite: MASC110. Credit 3 hours.

BQM 367 LEAN Principles and Applications

LEAN is one of several widely used quality management methods used in service and manufacturing industries, with a specific focus on minimizing waste. Learners thoroughly examine LEAN principles, methodologies, and concepts, such as removal of the eight wastes, Just in Time, value stream mapping, and lean supplier relationships, and their respective applications. In addition, Hoshin planning and standardized work will be explored. Learners have the opportunity to explore LEAN's application to a process improvement of particular interest in this course. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take LEAN-related certification preparation courses. Prerequisite: MASC110. Credit 3 hours.

BQM 480 Quality as an Essential Competitive Strategy

Whether a private or public company, profit or non-profit, many successful companies base their organizational strategy on providing superior quality. Learners explore quality in the context of an organization's competitive strategy and how it is executed throughout its operational initiatives. Learners examine competitive strategies and competitive forces, organizational and market evaluation methods, and the roles that the promotion of positive change, development of new ideas, and quality management plays in the crafting and execution of a successful competitive strategy. Learners also examine competitive strategies within the context of sustainable, ethical, legal, and socially responsible practices in domestic and global environments. Prerequisite: BQM 305. Credit 3 hours.

BSAD340 Legal Environment of Business

Legal and regulatory compliance is a critical consideration for all business activities in the United States. Learners examine the relationships among individuals, partnerships, and corporations, as they apply to law. Contracts, consumer law, and the legalities of employer-employee relationships are examined. Legal considerations relevant to global initiatives are explored. Credit 3 hours.

BSAD394 Marketing

Marketing strategies, methods, and practice are experiencing rapid transformation due to the emergence of disruptive technologies and changes in consumer demand. Marketing theories, strategies, ethics, and legal

requirements are examined. Learners will also study current and emerging trends in pricing, promotion, distribution, planning, and the product delivery cycle. The impact of these factors on the marketing of different products and services are assessed. Credit 3 hours.

BSAD410 Global Business

The ability to analyze the competitive structures and strategies of global businesses and to formulate effective strategies is an essential competency for businesses in the global marketplace. Competitive strategies, ethical and legal considerations, and management practices for a global business enterprise are examined. Learners evaluate the economic impact of foreign exchange, balance of payments, and the global monetary system on global strategies and operations. Credit 3 hours.

BSAD415 Negotiation and Conflict Resolution

Effective interpersonal skills are essential for professionals as they communicate, collaborate, and negotiate with other individuals and groups within and outside an organization. Successful learners develop the professional interpersonal, facilitation, negotiation, conflict management, and dispute resolution skills necessary for success in today's complex business environments. This complexity includes elements such as the social, cultural, and economic diversity of the workforce in domestic and global environments. Learners apply these skills in a series of scenarios including those related to personnel, team, contractual, procedural, change, and other stakeholder concerns. Prior study of professional communication recommended. Credit 3 hours.

BSAD420 Information Systems Analysis and Design

Information systems are the backbone of most business processes and central to the success of many business strategies. Learners examine critical success factors for information systems. These factors include ethical, legal, and regulatory requirements; strategic and operational decision making; employment of effective methods for systems selection, development, and implementation; and the inclusion of key stakeholders throughout the process. Learners select, design, plan development and implementation, and document the system development cycle for a selected information system solution. Prerequisite: HUM 201. Credit 3 hours.

BSAD430 Financial Management

Managing financial resources effectively in a complex and disruptive economic environment presents significant challenges for businesses in both the private and public sectors. Learners examine finance concepts and principles; ethical, legal, and regulatory requirements; and financial management best practices. Learners engage in financial analysis and project the impact of potential financial strategies for making decisions. Credit 3 hours.

BSAD440 Strategic Management

Employing successful strategies is essential for private and public sector organizations to be competitive, perform effectively, achieve corporate goals and objectives, and meet the expectations of stakeholders. Learners study strategic management theories and principles and examine best practices for developing and executing successful strategies in complex, disruptive domestic and global markets. Models and methods for leading and motivating employees to effectively execute those strategies are examined. Prerequisite: This course should take place within the last 9 hours of a learners program. Prior study of professional communication recommended. Credit 3 hours.

BSAD490 Essential Economics of Business

This course provides the foundation of economic understanding that business leaders need in managerial decision-making. Learners will gain a comprehensive overview of economic theory and analysis, using both qualitative and quantitative tools and techniques. Topics will illustrate the application of economic thinking to a wide variety of practical situations. Credit 3 hours.

BSBI200 Business Innovation

Business innovation introduces the examination of new processes, services, or products to affect positive change within an organization. Learners will approach the subject of innovation as a strategic process with a core value for lasting competitive advantage. Topics will include types, process and models of innovation along with the roles played by organizational systems that impact total innovation. Developing new business models to disrupt the marketplace and updating outdated models will also be examined. Credit 3 hours.

BSBI201 Business Entrepreneurship

Entrepreneurship is the process of designing, launching and running a new business venture. This class takes a look at the risks and rewards associated with starting a new business. Learners will study the basis of starting a business, small business paths and plans, operating and managing a small business. Credit 3 hours.

BSBI310 Design Thinking

Design thinking examines creative and critical thinking that enables sharing information and the organization of ideas for problem solving. It promotes better decision making and improved knowledge management. In this course students are challenged to question the status quo and rethink transformative solutions and business processes. Topics will include the design thinking approach, systems thinking, data analysis, and the design thinking stages. Credit 3 hours.

BSBI315 New Product Development

This course will explore taking a product or service from concept all the way to market while examining the important stages in between. Students will study the new product process and the development of opportunity. Concept generation and concept testing will also be introduced as students do analysis on the market demand and potential profitability. Finally, students will examine the importance of solid product development and the essentials of a successful new product launch. Credit 3 hours.

BSBI320 Venture Management

Venture management is a business management discipline that explores strategic planning and execution of strategy. There is a focus on innovation and support for individuals and organizations in growth areas such as new products or new and emerging markets. Key topics will include new venture opportunities, planning, and growth management. Credit 3 hours.

BSBI400 Business Plan Preparation

In order to launch a new business, operate a current organization or expand operations, a solid business plan is needed. Students will study and create a fully integrated business plan. Areas covered will include product or service overview, establishing and defining goals, market and situational analysis, strategy and implementation, financial plan and forecasting, and organization and management team. Prerequisite: Successful completion of all major courses. Credit 3 hours.

CAPS495 Senior Capstone

Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in their major field. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, and their preparation as followers and leaders in their chosen professional field. The capstone should take place within the last 9 hours of a learners program. Credit 3 hours.

CJUS300 Foundations of Criminal Justice

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

CJUS301 Introduction to Criminal Justice

This course surveys the concepts of crime and justice, the rule of law, and provides an overview of how crime impacts society. Learners will be introduced to criminal justice theory, law enforcement and the Constitution, criminal courts, and the correctional system. Additional issues and challenges affecting modern policing are also discussed. Credit 3 hours.

CJUS311 Careers and Perspectives in Criminal Justice

This course examines the history, roles, and challenges of law enforcement careers in American society. Learners will develop an understanding of the constitutional, ethical, and workplace expectations and attributes of a successful criminal justice practitioner, and the nature of police work. Learners will also discuss the stressors and psychological factors involved in criminal justice, and well as discussing wellness principles and concepts. Credit 3 hours.

CJUS321 Criminology

In this course, learners will explore the origins of criminal behavior and apply criminological knowledge in the effort to understand criminal and deviant behavior. Learners will examine misconceptions and myths about crime as they develop an informed and critical understanding of crime as a function of social and political structures. Learners will also examine how politics and societal attitudes impact policy formation and develop the tools to use data, facts, and evidence to achieve results. Finally, learners will examine the evolution of theories of crime causation, strategies and purposes of crime measurement, and new and future trends in crime. Credit 3 hours.

CJUS330 Criminal Law and Procedure

This course surveys due process rights of individuals in the criminal justice process. Learners will discuss and analyze the structure and processes of local, state, and federal judicial systems, paying special attention to the impact of the Bill of Rights on the practices of police, prosecutors, and judges, including an examination of the remedies available for the violation of those rights. Learners will explore topics including searches and seizures, interrogations and confessions, evidentiary procedures and the identification and processing of suspects and defendants throughout the pretrial, trial, and post-trial stages. Credit 3 hours.

CJUS341 Juvenile Justice Systems

This course will focus on the analysis of juvenile justice practices, policies and delinquency theories. Learners will examine topics to include, but not limited to juvenile crime prevention and treatment strategies, gangs, case law,

juvenile court procedures, probation, and emerging trends in the administration of juvenile justice. Credit 3 hours.

CJUS356 Correctional Theory and Practice

This course will introduce learners to the history, philosophy, and structure of the American corrections system. Learners will examine the roles and functions of jails, probation, prisons, parole, intermediate sanctions, and community corrections. Learners will also examine correctional clients and careers, facility management and culture, constitutional guidelines, and the societal and individual impact of prison, probation, and other correctional approaches. Finally, learners will examine issues including the death penalty, restorative justice, the disproportionate incarceration rate of minorities, and the expansion of the corrections industry, including privatization and community surveillance. Credit 3 hours.

CJUS362 Criminal Investigations

This course surveys the principles, practices, concepts, and theories applicable to the investigation procedures of law enforcement agents and agencies. Learners will assess the skills necessary for the effective conduct and management of criminal investigations, not limited to, but including techniques for collecting, preserving, and evaluating physical evidence. Learners will examine evidence collection relying on interviews and interrogation techniques with a focus on ethical standards and the admissibility of evidence. Learners will also review case law, legal standards and procedures associated with criminal investigations and examine the range of evidence that can be collected and admitted in federal and state criminal courts. Finally, learners will examine the elements of successful courtroom demeanor and testimony and techniques for effective prosecution of criminal cases. Credit 3 hours.

CJUS401 Ethics and Diversity in Criminal Justice

This course will focus on the ethical issues and moral dilemmas commonly found across the criminal justice discipline. The importance of gender, sex and racial diversity in the administration of criminal justice will be discussed. Learners will also examine cultural and communication issues encountered in policing multicultural communities. Credit 3 hours.

CJUS411 Cybercrime

In today's technology centered society and business environment cybercrime is a major concern. This course introduces learners to the many different types of cybercrime and the challenges facing the criminal justice system in the investigation and prosecution of such. Learners will analyze issues including, but not limited to hacking, digital forensics, cyber security policy and legal principles, fraud, and internet schemes, and cyber-bullying. Learners will also examine investigative techniques and mitigation strategies. Credit 3 hours.

CJUS421 Policing and The Community

This course will focus on policing models that focus on prevention measures, community engagement, partnerships in crime reduction and problem solving. Evaluation of community and problem-oriented programs and strategies are analyzed, as well as other crime reduction initiatives and social aspects of policing. Credit 3 hours.

CJUS431 Criminal Justice Organizations: Administration and Management

This course introduces learners to endemic and emerging administrative problems and issues confronting the criminal justice agency. Learners will describe, analyze, and synthesize contemporary management problems and issues in a criminal justice organization. Modern leadership and management functions, and concepts significant to criminal justice organizations will be reviewed. Credit 3 hours.

CJUS440 Special Topics in Criminal Justice

This course will include an intensive examination of specialized contemporary topics in criminal justice. Topics may vary from course to course, but will include subjects such as drugs and substance abuse, gangs, race, hate groups, women in the criminal justice system, domestic violence, and serial crime and criminals. Credit 3 hours.

CJUS441 Contemporary Issues in Criminal Justice

This course will include an intensive examination of specialized contemporary topics in criminal justice. Topics may vary from course to course, but will include subjects such as substance abuse, gangs, race, hate groups, women in the criminal justice system, leadership, domestic violence, human trafficking, social media, domestic violence, terrorism, homeland security, civil liberties, crime prevention through environmental design (CPTED), use of force, body cameras, forensics, electronic crimes, GIS, and other criminal justice trends and related technologies. Credit 3 hours.

COM 125 Speech

This course helps learners majoring in any discipline strengthen communication skills essential for success in academics and the workplace. Learners will focus on listening, evaluating, and delivering spoken discourse based on audience and purpose. Learners will evaluate why some people are more effective than others as public speakers, analyze speeches and audiences, study ethical considerations for speakers, research and organize findings

on a topic, and present findings before an audience, and learn techniques for identifying and reducing speech anxiety. Credit 3 hours.

COM 208 Critical Thinking and Argumentation

Students enrolled in this course will learn the theoretical principles of critical thinking and argument as they apply it to interpersonal organizational, public and political concerns. Student will be guided in subject analysis, data gathering, evidence building, and evaluation of critical arguments. Credit 3 hours.

COM 301 Professional Communication

This course prepares learners to communicate effectively in business settings by helping them develop their written and oral communication skills. The course focuses on traditional and Web-based forms of communication used in business today, including e-mail, letters, memos, reports, proposals, and presentations. The course teaches learners to plan, write, and revise communications for a variety of audiences and in different mediums. It also teaches learners to communicate with greater clarity, economy of language, and vigor, as well as how to communicate professionally with employees, customers, and hiring managers. Learners will participate in interactive online activities and complete real-world assessments that help them produce, evaluate, and improve their own written, oral, and multimedia communication skills. Prerequisite: ENGL102. Credit 3 hours.

CORE110 Information Literacy

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

COT 330 Microsoft Office Applications

The Microsoft Office suite includes applications typically used by organizations that work together to extend workforce capabilities for the benefit of an organization. Learners study and apply major functions and features associated with Microsoft Word, Excel, PowerPoint, Outlook, and OneNote. Learners examine how the various applications' major components and tools work together, and explore how to configure and use them effectively. Credit 3 hours.

COT 420 Enterprise Forensics

This course surveys the essentials of computer forensics methodology to manage civil, criminal, and administrative investigations. Learners will examine how computer forensics combines elements of computer science and law to collect data from various computer systems. Learners study tools and techniques of obtaining and analyzing digital evidence in legal cases in order to help prepare them to use those tools and techniques to investigate complex digital forensics cases. Credit 3 hours.

CSCI290 Computer Science Essentials

This course presents algorithms, data structures, secure coding, and software design. Learners will learn to analyze program requirements, construct, and analyze and algorithmic solution. Learners identify and implement data structures within a software application to create optimized code. Learners explore various facets of information security, particularly relating to coding practices. Credit 3 hours.

CSCI322 SQL Fundamentals

Using SQL server, learners retrieve information from various relational databases. Beginning with simple queries that retrieve selected data from a single table, the course progresses to advanced queries that summarize data, combine it with data from other tables, and display the data in specialized ways. Credit 3 hours.

CSCI324 Advanced SQL

Using modern database technologies, students learn advanced SQL queries, including database administration, security, and optimization. This course will also introduce non-relational databases and modern big-data applications. Prerequisite: CSCI322. Credit 3 hours.

CSCI421 Java Programming Principles 1

This course presents Java object-oriented programming logic and fundamental techniques – from the basic concepts of primitive data types, operations, and control statements, to user defined methods, objects, classes, class inheritance and GUIs – to construct robust business solutions. Credit 3 hours.

CSCI424 IT Project and Change Management

Through the design of a complete application, participants learn how to establish a robust, scalable and secure business solution using the development and programming tools learned throughout previous computer programming courses. Prerequisite: 3 CSCI courses. Credit 3 hours.

CSCI431 Java Programming Principles 2

Professional Studies Undergraduate Course Descriptions 174

The course progresses from programming business applications using arrays and strings, through advanced inheritance and composition, to handling exceptions and events. Advanced GUIs and graphics are presented, and recursion is introduced. Prerequisite: CSCI421. Credit 3 hours.

CSCI432 Visual Basic .Net Programming Essentials

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

CSCI434 Web Programming

This course provides students with an expansive overview of project principles, processes, and practices in the Information Technology Industry. Students will learn techniques for planning, organizing, scheduling, controlling, prototyping, testing, and deploying projects to the enterprise. Students will obtain current and effective project management skills and competencies as it related to IT projects and industry best practices. Students will also learn the importance of project communications, managing project changes, and operational change management. Credit 3 hours.

DASC210 Foundations of Information Technology

This course will examine information technology as a complete field of study. Students will explore the different roles, responsibilities, and potential job opportunities. Topics will include how both information and computing systems support business, basics of computer hardware, support and communications needs. Credit 3 hours.

DASC220 Data Management

Data management will focus on the fundamentals of databases and the management of data. Students will examine current research and developments in the field. The course focuses on theory and application of topics to include data modeling and design, storage, database design, security and data mining. Credit 3 hours.

DASC230 Administration and Leadership in Data Management

The course will cover the process of operating and leading in the field of data management. There will be a focus on leadership and operating within this field of data. Students will conduct research, study theory and apply what they have learned. Credit 3 hours.

DASC240 Role of Data Analysis

The role of data analysis will explore the foundations of data analysis and its role in decision-making. Students will study the foundations of data analysis and the role of collecting, cleaning, and organizing data to ensure the data is accurate and accessible for interpretation to inform stakeholders. Credit 3 hours.

DASC250 Cloud Computing Foundations

Cloud computing fundamentals introduces important concepts in the practice of cloud computing and data storage. Students explore the need to remotely store, manage, and process data, rather than a local server or a personal computer. Additional topics will include cloud computing platforms, cloud scalability, cloud analytics and business applications. Credit 3 hours.

DASC310 Data Analytics

Students will study the role of data and the importance of data informed decisions. Students will explore statistical analysis, dealing with different types of data, data science methodology and how to examine and present this data for strategic decision making. Credit 3 hours.

DASC320 Data Science

Data science is the study of data to extract meaningful information and will build upon the role of data analytics. Students examine this multidisciplinary approach that combines principles from mathematics and computer science with a focus on designing of processes for data modeling and analysis. Credit 3 hours.

DASC330 Cleaning Data & Data Visualization

This course will examine the importance of complete and accurate data along with the ability to present it for ease of interpretation and understanding. Students explore the practice of translating information into a visual context, such as a presentation or report making it easier for decision makers to understand and identify patterns and trends. Credit 3 hours.

DASC340 Networking & Software Development

This course explores the basics of computer networking and software development. Learners will explore the application of networks to communicate and share information and resources. Additionally, the course introduces the basics of software development. Topics in software development will introduce computer science activities dedicated to the process of creating and supporting software. Credit 3 hours.

DASC350 Cloud Infrastructure

Cloud infrastructure will introduce learners to main component of this field of study and its business applications and services. Topics will include networking, equipment, servers and data storage and hosted services (IaaS, PaaS, and SaaS). Credit 3 hours.

DASC360 Cloud Security

This course is an intermediate study on security concepts and how they apply to cloud computing. It is intended for learners with basic programming skills and cloud computing knowledge. Topics will include techniques for securing cloud services and environments to protect and access data. Credit 3 hours.

DASC401 Emerging Trends in Data Science

This course provides an in-depth exploration of the most recent developments in data science, including emerging trends and new techniques. Students will gain a deep understanding of the latest advancements in machine learning, data visualization, data mining, and statistical modeling. This course is designed for students who have a strong foundation in data science and want to stay up to date on the latest developments in the field. Credit 3 hours.

DASC425 Machine Learning

This course will provide a fundamental overview of concepts used in computational data analysis. Topics include regression, classification, clustering, time-series data, and visualization. Students will perform data analysis using Python including predictive analysis. Credit 3 hours.

EDUC212 Education Entrance Seminar

Education Entrance Seminar provides an introduction to education as a career for second career and delayed start undergraduate learners. This course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon inquiry and personal involvement in planning an effective and successful career in education. *This course is only for second career and delayed start learners.* Credit 2 hours.

EDUC215 Foundations of Education

This course explores the theories and applications of educational philosophies for prospective teachers' use in both the classroom and their personal and professional lives. Additionally, educational institutions will be examined from historical, economic, sociological, and political perspectives. Includes field-based experiences. Credit 3 hours.

EDUC216 Diversity Field Experience

This course provides an opportunity for prospective teachers to observe, tutor, or mentor students in a school where there is a diverse population. Includes field-based experiences. Includes field-based experiences. Prerequisites: EDUC215 (or concurrent enrollment.) Credit 1 hour.

EDUC220 Educational Technology

Prospective teacher education candidates will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Prospective candidates will interpret and implement the International Society for Technology in Education (ISTE) standards and apply the ISTE standards for teachers to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the ISTE standards for students. Technology integration across the curriculum will be explored and students will develop and design lessons and use technology tools to support learning in an educational environment. Credit 3 hours.

EDUC223 Fine Arts in the Elementary School

The course provides a prospective teacher education candidates with the design, implementation, and evaluation of fine arts (music, art, dance) learning activities that are developmentally appropriate, meaningful, and challenging for all K-6 students, and the learning activities lead to positive learning outcomes that develop positive dispositions toward artistic explorations and expression. Cross-listed with Integrative Arts. Credit 3 hours.

EDUC280 The Other Literacies

Prospective teacher education candidates will familiarize themselves with the literacy components of writing, speaking, and listening. Prospective candidates will refine their own writing skills, explore the writing process, understand the role of grammar in writing, and identify strategies to help PK-12 learners develop their own writing skills. The skills needed to view and comprehend material, arrange it, and aid PK-12 learners in the various ways information can be processed will also be addressed. Additionally, prospective candidates will examine the benefits of cooperative learning in enhancing the speaking and listening skills of PK-12 learners, as well as the characteristics of exemplary speakers and listeners in the classroom. Credit 3 hours.

EDUC312 Introduction to Inclusive Early Childhood Education

This is an introductory course for those preparing for licensure to teach in inclusive early childhood setting. This course is designed to assist each prospective teacher education candidates in gaining a valid and comprehensive knowledge of what is involved in early childhood inclusive education. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in early childhood education, and

developing an understanding of how all children develop and learn successfully. Candidates will be grounded in a child development knowledge base and will understand and value learner differences. They will use their understanding of young children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each learner. Credit 4 hours.

EDUC318 Numbers, Computation, and Mathematical Processes

A course focusing on number sense, number systems, and their properties with an emphasis on analyzing the age-appropriate standards (State Early Learning Standards and State Math Standards). An introduction of theorist, theories, and developmental stages will be addressed and integrated into activities and lessons. This course includes development and understanding of the five process standards, connections, and applications with number sense in the classroom. All methods, concepts and strategies will be applied to a classroom environment and differentiated for all learners. Credit 3 hours.

EDUC322 Educational Psychology

A course designed specifically to study the behavior of individuals and groups in educational settings. Emphases are placed upon development, motivation, assessment, individual differences, teaching modalities and learning preferences. Attention is also given to character education and attitudes. Directed observation and participation in the public schools provide practical application of course theory. Lecture and clinical field experience.

Prerequisite: PSY 110 and admission to Teacher Education program. Credit 4 hours.

EDUC323 Introduction to Exceptionalities

A course designed to prepare elementary and secondary education candidates in the understanding and appreciation of students with exceptionalities. Emphases are placed upon characteristics and categories of exceptionality, processes of referral, assessment, and placement of exceptional students. Effective teaching practices and observations in the public schools provide practical application of course theory. Lecture and clinical field experience. Prerequisite: Admission to the Teacher Education program. Credit 4 hours.

EDUC325 Methods of Teaching Motor Development, Expressive Arts, Social Studies

This course will examine the curricula, instructional strategies, and classroom organization for motor development, expressive arts, and social studies relevant to children ages birth through 8. Emphasis will be placed on the uniqueness as well as interrelatedness of the content areas, teaching methodology, and their successful implementation in the classroom environment. The course is designed as lecture with a co-requisite 45 hours field-based experience with children in an early childhood setting. Credit 3 hours.

EDUC328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher

This course addresses the major concepts of health education, human movement, and physical activity as essential elements which foster a healthy lifestyle. Content includes health, nutrition, safety, impact of movement on brain development and learning, and integrates movement learning theories and practice across all curricular areas and instruction. Credit 2 hours.

EDUC329 Children's and Adolescents' Literature

This is a survey of literature K-12. It explores literature and relevant contemporary issues regarding literary works and pedagogy pre-K through 12th grade. Students will also become familiar with text complexity and its use in helping readers progress into more challenging levels of literature. Credit 2 hours.

EDUC335 Infant Development

The purpose of this course is to introduce early childhood teacher candidates to growth and development issues related to infants and toddlers and to provide experiences with the organization and management of high quality environments for infants. Appropriate play activities will be introduced. Credit 3 hours.

EDUC336 Foundations of Literacy

The purpose of this foundations course is to provide pre-service elementary and secondary English language arts teacher candidates with a solid foundation for effective literacy instruction grounded in the science of reading. The course presents the scientifically based reading research fundamentals needed to understand the structure of the English language, how reading develops, the contribution of linguistic and cognitive factors to literacy outcomes, and the importance of explicit, systematic, and engaging instruction for all students. Emphasis will be placed on the essential components of reading: phonological awareness, phonics, vocabulary, fluency, and reading comprehension. The course requires a 10-hour literacy practicum. Credit 3 hours.

EDUC337 Science in the Elementary School

A course focusing on age-appropriate standards (State Early Learning Standards and State Science Standards) with the methods of science instruction, organizing and presenting science materials for instruction, observation of classroom science presentation, familiarization with current trends in science education, and the development of a background in the content areas of science. Credit 3 hours.

EDUC338 Math in the Elementary School

A course focusing on principles and methods of mathematics instruction at the elementary level organized around the age appropriate standards (State Early Learning Standards and State Math Standards). Development and presentation of math materials and units of instruction, familiarization with current trends in math curriculum and instructional methodology, and attention to evaluating and adapting instructional materials and delivery methods to the needs and learning styles of students are components of this course. Prerequisite: EDUC318. Credit 3 hours.

EDUC340 Assessment Strategies in Inclusive Early Childhood

This course prepares early childhood teacher candidates to understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They will know about and understand the goals, benefits and use of assessment. They will know about and use systematic observations, documents, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner. Credit 4 hours.

EDUC341 Reading in the Elementary School

This course will emphasize the various methods of teaching and assessing reading in the elementary. It will prepare teacher candidates to develop programs to strengthen vocabulary and comprehension skills, assess growth in reading skills, diagnose reading problems, and adapt instructional materials and delivery methods to meet the special needs and learning styles of students. In conjunction with regular course work, the candidate will gain experience through practical application through field based experiences. Credit 3 hours.

EDUC343 Home, School, and Community

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

EDUC344 Content Area Literacy

This course will address the content area literacy movement and the philosophy behind this approach to instruction in K-12. Schema activation for pre-reading, metacognitive monitoring for during reading and post-reading discussion building and critical thinking will be addressed. This class will also address vocabulary and concept development, study skills, effective writing prompts, assessments and considerations for special-needs and English language learners. Includes field-based experiences. Credit 3 hours.

EDUC345 Social Science in the Elementary School

This course emphasizes the relationship of the various social science areas and the elementary school curriculum. Content includes unit and instructional material development and presentation, familiarization with current trends in social studies instruction. Emphases include multicultural instruction, interdisciplinary unit development, and the methodology of content delivery. Credit 3 hours.

EDUC349 Literacy Assessment and Instruction in the Elementary School

The purpose of this course is to provide a solid grounding in effective literacy assessment and instruction (reading, writing, speaking and listening) based on reading science. It will prepare pre-service elementary teachers to apply the principles of structured literacy teaching, including explicit, systematic, cumulative and teacher-directed instruction and to support literacy and language structure instruction for diverse learners from different linguistic, cultural and academic backgrounds, including students with dyslexia. Course work aligns with scientific research on assessment and instructional practices related to phonological awareness, phonics, vocabulary, fluency and reading comprehension. Emphasis will be placed on differentiation within core literacy instruction and screening, progress-monitoring and diagnostic assessment for planning and delivering interventions. Practical application will be gained through field-based experiences. This course requires a 20-hour literacy practicum. Prerequisite: EDUC 336. Credit 4 hours.

EDUC352 Principles of Effective Secondary Instruction

This introductory course is designed to provide an overview of essential elements of planning and implementing effective instruction at the secondary level. Emphasis will be given to integrating fundamental concepts and processes of curriculum development with select instructional strategies and models that can best be employed to enhance student learning. Includes clinical experiences. Prerequisite: Admission to Teacher Education program. Credit 3 hours.

EDUC362 Professional Development School Seminar A

This seminar focus includes acquaintance with PDS site, explorations of “specials” (art, music, library) and their relation to the educational process of the school program, observations, curricular review, and presentations in the content areas of math, social studies, children’s literature, art, and music, and lesson design, planning, and

Professional Studies Undergraduate Course Descriptions 178

methodology. This seminar is taken during the first PDS Module. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.

EDUC363 Professional Development School Seminar B

This seminar focus includes exploration of effective teaching practices, observation, curricular review, and presentation in the content areas of science, language arts, and physical education, familiarization with the state and local testing programs, acquaintance with food service and transportation resources and the particulars associated with the planning and implementation of classroom field trips. This seminar is taken during the second PDS Module. Open only to and required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.

EDUC420 Oral Language Development

This course introduces candidates to children's speech and language development, recognition and development of readiness skills, and appropriate methodologies for developing the communications skills of young children. Credit 3 hours.

EDUC425 Administration, Guidance, and Behavior

This course will provide an overview of the responsibilities of administrators, directors, and teachers in school and program management. Legal and financial issues also will be covered, as well as ethical aspects of early childhood programs. Additionally, candidates will be introduced to successful classroom management strategies. Credit 3 hours.

EDUC432 Technology in Special Education

The course provides an overview of technology, specifically, assistive technology and what it can do for learners with special needs. In addition, candidates will be able to implement a framework for identifying student needs and determining desired outcomes when choosing technological solutions. Credit 3 hours.

EDUC436 Early Childhood Methods and Management

This course focuses on the development of professional teaching skills for the early childhood teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

EDUC437 Elementary School Methods and Management

This course focuses on the development of professional teaching skills for the elementary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, candidates complete their professional portfolio and make application for the Capstone which includes the student- teaching placement. This course is taken immediately prior to the professional block. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

EDUC438 Teaching (subject) in the Secondary Schools

This course provides secondary education candidates with instructional strategies, methods and familiarity with current trends in their content area. Students are involved in a mentoring triad with public school teachers, subject area faculty, and the secondary education director. In conjunction with his or her mentor partners, each student develops a plan for study, observation, and practice in the public schools and on campus. Includes field-based experiences. Students seeking History and Government licensure must pass the Comprehensive Content Exam covering social science disciplines. Prerequisites: concurrent enrollment in EDUC 439 and successful completion or concurrent enrollment in EDUC 344, or consent of instructor. Credit 3 hours.

438C Teaching and Directing Forensics and Debate in the Secondary Schools

438E Teaching English in the Secondary Schools

438H Teaching History and Government in the Secondary Schools

438M Teaching Math in the Secondary Schools

438N Teaching Science in the Secondary Schools

438P Teaching Health and Physical Education in the Secondary Schools

438S Teaching and Directing Music in the Secondary Schools

438T Teaching and Directing Theatre in the Secondary Schools

EDUC439 Secondary School Methods and Management

This 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, candidates complete their professional portfolio and make application for the Capstone which includes the student- teaching placement. This course is

taken immediately prior to the professional block. Lecture and clinical field experience. Prerequisites: Admission to Teacher Education program and senior standing. Credit 4 hours.

EDUC440 Student Teaching Seminar

A seminar course designed to be taken in conjunction with the student teaching block. This course focuses on the development and completion of the Kansas Performance Teaching Portfolio as well as the practical steps needed for obtaining a teaching position. Candidates practice reflection and problem solving of professional issues and tasks which may be encountered by the beginning teacher. Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with either EDUC 446, 447, 448, 449. Course graded S/U. Credit 1 hour.

EDUC446 Observation and Supervised Teaching in Early Childhood Programs

Clinical experiences in Pre-K through third grade accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.

EDUC447 Observation and Supervised Teaching in the Elementary School

Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.

EDUC448 Observation and Supervised Teaching in the Middle School

Clinical experiences in accredited schools for teacher licensure candidates. Concurrent with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.

EDUC449 Observation and Supervised Teaching in the Secondary School

Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.

EDUC450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition

This is an introductory course in language and linguistics, which explore the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Candidates 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. Theories and research of secondary language acquisition will also be explored, along with the relationship of communication, culture, and identity as it relates to language learning. This course is designed as one of two courses to prepare candidates for the ESOL Praxis II exam. Credit 3 hours.

EDUC490 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.

ENGL101 Composition 1

This course helps learners develop writing skills that are transferrable to any academic or workplace writing task. The course guides learners through the process of planning, drafting, revising, editing, and proofreading academic and workplace writing. Learners will develop skills necessary to craft coherent sentences and paragraphs, to edit editing their writing for proper spelling, grammar, and punctuation. They will learn about narrative structure and techniques as well as the elements of successful argumentation and persuasive discourse. This course also guides learners through every stage of the research process. Learners will develop a research plan, conduct research, organize and draft a research paper, and then revise, edit, and proofread that research paper. Credit 3 hours.

ENGL102 Composition 2

This course builds on the thinking and writing skills introduced in Composition 1. Learners will write critical, argumentative essays based on their interpretations of nonfictional texts, including literary, film, and cultural texts, and in doing so, will recognize the role of rhetoric in the writing situation as they craft persuasive discourse. In doing so, they will learn methods of questioning, analyzing, and evaluating their own beliefs as well as the perceptions and perspectives of others. These methods of critical thinking are intended to improve the quality and organization of learners' writing for any purpose, including academic and workplace purposes. In addition to writing essays, learners will develop more advanced research strategies, as well greater proficiency in APA style. Prerequisite: ENGL101. Credit 3 hours.

ENGL202 Introduction to Literary Studies

Emphasizes literature as a source of pleasure and knowledge about human experience while investigation and practicing techniques of reading, responding to, writing about and enjoying stories. Examines some of the best works in English, American, and World literature and considers imagery, characterization, narration, and patterns in sound and sense. This course considers stories in all narrative forms. Credit 3 hours.

HCA 280 The Healthcare Industry

Knowledge of the healthcare industry's complex environment equips those in healthcare administration roles for current and emerging roles and responsibilities. Learners study the U.S. healthcare industry from a historical perspective to the present. Learners examine the organization, management, resources, delivery, and financing of health services in the United States. Learners assess the political, cultural, social, behavioral, demographic, economic, and historical factors that shape the U.S. healthcare industry and their potential impact on the future of healthcare delivery in the U.S. Credit 3 hours.

HCA 304 Emerging Trends in Health Care Administration

This course explores the current and potential future impacts of new, emerging, and rapidly evolving trends and technologies in the field of health care administration. Credit 3 hours.

HCA 305 Healthcare Policy, Law Regulation and Accreditation

Healthcare policies, laws, regulations, and accreditation in the U.S. heavily influence a healthcare organization's market and organizational environment. Knowledge of these factors is essential for effective strategic and operational management of healthcare organizations. Learners explore the requirements and management challenges of healthcare policies, laws and regulations, and accreditation. Learners examine the ethical, legal, and regulatory compliance requirements and practices for healthcare funders and payers, provider networks and organizations, individual practitioners, and consumers. Prior study of professional communication is recommended. Prerequisites: HCA 280 and HUM 201. Credit 3 hours.

HCA 306 Accounting in Healthcare

Accounting for healthcare organizations must address several requirements that are either unique to healthcare or to human services in general. Knowledge of these and other basic accounting practices is essential to effectively use financial analysis tools and reports. Learners explore for-profit, not-for-profit, and fund accounting. Generally Accepted Accounting Principles (GAAP), as well as legal, regulatory, and financial reporting requirements for healthcare organizations. Learners analyze financial statements and the general ledger and explore how the data is used in the preparation of externally required and internally desired financial reports for healthcare organizations. Prerequisite: MASC115. This course may be substituted for ACCT285. Credit 3 hours.

HCA 315 Economics of Healthcare

Diverse factors, such as legal, regulatory, contractual, and reimbursement models and methods, contribute toward a complex economic environment for healthcare organizations in the U.S. Learners explore the economic characteristics of the healthcare industry in the United States. The impact of public policy, laws, regulations, and private sector behavior on healthcare delivery and payment systems is explored. The interplay of economics, healthcare payer, provider, consumer, healthcare utilization, and behavior is analyzed and assessed. Learners compare the economic characteristics of the U. S. healthcare industry to those of other countries. Prerequisites: HCA 305. Credit 3 hours.

HCA 340 Managing Healthcare Human Resources

A key factor of success for an organization is how well its employees are engaged in its initiatives and routine operations while maintaining human resource legal and regulatory requirements and generally accepted practice. Specific considerations for healthcare organizations include clinical governance, credentialing, and licensure. Learners examine the interrelationships of human resource, clinical governance, and the delivery of patient-centric care and services. In addition, they explore staffing and employment functions; training and development; compensation and benefits; labor relations; credentialing and licensure; and legal and regulatory requirements. Management considerations within a multicultural environment are also addressed. Prior study of healthcare legal, regulatory, and accreditation requirements is highly recommended. Credit 3 hours.

HCA 405 Healthcare Marketing and Development

A major challenge for marketing healthcare services is the diversity of customers for the same types of services with differing expectations. Learners study marketing theories, strategies, ethics, legal requirements, and practices applied to multiple healthcare markets including consumers, referral agents, and payers. Learners also explore marketing to and making application for funding from organizations and individuals that grant or donate funds to underwrite services for populations with limited or no financial resources. Prior study of professional communication recommended. Prerequisites: HCA 280 and HUM 201. Credit 3 hours.

HCA 410 Healthcare Information Systems

Information systems contribute to the quality, effectiveness, and efficiency of healthcare service delivery, management, and administration. The requirements of information systems continue to evolve with integration with health information exchanges, telemedicine and its disciplinary counterparts, and other emerging technologies. Learners examine the ethical, legal, and regulatory requirements for information systems and their integration with strategic, clinical, and operational decision making, as well as routine organizational processes. The methods for assessing feasibility, selecting, implementing, evaluating, and securing the use of information systems and technology to support current and emerging healthcare trends and applications are also explored.

Prior study of healthcare legal and regulatory requirements regarding information systems, security, and patient privacy is highly recommended. Prerequisites: HCA 280 and HUM 201. Credit 3 hours.

HCA 430 Financial Management in Healthcare Services

Managing financial resources effectively in a complex and disruptive economic environment presents significant challenges for healthcare managers. Learners study the financial management of healthcare payer, network, and provider organizations in the U.S. Reimbursement mechanisms, funding indigent care, industry costs and competition, and other ethical, legal, regulatory, and financial management challenges are critically assessed. Learners engage in preparing and managing budgets, using financial tools, and applying financial management best practices. The collaborative role of fiscal management in the delivery of patient-centric care and services is also explored. Prior study of professional communication recommended. Prerequisites: HCA 306 and HCA 315. Credit 3 hours.

HCA 438 Quality Management of Healthcare Services

Quality and performance improvement are critical elements to the success of a healthcare organization in the delivery of patient care and services. Healthcare organizations are held accountable for ensuring that the quality of care and services meets the expectations of patients, healthcare professionals, the general public, regulatory, and accrediting bodies, payers, and other stakeholders. Learners explore the role of leadership in the success of quality and performance improvement initiatives. Quality management (including patient safety, risk assessment and prevention, peer review, and patient experience and satisfaction) and performance improvement and management concepts, systems, practices, and technologies are examined. Prerequisites: HCA 280. Credit 3 hours.

HCA 480 Strategic Management of Healthcare Services

Successful strategy development and execution are essential for an organization to continually meet patient care needs and to fulfill its mission. Learners study strategic management theories and principles and examine best practices for developing and executing successful strategy in a complex, ever-changing marketplace. Learners consider means for leading and motivating employees to effectively execute those strategies. Patient-centric care and services, quality management, collaboration, and partnering with stakeholders and other organizations are emphasized. Prior study of professional communication recommended. Prerequisites: All major courses with the exception of CAPS495. Credit 3 hours.

HIS 120 World History

This course guides learners through the roughly 150,000 years of recorded human history, highlighting the eras that were most influential in shaping our current historical context. Learners will use both primary and secondary sources to trace the development of modern nations, cultures, and institutions, and explore the interactions of key world cultures through various lenses: religious, political, social, and economic. In the process, learners will construct an accurate and nuanced understanding of how history is constructed and the role it plays in shaping the present. Learners will also examine the relationship between ideas learned in the course and the events in their own lives and use historical analysis skills to analyze historical events and apply what they learn to an examination of current problems. Credit 3 hours.

HIS 332 Kansas History

A detailed investigation of the history of Kansas: the land, peoples, cultures, and political, social, and economic development. Credit 3 hours.

HRD 301 Principles of Human Resource Management and Development

The strategic role of the human resource function in today's organizations is aligned and integrated with the overall mission and key objectives of the broader organization. Having a solid foundation in the areas of managerial and legal responsibilities, current trends in HR, performance management, recruitment, succession planning, training and development, labor relations, and other key areas, is critical for the entry and mid-level employee. These topics and more are covered with a specific focus on their application in real-world scenarios. Credit 3 hours.

HRD 310 Legal and Regulatory Environment of Human Resources

The legal and regulatory environment that the modern human resource department has to operate within is now more complicated and litigious than ever. Understanding how to implement best practices throughout the organization to prevent frivolous lawsuits, applying ethically and legally defensible hiring practices, and eliminating perceived employee discrimination, are all primary requirements. Topics covered include laws relating to ADA, EEO, FMLA, Title VII and many others with a focus on current rulings and findings in those areas. Additional themes include how to recruit and hire in an ethically and legally defensible manner, the development of human resources policies and procedures that adhere to acceptable ethical principles and do not violate federal law, and legal termination, all of which prepare the learner with a solid background in this important field. Prerequisite: HUM201. Credit 3 hours.

HRD 321 Compensation and Benefits

Attracting and retaining top talent is highly competitive and requires an effective, equitable, and motivating wage and salary program. Learners examine topics such as current labor markets, how to develop an effective compensation program, benefits options, current laws and regulations, job evaluation techniques, incentive pay plans, forecasting future workforce requirements, and many more. This course prepares the learner with a solid framework in the role of compensation and its strategic role in the overall mission of the organization. Credit 3 hours.

HRD 323 Finance for Non-Financial Managers

Learners will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of financial statements, sources of funds for financial operations, managing the cash flow process, the cost of capital, and capital budgeting. In addition, the financial impacts of international operations will be explored. Credit 3 hours.

HRD 324 Performance Management

Affecting change in individual and organizational performance to optimize operational outcomes is key to maximizing employee output. Learners gain and apply essentials of performance management. They develop an understanding of the use of theories and current best practices, positive and negative behavior modification, the ABC concept, and pay for performance. This combination of knowledge and skills prepares the learner to affect positive change. Learners also assess the use of performance metrics to evaluate success in performance improvement. Credit 3 hours.

HRD 335 Understanding Personnel Characteristics and Group Dynamics

Individuals bring their unique personalities, strengths, and challenges to the workplace. Each of these characteristics influence the dynamics of the interactions between individuals and groups. Learners will explore the major personality assessments commonly used in the workplace and their individual and group applications. Through research and experience, learners will examine how individuals and groups can benefit by learning about personality traits. Credit 3 hours.

HRD 420 Developing Workforce Talent for Current and Future Roles

The workforce is not static, and to remain competitive in the global economy, organizations must allocate scarce resources to develop talent and foster an environment of innovation. Learners explore the assessment of strengths, weaknesses, skills, and abilities to create personnel development plans that can be used to build career paths for individuals. These development plans assist in organizational staffing, leadership, and succession planning within the context of current and future organizational needs. Credit 3 hours.

HRD 430 Recruiting Workforce Talent for Current and Future Roles

Recruiting top talent is a strategic long-term success factor for organizations. Learners evaluate best practices for creating job specifications, recruiting, assessing applications, interviewing, pre-employment testing, assessing references and background checks, selecting potential employees, and closing employment agreements. Emerging trends and associated challenges and legal concerns are examined such as those related to the use of social media. Learners also assess the use of hiring metrics to evaluate successful recruiting. Prerequisites: HRD 310 and HRD 321. Credit 3 hours.

HRD 440 Human Resource Information Systems

Business technology continues to evolve and remains an integral part of organizations, including human resource management and development. Learners explore technologies related to Human Resource Information Systems (HRIS) for use with data collection and analytics in support of operational and strategic decision making. Other systems including Applicant Tracking Systems (ATS) and Learning Management Systems (LMS) are examined as they relate to recruiting and talent development. Various types of HRIS system delivery platforms including cloud-based, in-house, and external vendor-based systems are also researched. Prerequisite: HRD 301. Credit 3 hours.

HUM 201 Ethics

Ethics introduces learners to moral philosophy, the branch of philosophy that questions what is good and bad. The course surveys a number of important ethical theories—ethical relativism, objectivism, egoism, altruism, utilitarianism, duty-based moral theory, natural law, natural rights, and virtue ethics—as they examine reasons why certain actions are morally right or wrong. Learners will apply ethical theories in the evaluation and analysis of current controversial issues, question ethical matters from a variety of angles, and acquire new tools to assist them in making ethically sound, well-informed decisions throughout their lives. This course is writing intensive. Credit 3 hours.

HUM 210 Cultural Diversity in North America

This course examines the traditions, beliefs, social structures, and other attributes of select indigenous and other cultures in North America today. Contrasting these cultures, learners gain an understanding of the diverse

cultures that make up the communities, territories, states, and nations of North America. Learners also gain comprehension of the complexities of the interrelationships of these cultures to form these multi-cultural social and political structures. Credit 3 hours.

HUM 301 Critical Thinking

This course prepares learners to critically interpret, synthesize, analyze and evaluate information. It is designed to introduce learners to complex problems and help them come to well-reasoned conclusions and solutions. Credit 3 hours.

ISM 200 Management of Information Systems

This course provides an overview of business information systems. Topics include hardware and software fundamentals, use of software packages, and effective use of networks, Internet, and other technologies. Credit 3 hours.

ISM 240 Introduction to Problem Solving

This course introduces techniques for finding solutions to problems through structured programming and refinement. Topics include principles of programming, the logic of constructing a computer program, and the practical aspects of integrating program modules into a cohesive application. Algorithms are used to demonstrate programming as an approach to problem solving. Credit 3 hours.

ISM 301 Emerging Trends in Information Security Management

This course explores the current and potential future impacts of new, emerging, and rapidly evolving trends and technologies in the field of information security management. Credit 3 hours.

ISM 367 Business Intelligence and Analytics

Learners will develop the skills to use Visual Basic for Applications (VBA) programming, part of Microsoft Excel. VBA provides the process to develop applications, which accept data from data mining packages and present the information to others in a consistent format. The course will develop skills in knowing when and how to use pivot tables, macros, automation and integration of downloaded data into reports, graphing, and the use of simulation and decision support models. Prior knowledge of Excel required. Credit 3 hours.

ISM 400 Database Management Systems

This course provides a practical and theoretical introduction to data management focusing on the use of relational database technology and SQL to manage an organization's data and information. Course topics include data warehouses and Web databases. Learners will design and implement a relational database to manage an organization's data. Prerequisite: ISM 200. Credit 3 hours.

ISM 401 Managing Innovation

Learners will gain knowledge through an overview of organizational implementation, uses, and impacts of advanced information technology including decision support systems, management support systems, and expert systems. Topics include strategic issues, project management, alternative approaches for building systems, risk management, and emerging technologies. Prerequisite: ISM 200. Credit 3 hours.

ISM 431 Enterprise Security

This course teaches learners how to apply an information security management plan to an organization's enterprise systems, including integrating physical and digital security technologies into an enterprise security system that meets the requirements of an organizational information security plan and its policies. Credit 3 hours.

ISM 465 Data Acquisition and Analytics

Whether an inventory, nursing, quality, or human resources manager, or a professional in another field, knowing what information is needed to make a decision and how to analyze that information is critical. Learners explore methods to determine what information is needed and the types and sources of information required for different types of decisions encountered in their major field of study. Utilizing pre-selected or researched qualitative and quantitative sources of data relevant to their fields, learners select appropriate data, apply qualitative and quantitative analytics, and interpret the initial results. Microsoft Excel and Word are required for this course. Proficiency in the routine functions of Microsoft Excel and Word are highly recommended. Prerequisite: MASC110. Credit 3 hours.

ISM 475 Data Visualization and Reporting

The data has been acquired and analyzed. The manager or professional must visualize the results for his or her own benefit, anticipate the questions that will be asked by others about the results, and visualize, present, and report on the results to others in ways that the results will be well received. Learners use visualization tools to present data in a manner that end-users readily understand, and presentation and document tools to present the results in a variety of formats that meet expectations ranging from one-page targeted summaries to professional presentations and analytical reports. Microsoft Excel, PowerPoint, and Word are required for this course. Proficiency in the routine functions of Microsoft Excel, PowerPoint, and Word are highly recommended. Other

Professional Studies Undergraduate Course Descriptions 184

industry recognized visualization software may be provided as part of the course. Prerequisite: ISM 465. Credit 3 hours.

LAN 124 Elementary Spanish

A language course with an emphasis on understanding, speaking, reading and writing phrases of practical value. No previous Spanish courses are necessary. Credit 3 hours.

LAN 131 Spanish Language and Culture I

Designed to impart basic knowledge of Spanish language. The class will emphasize the relationship among the skills of listening, speaking, reading, and writing Spanish as it is spoken in Spain and Latin America. Students will also gain insight into the culture of Spanish-speaking countries, and the interrelationship of language and society as it shapes the culture. Credit 3 hours.

MASC100 Math for Personal and Professional Achievement

The goal of this course is to introduce learners to key mathematical and financial concepts for success in both personal and professional life. Students will achieve financial literacy to apply to their own finances as well as empower them to make more informed decisions in their professional careers. Key concepts will include basic statistical analysis, money management skills, consumer mathematics, personal financial planning, investment basics, and retirement planning. Credit 3 hours.

MASC105 Intermediate Algebra

This course focuses on basic algebra skills, such as simplifying expressions and solving equations using variables for unknowns. Once learners are able to solve problems using basic algebra, they will apply this knowledge to business, consumer, and science contexts. Learners will develop skills necessary to solve real-world problems using more sophisticated mathematical tools. This course is designed to prepare learners for more advanced courses in algebra, as well as business and science courses requiring the application of algebraic principles. Credit 3 hours.

MASC110 Statistics and Probability

This course acquaints learners with the tools and major components of statistics. Learners will apply technology to analyze data. The course also includes the foundational terminology and practices used in contemporary statistics, such as data collection, metrics, score interpretation, and experimental design. Additionally, this course will promote the skills that learners need to be able to take information from the world around them and use it to make sound decisions based on solid evidence. Credit 3 hours.

MASC115 College Algebra

The course provides learners with fundamental algebra, reasoning, and problem-solving skills needed for everyday life and real-world situations. The course focuses on understanding mathematical symbols and notation, simplifying expressions, and solving equations using variables for unknowns. Learners will analyze and graph various mathematical functions including polynomial, rational, absolute value, root, exponential and logarithmic functions. Learners will also solve associated equations, including systems of equations, inequalities, and complex numbers. Learners will solve word problems using algebraic principles and tools and then incorporate these mathematical concepts into realistic business, consumer, science, and statistical contexts. This course establishes mathematical competencies required for higher learning. Credit 3 hours.

MASC200 Culture, Society, and the Environment

This course examines the dynamic relationship between culture, society and the environment. Learners investigate how culture, society, and related political and economic factors affect the environment, and how, in turn, environmental changes impact culture and society. Learners apply various research methods, including scientific inquiry in one or more lab assignments, while exploring a relevant environmental problem and its potential solution. 3 credit hours.

MASC350 Human Nutrition

This course will provide learners fundamental knowledge of the science of nutrition. Learners will be provided with the skills to apply and critically evaluate the role of nutrition to the promotion and maintenance of health. This course will focus on the function and metabolism of nutrients in relation to the digestion, absorption, transportation, utilization, and storage in the human body. Credit 3 hours.

MASC395 Pathophysiology

This is a foundational course in the study of physiologic and pathologic concepts of human homeostasis and alterations in homeostasis. It focuses on rationales for adaptations of human functioning to stressors and altered health states. This course provides a basis for understanding alterations in human functioning imposed by disease processes so that application to understanding clinical presentations can be made. Anatomy and Physiology and other supplementary science courses may provide a foundational knowledge base for this course. Credit 3 hours.

OMGT304 Principles of Operations Management

As operations management encompasses the core processes that enable delivery of an organization's services and products, their effective management that meets or exceeds customers' and other stakeholders' expectations is

desired. Learners explore the salient aspects of operations management related to process analysis, product and service delivery design, work measurement, reliability, and quality. Operations strategies within the context of domestic and global environments are examined. Credit 3 hours.

OMGT315 Operations Logistics Management

A key element of success to operations management is the ability to manage the intricacies of operational logistics effectively. Learners explore layout, forecasting, constraint, planning, and scheduling strategies, and associated methods and practices in various service and manufacturing situations. In turn, learners apply this knowledge in simulated scenarios. Credit 3 hours.

OMGT320 Managing Group Dynamics

Learners in this course will examine individual and group behavior within the context of the organizational design and culture. Learners gain theoretical and practical knowledge for understanding topics such as motivation, leadership, management decision-making, group process, and conflict resolution. Credit 3 hours.

OMGT325 Operations Workforce and Performance Management

Human resources are a key element, if not the most critical element for operational and organizational success. Learners explore essentials such as job analysis and design, performance management, compensation and benefits, developing and recruiting workforce talent, and job performance assessment including reviews, rewards, and disciplinary actions. Employee health and safety is also addressed. Credit 3 hours.

OMGT415 Integrated Supply Chain Management

Whether providing a service or product, the supply chain represents the integration of many different people, partners, materials, processes, technologies, and other components. Learners conduct in-depth examinations of the functioning of all aspects of integrated services and manufacturing supply chains. The examination includes components such as strategies, business processes, facility layouts, capacity and forecasting (including sales and operations planning), procurement, logistics, and inventory control. Sustainable, ethical, legal, and socially responsible operations management in domestic and global environments are also part of this examination. Prerequisite: OMGT315. Credit 3 hours.

OMGT423 Operations Risk Management

Risk management is a definitive strategy for mitigating or reducing operational risk. Learners examine operational risk management principles and practices from the perspectives of service and manufacturing operations, differentiating them from those of quality management. Learners evaluate and apply models and methods for identifying, analyzing, measuring, and managing risks in simulated scenarios. In addition, learners assess best practices for integrating operational risk management and quality management processes, procedures, and controls. Credit 3 hours.

OMGT444 Project Management

Project management is applicable to all types of service and manufacturing settings where a specialized task, job, or venture has been presented. Learners study project management as a general practice and method, as well as its application within the context of the specific task, job, or venture and the environment in which the project is realized. Learners apply project management practices and methods within the context of various projects. Emphasis is given to the role of human resources and communication in a project's success. While not a certification preparation course, this course provides foundational knowledge that will be useful if a learner chooses to take project management certification preparation courses. Credit 3 hours.

PSY 110 General Psychology

This course explores major perspectives, principles, theories, and methods that govern the study of mental processes and behaviors. Learners will trace psychology's historical roots, scientific basis, and major perspectives and consider contemporary and historical theories of how biological, cognitive, and environmental factors underlie and influence human development, sensation and perception, consciousness, intelligence, and social dynamics. Learners will also examine the theories and processes essential to learning, memory, motivation, and personality, identify psychological disorders and their treatments, and discuss application of psychological principles to everyday experiences and real-life examples. Credit 3 hours.

PSY 202 Industrial and Organizational Psychology

Organizational psychology is the branch of psychology that applies psychological theories and principles to organizations. Learners will be provided a foundation within the ethical, cognitive, and social systems at the organizational level and have the opportunity to understand and manage employment and organizational relationships. This field concentrates on applying theories for the betterment of the organization and workplace. Topics will include but are not limited to increasing workplace productivity, and the physical and mental well-being of employees. Credit 3 hours.

PSY 252 Developmental Psychology

Professional Studies Undergraduate Course Descriptions 186

Learners in this course will gain a basic understanding of the biosocial, cognitive, and psychosocial development in humans from birth through adolescence, with additional emphasis on young adult through death. Credit 3 hours.

PSY 262 Social Psychology

The course explores the social factors in behavior of individuals and groups, including attitudes, leadership, personality, and culture. Credit 3 hours.

PSY 301 Crisis and Case Management

Managing the routine as well as in times of crisis are essential skills in the field of organizational psychology. This course will examine the roles and responsibilities of a mental health case manager. Case Management is a collaborative process of assessment, treatment planning, facilitation, care coordination, and advocacy for options and services to meet an individual's needs. During times of crisis, effective strategies during any event that might have an impact on the business, its customer base, or even the local neighborhood, is critical. Students will learn strategies to operate effectively and efficiently. Credit 3 hours.

PSY 332 Biological Foundations of Psychology

The course offers an introduction to the study of the anatomy, physiology, and function of the nervous and endocrine systems, and their relationship to psychological issues. Prerequisite: PSY 110. Credit 3 hours.

PSY 352 Cognition

This course covers the psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity. Prerequisite: PSY 110. Credit 3 hours.

PSY 362 Personality Theories

The course provides an in-depth examination of the contemporary approaches to the psychological study of personality. Prerequisite: PSY 110. Credit 3 hours.

PSY 400 Psychology Research Methods

The course is designed to provide learners the opportunity to study the theory and methodology of psychological research design, execution, and presentation of scientific research in psychology. Prerequisites: PSY 110 and MASC110. Credit 3 hours.

PSY 410 Emotion

The course offers a survey of the major historical and contemporary theories of human emotion, including biological, developmental, cognitive, and social perspectives. Prerequisite: PSY 110. Credit 3 hours.

PSY 420 Abnormal Psychology

The course provides an introduction to personality disorders and major psychiatric disorders. The emphasis of the course is on theories of pathology and treatment. Prerequisite: PSY110. Credit 3 hours.

PSY 430 History and Systems of Psychology

The course is a study of the evolution of psychology as a science through an examination of philosophical and physiological history, major systems and schools of thought, and contemporary approaches. Prerequisite: PSY 110. Credit 3 hours.

PSY 440 Psychological Assessment

The course offers an examination of classic and current theories and methods of psychological assessment, including personality assessment, interviewing, projective techniques, and observation and behavioral techniques. Prerequisite: PSY 110. Credit 3 hours.

SMGT310 Introduction to Security: Operations & Management

This course includes a detailed review of the representative duties of the professionals engaged in private and public security. It focuses on the latest trends, challenges, issues and diverse roles of the 21st Century security industry and includes essential functions, legal issues, threats, the security function, and fundamentals of security within the all-hazards methodology. The course also incorporates security leadership and managerial principles and an overview of the historical development of security. Credit 3 hours.

SMGT320 Information Security

This course introduces learners to the fundamentals of information security management to prepare them to be able to plan, implement, and maintain information security function within an organization. Learners will examine the technical components of information security and security planning, and legal and ethical issues surrounding information security. They will explore various strategies to identify, assess, and mitigate information security risks within an organization. Learners will also be introduced to security technology,

SMGT322 Physical Security Systems

Learners examine Crime Prevention Through Environmental Design (CPTED) principles, risk assessment, security surveys, barriers, locks, lighting, alarms, entry control, closed circuit television, and digital recording systems. Learners also analyze the overall process of physical protection system design and integration. Credit 3 hours.

SMGT332 Corporate Risk Management

The risks to businesses today are wide ranging in scope, including but not limited to, natural and man-made disasters, terrorism and crime. Learners review the theories and practical applications of risk analysis. Learners examine a holistic approach to risk management, identifying the many internal and external risks facing today's enterprises and mitigation strategies. Learners also analyze the effectiveness of security programs via metrics and business continuity principles. Credit 3 hours.

SMGT341 Principles of Information Security

This course introduces learners to the fundamentals of information security management to prepare them to plan, implement, and maintain the information security function within an organization. Learners examine the technical components of information security and security planning, legal and ethical issues, and the impact of emerging issues surrounding information security. They explore various strategies to identify, assess, and mitigate information security risks within an organization. Learners are introduced to security technology, intrusion detection, cryptography, and physical security. Credit 3 hours.

SMGT350 Homeland Security: All-Hazards

This course introduces learners to a diverse group of topics and issues within the homeland security enterprise. Topics include, but are not limited to, historical perspectives of homeland security, all-hazards methodology, critical infrastructure sectors and protection, weapons of mass destruction, emergency planning and response strategies, national security, civil liberties, legislation, and public management. Learners also examine the essential coordination and communication between government agencies and private entities. Credit 3 hours.

SMGT440 Loss and Crime Prevention, and Investigations

Learners examine the security function and issues from a loss prevention and crime prevention perspective. Learners also learn investigative methods and examine the relationship between security and law enforcement. This course specifically illustrates how to avoid or mitigate losses with diverse philosophies from both disciplines. It includes community-oriented policing, workplace violence, internal theft controls, executive protection, retail security and investigations, designing crime risk management systems, and various personnel and asset protection strategies. Credit 3 hours.

SMGT450 Legal and Ethical Aspects of Security

This course provides a thorough overview of the legal issues and concepts, regulatory and ethical standards that security professionals must be familiar with while operating in public or private organizations. A review of legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from theft by employees, customers and others is covered. In addition, the role of policies and procedures, contracts, outsourcing, laws of arrest, search and seizure, detention, surveillance, and legal consequences are also examined. Credit 3 hours.

SMGT462 Emergency Planning

The course provides learners with a practical process of disaster response planning and mitigation used by security professionals working in both public and private organizations. Learners explore the National Incident Management System (NIMS), and assess emergency management best practices, along with an analysis of the phases of emergency management. In addition, a review of the Federal Emergency Management Agency (FEMA) is covered, as well as an examination of the roles, responsibilities, and interrelationship between FEMA, state and local emergency management systems, and other critical partners. At the conclusion of this course, learners will also seek FEMA certification in Introduction to Incident Command System(ICS100) and ICS for Single Resources and Initial Action Incidents (ICS200). Credit 3 hours..

SMGT463 Crisis and Risk Communication

The dynamic nature of threats facing our private and public organizations and communities' demands the rapid dissemination of information across many spectrums for the consumption and action of affected stakeholders. Learners will analyze various forms of risk communication proficiencies, and pre and post incident internal and external communication strategies. Learners will also examine the growing influence of social media strategies and their successful employment before, during and after an event. Credit 3 hours.

SMGT464 Business Continuity Management

This course focuses on the procedures, practices and functions of continuity planning to mitigate disruptions to the enterprise from a wide variety of hazards. Learners will examine best practices, disaster recovery principles, industry standards, and how to build resilience across the enterprise. In addition, learners will examine critical business functions and develop a business continuity plan. Credit 3 hours.

SMGT472 Contemporary Issues in Security Management

This course will incorporate emerging issues and trends within the security management discipline. The ability to critically analyze emerging issues and trends is a key function of the security enterprise. Learners research and

analyze topics to include, but are not limited to geographic information science, privacy issues, social media, governance, globalization, policy, social responsibility, and personnel management issues. Credit 3 hours.

SMGT480 Understanding Terrorism: Tactics and Trends

Learners review the events, ideas, motivations, and histories that result in terrorist acts. In addition, learners examine the theories that help explain the volatile behavior surrounding international and domestic terrorism, as well as domestic extremist groups in the United States. Learners also discuss current terrorist tactics and strategies, the use of social networks, and internet surveillance. Learners apply a focused analysis of terrorists, emerging organizations, counterterrorism, asymmetric warfare, and cyberterrorism. Credit 3 hours.

SOC 131 Sociology

This course will not only explore the major perspectives, principles, theories, and methods that govern the study of people and social structures, but it will also help learners identify ways that sociology can improve their lives and the lives of those around them. Learners will trace sociology's historical roots, scientific basis, and major perspectives, as well as how sociology is changing due to rapid globalization and modern technological advances. Learners will also identify and apply contemporary and historical theories of how people relate, engage in conflict, and form larger structures, such as institutions, societies, and punishment systems; explore how populations shift and how groups form, act, grow, and shrink; and learn about the roles of culture, gender, sexuality, age, class, and other factors that make a person an individual and part of a larger group. Learners will then apply their understanding of these factors to one's role in larger society. Credit 3 hours.

SSC 110 Principles of Microeconomics

Principles of Economics II Micro EXP provide learners with an introduction to fundamental economic concepts and to how these concepts play out in the real world. Learners will apply essential models of economics to concepts such as economic interdependence and market equilibrium and think about how these models contribute to optimal resource allocation. Learners will address classic microeconomic issues such as profit maximization and determining the optimal output. Learners will also discover how decisions are made within companies in different market structures and how the industry within which a company operates affects its competitive efficiency. Credit 3 hours.

SSC 111 Principles of Macroeconomics

This course introduces learners to fundamental economic concepts and encourages them to consider how those concepts apply to the real world and to their own lives. Learners will explore the models of economics, how they portray economic interdependence and market equilibrium, and how they contribute to optimal resource allocation. Learners will examine classic macroeconomic issues, such as the effects of government intervention on businesses and individuals. They will evaluate macroeconomic conditions, think about how monetary and fiscal policies affect the corporate world and the overall economy, distinguish between short- and long-run macroeconomic forces and learn how monetary systems influence economic variables. Credit 3 hours.

SSC 133 Geography

This course explores the major themes in geography-human and environment in interaction, patterns of distribution of natural phenomena affecting human use of the earth, and the cultural patterns of occupancy and exploitation of the natural world. Credit 3 hours.

STL 185 Introduction to Leadership

What does leadership really mean? What are the characteristics of successful leadership? What do successful leaders actually do? Learners explore how to improve upon or develop their leadership skills through examination of leadership relationships, organizational behaviors, interpersonal skills, and leadership practices. Learners develop a sound foundation in the fundamentals of leadership with the goal of being better equipped to lead people and projects, handle challenges in the work environment, and add value to their organization. Credit 3 hours.

STL 307 Leadership Theories and Practical Applications

This course is an introduction to various leadership theories and models. Learners will evaluate and apply leadership theories to practical real work situations. Credit 3 hours.

STL 425 Strategic Risk and Leading Change

This course is designed to introduce learners to the tools, concepts, and applications that assist in forecasting, predicting, and leading change as applied through a strategic risk perspective. Utilizing new research and findings, the framework of Enterprise Risk Management (ERM) will provide the student with a working knowledge of business strategy based on emerging risks, predictive analytics, forecasting, and macro business trends. Credit 3 hours.

STL 430 Multi-Cultural Perspectives and Global Trends

This course includes the study of leadership implications surrounding political, social, economic and other world views. Learners will also explore how global events effect decision making and strategic goals. Credit 3 hours.

STL 435 Strategic Planning

Professional Studies Undergraduate Course Descriptions 189

This course is designed to help learners take a proactive approach to strategic planning. A variety of perspectives, models, and approaches will be used in the most common form of strategic planning. Credit 3 hours.

THEO215 Understanding the Old Testament

This course presents a study of the Hebrew scriptures, seeking to understand them in their original context and thus their significance for today. Attention will be given to literary genre, various critical approaches to the text, and the theological narrative. Credit 3 hours.

THEO216 Understanding the New Testament

This course addresses the origin and development of the Christianity as expressed in the New Testament, seeking to understand the meaning of the New Testament in its original context and its significance for today. Attention will be given to literary genre, various critical approaches to the text, and the theological narrative. Credit 3 hours.

THEO320 Philosophy of Religion

This course is an inquiry into the general subject of religion from the philosophical point of view. Among the specific questions considered are the philosophical aspects of faith, the nature of religious ideas and language, and the intersection of faith, reason, and ethics. It is recommended that learners have a thorough understanding of systematic theology prior to taking this course. Credit 3 hours.

Professional Studies Graduate Programs

Business Administration

The Professional Masters of Business Administration (MBA) program provides the knowledge and skills necessary to successfully formulate, plan, execute, and administer sustainable business strategies and operations. This program emphasizes broad knowledge and skills in business leadership and management, organizational character development and ethical behavior, and global and regional strategy development and execution. Students demonstrate the acquisition, mastery, and value of the knowledge and skills gained throughout the program through their application to realistic scenario and simulation-based activities and applied projects. Students must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

MBA, Professional Masters of Business Administration

Student Learning Outcomes

Graduates in business administration will:

- Integrate theories, practices, and tools from multiple disciplines (i.e., finance, marketing, and operations, etc.) to solve business problems.
- Employ effective leadership, management, and administration practices to address strategic, operational, and functional challenges encountered by dynamic domestic and global organizational environments.
- Use qualitative and quantitative methods to investigate and solve business problems.
- Apply appropriate technologies to support organizational initiatives and processes.
- Create an environment that fosters, supports, and successfully leads and manages innovation.
- Approach business decision-making in an ethical, legal, and socially responsible manner.
- Communicate effectively in a variety of business contexts.

Major requirements:

MBA 505	Business Law and Ethics (3 hours)
MBA 512	Financial Management, Analysis, and Decision Making (3 hours)
MBA 514	Global Economics (3 hours)
MBA 530	Marketing Strategies (3 hours)
MBA 535	Knowledge-based Decision Making (3 hours)
MBA 540	Global Operations (3 hours)
MBA 544	Organizational Dynamics and Change (3 hours)
MBA 545	Technology and Innovation Management (3 hours)
MBA 580	Globalization and Organizations (3 hours)
MBA 585	Global Strategies (3 hours)
CAPS590	Graduate Project (3 hours)

Education

Master of Education (M.Ed.)

The Master of Education degree at Southwestern College meets the needs of teachers and provides assistance for those seeking national certification through the National Board for Professional Teaching Standards (NBPTS). Programs in special education and school leadership are offered. Most Southwestern graduate students are professionals employed in education or other fields. To accommodate the needs of these graduate students, graduate classes are scheduled in six-week, twelve-week, or sixteen-week sessions.

M.Ed. in School Leadership

The Master of Education in School Leadership will prepare teachers for roles as future leaders with an emphasis on building management. Coursework emphasizes developing and practicing building-level administrative knowledge, skills, dispositions, and competences through a combination of research and theory with application in actual school settings. The Master of School Leadership prepares the candidate for building-level licensure in Kansas as a principal or assistant principal. Kansas licensure may apply to additional states, but potential out of state students will need to confirm this with their home state's certification office. Candidates enrolled in the Doctoral of Educational Leadership program but who are NOT seeking licensure are also eligible to enroll in individual courses as needed. Passing of licensure is not required for graduation.

The program consists of 12 week accelerated courses. Courses have synchronous meetings at least every other week.

Core Major requirements:

EDUC507	Building, District and Personal Liability ^{BL} (3 hours)
EDUC508	The Principalship ^{BL} (3 hours)
EDUC513	Human Resources ^{BL} (3 hours)
EDUC515	Information Strategies and Professional Practice ^{BL} (3 hours)
EDUC516	Values, Ethics, and Professionalism ^{BL} (3 hours)
EDUC517A	Power and Politics of Education I ^{BL} (3 hours)
EDUC517B	Power and Politics of Education II ^{BL} (3 hours)
EDUC518	Innovation and Emerging Trends ^{BL} (3 hours)
EDUC519	Addressing Diversity and Social Justice ^{BL} (3 hours)
EDUC521	Student Supports and Data Informed Decisions ^{BL} (3 hours)
EDUC527	Mission and Vision for Student Learning ^{BL} (3 hours)
EDUC556	Building Leader Practicum ^{BL} (3 hours)

^{BL} Courses are required for licensure in "Building" Leadership.

M.Ed. in Special Education, High-Incidence Disabilities

The master of education in special education, high-incidence disabilities (Learning Disabilities, Intellectual Disabilities, Emotionally Disturbed, Autism Spectrum Disorders, Developmental Delay, Other Health Impairments, etc.) requires a minimum of 36 credit hours. An endorsement in high incidence disabilities may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional endorsement. Kansas endorsement candidates must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. An appropriately licensed candidate may be hired, under a state-granted waiver, to work in a special education position while completing a state approved special education endorsement program. The waiver is a special arrangement between a hiring school district, Southwestern College and the candidate.

Core Major Requirements:

EDUC514	Introduction to Special Education: Individual Educational Plan Development★ (1 hour)
EDUC522	Instructional Strategies: Behavior Difficulties (3 hours)
EDUC523	Instructional Strategies: Learning Difficulties★ (3 hours)
EDUC524	Introduction to Special Education★ (2 hours)
EDUC528	Collaboration with Parents and Professionals (3 hours)
EDUC526	Classroom Management (3 hours)
EDUC529	Legal Issues in Special Education (3 hours)
EDUC534	Transitions in Education (3 hours)
EDUC535	Assessment Strategies (3 hours)
EDUC615	Literacy Assessment and Intervention (3 hours)

For Endorsement in Elementary Special Education (Elementary; K-6)

EDUC558	Initial Practicum in High-Incidence Special Education, K-6★ (3 hours)
EDUC658	Advanced Practicum in High-Incidence Special Education, K-6 (3 hours)

For Endorsement in Secondary Special Education (Secondary; 6-12)

EDUC559 Initial Practicum in High-Incidence Special Education, 6-12* (3 hours)

EDUC659 Advanced Practicum in High-Incidence Special Education, 6-12 (3 hours)

Research requirements:

EDUC512 Action Research (3 hours)

*required for provisional certification

M.Ed. in Special Education, Low-Incidence Disabilities

The master of education in special education, low-incidence disabilities (Multiple Disabilities, Intellectual Disabilities, Orthopedic Impairments, Autism Spectrum Disorders, etc.) requires a minimum of 36 credit hours. An endorsement in low incidence disabilities may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional endorsement. Kansas endorsement candidates must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. An appropriately licensed candidate may be hired, under a state-granted waiver, to work in a special education position while completing a state approved special education endorsement program. The waiver is a special arrangement between a hiring school district, Southwestern College and the candidate.

Core Major Requirements:

EDUC514 Introduction to Special Education: Individual Educational Plan Development* (1 hour)

EDUC528 Collaboration with Parents and Professionals (3 hours)

EDUC 529 Legal Issues in Special Education (3 hours)

EDUC534 Transitions in Education (3 hours)

EDUC714 Characteristics of Children & Youth with Low-Incidence Disabilities (2 hours)

EDUC722 Functional Behavioral Assessment and Positive Behavior Support (3 hours)

EDUC724 Advanced Methods: Strategies for Students with Significant Sensory, Motor, and Health Needs (3 hours)

EDUC725 Foundations of Autism Spectrum Disorder (3 hours)
Health Needs (3 hours)

EDUC735 Assessment, Diagnosis, and Evaluation (3 hours)

EDUC757 Communication and Literacy (3 hours)

One course from the following:

EDUC748 Initial Practicum in Low-Incidence Special Education 6-12* (3 hours)

EDUC758 Initial Practicum in Low-Incidence Special Education, K-6* (3 hours)

One course from the following:

EDUC749 Advanced Practicum in Low-Incidence Special Education 6-12 (3 hours)

EDUC759 Advanced Practicum in Low-Incidence Special Education (3 hours)

Research requirements:

EDUC 512 Action Research (3 hours)

*required for provisional certification

Leadership

The Master of Science in leadership (MSL) program prepares the student for leadership positions in various organizations. The student develops skills required to become a more effective leader in military, government, health care, and education organizations, as well as small business, non-profit, or corporate environments. The emphasis is on practical application of relationship management; best leadership practices, which are strongly supported by research; and successful examples of leadership styles and organizational structures with a global and ethical perspective. The leadership graduate exhibits competency in interpersonal and written communication, and also demonstrates the essential leadership practices of inspiring a vision, encouraging others to act, data driven strategic planning, and ethical reasoning, which are all necessary for leaders in today's society. The program is designed so that students can use resources provided throughout the program to apply their leadership skills to leading change and quality initiatives. Students learn practical problem solving and how to evaluate the most

effective ways to lead their organizations. Students must earn a grade of “C” or better in each course required for the program and maintain a 2.5 GPA in the program.

M.S. in Leadership

Student Learning Outcomes

Graduates in leadership will:

- Evaluate different leadership contexts by integrating knowledge of effective leadership practices and competencies for leading organizations.
- Distinguish themselves as excellent candidates for advancement and qualified for leadership positions within their industry or discipline.
- Articulate the importance and implication of ethical reasoning for today’s leaders.
- Exhibit poise and confidence in effective verbal, interpersonal, and written communication.
- Demonstrate the ability to build and develop continuous learning opportunities in the key areas of leading organizations.

Major requirements:

LEAD500	Leadership Styles and Theories (3 hours)
LEAD510	Leadership in Context (3 hours)
LEAD515	Leadership Communication and Conflict Resolution (3 hours)
LEAD520	Leadership Coaching (3 hours)
LEAD560	Leading Change in Organizations (3 hours)
LEAD565	Knowledge Based Leadership (3 hours)
LEAD570	Leadership for the Future (3 hours)
LEAD575	Organizational Structures and Behavior (3 hours)
LEAD580	Practical Problem Solving for Today’s Organizations (3 hours)
LEAD585	Leading Quality Improvement Initiatives (3 hours)
MGMT560	Ethics in the Global Marketplace (3 hours)
CAPS590	Graduate Project (3 hours)

Graduate Certificate in Executive Leadership

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

Certificate requirements:

LEAD520	Leadership Coaching (3 hours)
LEAD560	Leading Change in Organizations (3 hours)
LEAD565	Knowledge-Based Leadership (3 hours)
MGMT505	Project Management Fundamentals (3 hours)
MBA 500	Organizational Behavior and Human Resource Management (3 hours)

Graduate Certificate in Executive Quality Management

The executive quality management certificate is designed to prepare the leader in an organization to manage an existing quality program or establish a new quality initiative. Emphasis is given to the behavioral and organizational culture issues that impact quality initiatives. Students will gain experience with the measurements and processes that can support quality programs in a real-world project. In addition, the certificate is designed to support the efforts of managers to lead through the necessary changes for establishing quality initiatives. Individuals completing the certificate in executive quality management may apply all of these 15 credit hours earned toward a Master of Science degree in

management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in leadership.

Certificate requirements:

LEAD570	Leadership for the Future (3 hours)
LEAD585	Leading Quality Improvement Initiatives (3 hours)
MGMT505	Project Management Fundamentals (3 hours)
MBA 500	Organizational Behavior and Human Resource Management (3 hours)
MBA 535	Knowledge-Based Decision Making

Management

The Master of Science in management program prepares leaders of today's complex and diverse business environment to manage key business operations and lead their organizations to success. The student will develop skills in areas that support the management functions of planning, organizing, leading, and measuring the performance of the organization. Topics include project management, human resource management, finance, organizational ethics and statistical analysis. The program not only introduces the student to strategic, tactical, and operational areas, but also to a variety of leadership theories and styles necessary for leading successful organizations. The management graduate has demonstrated competence in interpersonal and written communication, ethical reasoning through complex practical application activities, as well as the ability to utilize resources to continue learning about best practices in management in order to prepare him for advancement in his field. The strong foundational concepts taught by professionals support the students in the completion of projects that make a positive difference in their workplaces, churches, communities, or personal lives, and also may inspire them to continue in additional graduate degree programs. Students must earn a grade of "C" or better in each course required for the program and maintain a 2.5 GPA in the program.

M.S. in Management

Student Learning Outcomes

Graduates in management will:

- Demonstrate the ability to incorporate strategic, tactical, and operational skills to achieve organizational objectives for fiscal and human resource management.
- Exhibit the knowledge to analyze complex data for decision making and implementing solutions for real-world issues impacting the organization.
- Recognize the value of an organizational environment that embraces diversity and ethical behavior.
- Exhibit poise and confidence in verbal, interpersonal, and written communication.
- Demonstrate the ability to build and develop continuous learning opportunities in the management areas of planning, organizing, leading, and measuring organizational performance.

Major Core requirements (27 hours):

LEAD500	Leadership Styles and Theories (3 hours)
LEAD565	Knowledge Based Leadership (3 hours)
MGMT505	Project Management Fundamentals (3 hours)
MGMT560	Ethics in the Global Marketplace (3 hours)
MBA 500	Organizational Behavior and Human Resource Management (3 hours)
MBA 512	Financial Management, Analysis, and Decision Making (3 hours)
MBA 535	Knowledge-based Decision Making (3 hours)
CAPS590	Graduate Project (3 hours)

One of the following:

LEAD560	Leading Change in Organization (3 hours)
MBA 544	Organizational Dynamics and Change (3 hours)

Electives (12 hours):

LEAD510	Leadership in Context (3 hours)
---------	---------------------------------

LEAD515	Leadership Communication and Conflict Resolution (3 hours)
LEAD520	Leadership Coaching (3 hours)
LEAD570	Leadership For the Future (3 hours)
LEAD580	Practical Problem Solving for Today's Organizations (3 hours)
MBA 505	Business Law and Ethics (3 hours)
MBA 530	Marketing Strategies (3 hours)
MBA 540	Global Operations (3 hours)
MBA 545	Technology and Innovation Management (3 hours)

Security and Emergency Studies

The Master of Science in security and emergency studies program prepares students using multidisciplinary curriculum to take on increasing levels of responsibility and leadership positions as mid-to-upper-level managers in today's integrated security, emergency and business continuity industry. In addition to knowledge in security-related subject matter, a focus on developing an organizational culture of resilience and continuity across both the public and private sectors is emphasized. Furthermore, the program is designed to develop existing critical thinking and decision-making skills, in order, to properly mitigate, manage and recover from the myriad of possible emergencies, natural and man-made facing public and private enterprises. Learners will learn problem solving techniques, leadership and critical thinking skills with a focus on the analysis of best practices and lessons learned. Students must earn a grade of "C" or better in each course required for the program and maintain a 2.5 GPA in the program.

M.S. in Security and Emergency Studies

Student Learning Outcomes

Graduates in security and emergency studies will:

- Appraise the myriad of threats facing the security industry and the contemporary administration of the security and emergency function, homeland security enterprise, including private organizations, critical public and private infrastructure, in addition to the best practices from past emergencies and terrorist events.
- Evaluate the natural and emerging insider, criminal, cyber and terrorist threats that pose serious security and continuity challenges to public and private enterprises.
- Analyze community and enterprise-wide organizational risks, evaluate risk assessment processes, asset protection strategies, supply chain management, metrics, communication, convergence, information security systems and strategic planning.
- Critique past, current and possible legal issues, case law, ethical issues and organizational liabilities within the security, continuity, and emergency disciplines.
- Develop and critique disaster, emergency planning and business continuity systems and operationalize their application within public and private enterprises.
- Synthesize the best practices and applicable strategies in effective in crisis leadership and communication, media relations, disaster response and recovery.
- Examine and assess the core principles of planning and developing resilient communities and organizations.

Major requirements:

MSSE500	Contemporary Security Administration
MSSE570	Homeland Security
MSSE525	Issues in Security
MSSE530	Insider Threats
MSSE510	Enterprise Risk Assessments and Mitigation
MSSE560	Legal Issues in Security and Emergency Management
MSSE531	Business Continuity Planning
MSSE532	Crisis Management: Leadership Perspectives
MSSE533	Disaster Response and Recovery

MSSE534	Strategies in Crisis Communication
MSSE535	Organizational and Community Resilience
CAPS590	Graduate Project

Graduate Certificate in Emergency Risk Management

The graduate certificate in emergency risk management emphasizes the executive analysis and assessment of organizations' security vulnerability. It is designed to prepare the manager with risk management responsibilities for contingency planning, mitigation, continuity, and investigation, in addition to systematic assessment of organization risk. Students will have an opportunity to examine various models and practices that help the management professional balance the costs and risks facing today's organizations.

Certificate requirements:

MSSE510	Enterprise Risk Management and Mitigation (3 hours)
MSSE520	Administration of Information Security (3 hours)
MSSE530	Insider Threats (3 hours)
MSSE531	Business Continuity Planning (3 hours)
MSSE565	Organizational Security Investigations (3 hours)

Sport Management

The Master of Arts in sport management will prepare future leaders for a career in sport management. Students will study a progressive business focused education with an emphasis on sport management and the innovation, skills and application surrounding the industry. Students will work with industry professionals to gain a practical and innovative knowledge of a variety of sport, fitness, coaching, and fitness development matters. Students must earn a grade of "C" or better in each course required for the program and maintain a 2.5 GPA in the program.

M.A. in Sport Management

Student Learning Outcomes

Graduates in sports management will:

- Analyze current trends within the sports management industry.
- Employ effective leadership and administration practices to address strategic, operational, and functional challenges in the sports industry.
- Integrate ethical considerations in decision making.
- Demonstrate management theories, concepts, practices and their respective applications.
- Evaluate financial and non-financial data using appropriate quantitative and qualitative methods.
- Collaborate effectively with individuals, teams, organizational partners, and other stakeholders in diverse, multicultural, and multidisciplinary environments.

Major requirements:

LEAD500	Leadership Style & Theories (3 hours)
LEAD520	Leadership Coaching (3 hours)
MBA 505	Business Law & Ethics (3 hours)
MBA 512	Financial Management, Analysis and Decision Making (3 hours)
MBA 530	Marketing Strategies (3 hours)
SPMG500	The Sports Management Industry (3 hours)
SPMG501	Emerging Trends in Sport Management (3 hours)
SPMG502	Sports Marketing & Media (3 hours)
SPMG503	Economics of Sport Management (3 hours)
SPMG504	Leadership in Sport Management (3 hours)
SPMG505	Sponsorship & Sales in Sport Management (3 hours)
CAPS590	Graduate Capstone (3 hours)

Professional Studies Graduate Course Descriptions

CAPS590 Graduate Project

Learners engage an applied research project that demonstrates their mastery of the knowledge and skills gained from the program and professional experience. Each learner will prepare a comprehensive report and presentation of the research findings by the conclusion of this course. Prerequisite: This course should take place within the last 9 hours of a learners program. Credit 3 hours.

EDUC501 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.

EDUC502 Vision and Planning for School Improvement

This course focuses on the nature, context, and practice of teacher leadership in building a continuous school improvement framework. Its purpose is to provide students with an introductory understanding of the subject of research-based school improvement models. Beyond such introductory understanding, this course is designed to provide a foundation for students to use comprehensive data analysis and leadership structures to guide the process of effective school improvement. Credit 3 hours.

EDUC505 Creating Networks of Professional Practice

This course will guide educators in acquiring new tools and strategies based on Robert J. Marzano's meta-analysis of the research regarding effective teaching practices. Learners will explore the elements of effective teaching, questions to guide instructional planning, and application of new instructional strategies in through modeling lessons in class. Learners will also observe/participate in collaboration and instruction in the school setting, then reflect on application of new knowledge to working with students. Credit 3 hours.

EDUC507 Building, District and Personal Liability

This course analyzes theory from the district level for organizational development, the legal rights and duties of an administrator with respect to the condition of the building, the students, faculty, and staff. It includes an analysis of student rights to free speech and personal privacy in the context of administrative-student policy plans. Credit 3 hours.

EDUC508 The Principalship

This course is an introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school building administrators. Candidates 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.

EDUC510 Integrating Technology across Disciplines

Graduate students will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Students will interpret and implement the Nation Education Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Graduate students learn about technology integration across the curriculum to develop and design lessons to use the technology to support learning in an education environment. Credit 3 hours.

EDUC512 Action Research

This course will introduce graduate 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 graduate students to conduct action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) the graduate student's recognition of their own expertise. Credit 3 hours.

EDUC513 Human Resources

This course focuses on the processes of recruitment, selection, training and development, evaluation, compensation, equal employment opportunity, and labor relations of personnel in the school setting. Credit 3 hours.

EDUC514 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.

EDUC515 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.

EDUC516 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 candidates' abilities to think reflectively and argue persuasively about the moral and ethical dimensions of educational policies. Candidates learn how to ask questions with greater clarity and insight and craft answers to establish the foundations of policymaking. 3 credit hours.

EDUC517A Power and Politics of Education I (Theory)

This course is an introduction to the complex and often contested field of politics and education. The course provides students with a historical, social, and cultural introduction to the politics of education at the national, state, and local levels. It focuses on the various political contexts in which the school leader operates. Major theories of policy making are examined with application of theoretical perspectives to case studies of education policymaking processes in organizational settings of particular interest to students. Credit 3 hours.

EDUC517B Power and Politics of Education II (Application/project)

An extension of EDUC517A, Power and Politics of Education I, this course allows students to examine educational access and equity in the context of contemporary culture, ethnicity, race, sexual orientation, religion/spirituality, ability, and gender – viewing these contexts through interrelationships among divisions of labor, class structure, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education, and values. In addition to the challenges related to diversity, students will also explore aspects of diversity as potential assets in creating rich and productive learning environments. Students will apply knowledge gained from explorations to the framing, analysis, and generation of solutions to contemporary educational problems of practice. Credit 3 hours.

EDUC518 Innovation and Emerging Trends

This course explores the current and potential future impacts of new, emerging, and rapidly evolving trends and technologies in education. 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 building leaders to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

EDUC519 Addressing Diversity and Social Justice

This course will focus on social justice and diversity in the classroom. Students will study diversity and its role toward encouraging the search for unique and different perspectives, leading to better decision making and problem solving. Students will also study social justice in education along with the impact of and the equal distribution of resources. Topics will include the importance of fair treatment of all students, ensuring that students are valued, keeping students safe physically and mentally inside of the classroom. The content develops systemic processes meant to ensure educational equity, fairness, transparency, and accountability. Candidates will examine different approaches that ensure the values of diversity and democracy in the schools. Credit 3 hours.

EDUC520 Instruction and English Language Learners

Graduate students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students. Credit 3 hours.

EDUC521 Student Supports and Data Informed Decisions

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 data informed 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 of Response to Intervention. Credit 3 hours.

EDUC522 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.

EDUC523 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.

EDUC524 Introduction to Special Education

This course is designed to provide a solid grounding in understanding the developmental and learning characteristics of students with all types of exceptionalities. The contemporary concepts and evidence-based practices necessary to prepare special educators for teaching students with disabilities will be presented. Course content includes the philosophical, historical, and legal foundations of special education and ensures an understanding of the mandate to provide students with appropriate access to the general education curriculum. Important ideas around least restrictive environment, accountability, inclusive practices, professional collaboration and response-to-intervention are integrated. Credit 2 hours.

EDUC525 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.

EDUC526 Classroom Management

A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.

EDUC527 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.

EDUC528 Collaboration with Parents and Professionals

This course focuses on the techniques of collaboration with general education teachers, parents, other professionals, and paraeducators in providing appropriate educational services to exceptional children of all ages. The course will explore instructional approaches that allow all students to be educated in an inclusive setting. Credit 3 hours.

EDUC529 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.

EDUC530 Curriculum Development

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

EDUC532 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.

EDUC533 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.

EDUC534 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.

EDUC535 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.

Professional Studies Graduate Course Descriptions 200

EDUC540 Creating Community Classroom

Graduate 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.

EDUC542 Instructional Design

Graduate students will cover typical instructional design models and learning theories. Graduate students will complete an entire instructional design unit including curriculum, instruction, and assessment of student learning. Credit 3 hours.

EDUC543 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.

EDUC549 Race, Class and Power in Schools

Graduate 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.

EDUC550 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. Graduate students 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 II exam. Credit 3 hours.

EDUC556 Builder Leader Practicum

The Builder Leader Practicum is a building administrative practicum designed to offer program candidates (Interns), hands-on experience necessary to transfer knowledge, beliefs, and values into policy and practice. During the practicum the building administrator and university supervisor guides interns through structured practicum activities that allow candidates to demonstrate proficiency of skills expected of a practicing principal. During the practicum, interns complete 120 practicum hours within the school setting. Interns complete 12 of the 120 hours at another level (elementary or secondary) and 12 hours in a diverse setting. Credit 3 hours.

EDUC558 Initial Practicum in High-Incidence 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.

EDUC559 Initial Practicum in High-Incidence Special Education 6-12

This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.

EDUC560 Investigating Student Work

Graduate 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.

EDUC562 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.

EDUC590 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.

EDUC601 Seminar

An introductory and exploratory course for those considering education as a career. The course is designed to assist each candidate to gain 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 1 hour.

EDUC602 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

Professional Studies Graduate Course Descriptions 201

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.

EDUC603 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 candidates to explore how to properly implement the theory and use it as an instructional process. Through the in depth analysis, candidates will have a better understanding on how to improve classroom practice and student learning. Credit 3 hours.

EDUC604 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.

EDUC605 Teaching in the Content Areas

Course will assist candidates in developing the skills necessary for utilizing teaching strategies in the middle and secondary school environment. Candidates 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.

EDUC606 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.

EDUC607 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.

EDUC608 Restricted Licensure Practicum

This course provides restricted licensure candidates with supervised practica throughout the teacher education program until they obtain their initial license. May be repeated for credit six times. Credit 1 hour.

EDUC609 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 Teaching Portfolio during student teaching. Restricted licensure candidates complete this course during their last semester of courses. Credit 3 hours.

EDUC610 Lifespan Developmental Psychology

Course focuses on human development throughout the lifespan, from birth to death. Candidates 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.

EDUC614 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.

EDUC615 Literacy 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, candidates will use progress-monitoring data processes to analyze specific instructional strategies and interventions. Credit 3 hours.

EDUC618 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; candidates will use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes. Credit 3 hours.

EDUC622 Teaching Methods and Practice in Early Childhood Education (Field Experience)

Professional Studies Graduate Course Descriptions 202

This course develops professional teaching skills for the early childhood instruction and assessment. Credit 3 hours.

EDUC658 Advanced Practicum in High-Incidence Special Education K-6

This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades K-6. Credit 3 hours.

EDUC659 Advanced Practicum in High-Incidence Special Education 6-12

This is a field-based courses relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.

EDUC714 Characteristics of Children & Youth with Low-Incidence Disabilities

This introductory course provides an overview of the characteristics of students with significant needs for support. Candidates 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 low-incidence 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 2 hours.

EDUC718 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. Candidates 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.

EDUC722 Functional Behavioral Assessment and Positive Behavior

This course provides a problem solving approach along with a framework for teaching in order to develop pro-social behavior for students with low incidence disabilities through a student-centered Functional Behavioral Assessment process. Through an emphasis on family and professional collaboration, learners identify problem behaviors, determine functions of the behavior, understand how to appropriately respond to challenging behavior, identify replacement skills and implement interventions that lead to pro-social behaviors in home, school and community settings. Credit 3 hours.

EDUC724 Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs

In this course, candidates learn instructional strategies for teaching children and youth with sensory and/or motor impairments and complex medical needs. Candidates learn use of residual and alternative senses: proper positioning and transfer for students with motor impairments, nutrition, hydration, medical monitoring, and seizure activity. Candidates 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.

EDUC725 Foundations of Autism Spectrum Disorder

This course will provide an introduction to the unique characteristics, etiology and prevalence of autism spectrum disorders. Effective practices for instructing students with autism spectrum disorders will be presented; with special focus on environmental structuring and management, communication, social skill development and sensory processing differences. Credit 3 hours.

EDUC735 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.

EDUC748 Initial Practicum in Low-Incidence Special Education 6-12

This is a field-based course relating theory to application. Candidates will obtain initial experiences working with students with low-incidence disabilities at the 6-12 grade level. Credit 3 hours.

EDUC749 Advanced Practicum in Low-Incidence Special Education 6-12

This is an advanced field-based course relating theory to application. Candidates will obtain experiences working with students with low-incidence disabilities at the 6-12 grade level. Credit 3 hours.

EDUC757 Communication and Literacy

This course will provide overall instructional practices in the area of effective communication and literacy for students with significant disabilities. Candidates 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. Candidates

Professional Studies Graduate Course Descriptions 203

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.

EDUC758 Initial Practicum in Low-Incidence Special Education

This is a field-based course relating theory to application. Candidates will be placed in settings where they will obtain experiences working with students with functional disabilities. Credit 3 hours.

EDUC759 Advanced Practicum in Low-Incidence Special Education

This is a field-based course relating theory to application. Candidates will be placed in settings where they will obtain experiences working with students with severe and profound cognitive disability, medically fragile, deaf/blind disabilities. Credit 3 hours.

EDUC819 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.

LEAD500 Leadership Styles and Theories

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

LEAD510 Leadership in Context

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

LEAD515 Leadership Communication and Conflict Resolution

The course will teach leaders to hone and refine important communication and conflict resolution skills including interpersonal and small group communication, persuasion, media communication, and crisis communication. Credit 3 hours.

LEAD520 Leadership Coaching

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

LEAD560 Leading Change in Organizations

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

LEAD565 Knowledge Based Leadership

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

LEAD570 Leadership for the Future

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

LEAD575 Organizational Structures and Behavior

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

LEAD580 Practical Problem Solving for Today's Organization

Working from current and relevant case studies, students will develop the skills to make real-world, real-time decisions. Credit 3 hours.

Professional Studies Graduate Course Descriptions 204

LEAD585 Leading Quality Improvement Initiatives

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

MBA 500 Organizational Behavior and Human Resource Management

This course covers models and theories of behavior, and human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, organizational character development, motivation, and teamwork. Human Resource management topics include human resources strategy, selection, performance evaluation, reward systems, and employee development. Heavy emphasis will be on the strategic implications of these topics. Credit 3 hours.

MBA 505 Business Law and Ethics

Businesses must meet the legal and ethical standards imposed by a changing society. Decisions must be made that reflect the legal obligations of our world and the ethical standards by which a company will be known. Any company can face challenges in the form of globalization of the business enterprise, potential of hostile takeovers, concerns with market strategies, and continuing developments in international law and administrative regulation. Learners examine the legal, social, historical, and political/economic regulatory environments to understand that the legal and ethical perspectives are crucial in all business transactions markets. Credit 3 hours.

MBA 512 Financial Management, Analysis, and Decision Making

Learners explore and apply the principles of financial management and examine the use of accounting and financial information to plan, analyze, and implement business decisions and activities. Topics include concepts such as time value of money, risk and valuation, cost of capital, capital structure and budgeting, long-term financing decisions, working capital policy and management, and financial analysis and planning. The course concludes with a focus on strategic and operational performance analysis and evaluation for effective decision making. Credit 3 hours.

MBA 514 Global Economics

This course combines the application of economic theory and methodology to managerial decision making within the context of global organizations and the diverse economic environments of which they are a part. The emphasis in this course is on comparative economics, systemic change, and assessment of a global economy. Credit 3 hours.

MBA 530 Marketing Strategies

Learners explore marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management in both a global and regional context. Emphasis will be on strategic implications of these topics, rather than the theories themselves. Learners will be required to exhibit mastery of the topics through the development of a complete, case-based integrated marketing strategy. Credit 3 hours.

MBA 535 Knowledge-based Decision Making

In this course, learners develop the skills necessary to apply the principles and practices of knowledge management and business intelligence, and qualitative and quantitative knowledge to strategic and operational business decision making. Learners study specific business modeling applications include forecasting, decision analysis, simulation, and linear programming. Learners also examine and apply methods for capturing, analyzing, and applying tacit knowledge to decision-making. Learners explore the application of knowledge exchange and decision making process tools and software technologies to effective decision making. Credit 3 hours.

MBA 540 Global Operations

This course focuses on the central role operations plays in a global organization's success. Learners gain an understanding of the strategic advantages provided by the operations function to successful organizations and the analytic tools that are required for effective operations decision-making. Topics of study include global operational strategies and supply chains; process design and analysis; and lean manufacturing, Six Sigma, and other approaches to managing quality. Credit 3 hours.

MBA 544 Organizational Dynamics and Change

This course provides a foundation in organizational change theory and practice. Learners gain a framework for understanding and changing organizations from a micro to macro level as they learn how to create an organization that is responsive to environmental forces. Change in large and small, and public and private entities will be examined through analysis of real world businesses. Credit 3 hours.

MBA 545 Technology and Innovation Management

This course examines information technology and innovation from a strategic management perspective. Learners will explore the strategic management of high technology companies, investigate emerging technologies in a global marketplace, and gain an understanding of the importance of aligning product development and system design. Credit 3 hours.

MBA 549 Market Research

Learners examine market research approaches and learn strategies for conducting effective market research. Topics include defining the purpose and goals of research, assessing and selecting research methods, managing research projects, analyzing results, and making recommendations. Prerequisites: MBA 510 and MBA 530. Credit 3 hours.

MBA 556 Digital Marketing

Learners examine the influence of digital marketing on marketing strategies, the opportunities that digital marketing presents, and the effect of consumer engagement on marketing initiatives. Topics include digital and mobile media, social networking, and search engine marketing. Prerequisite: MBA 530. Credit 3 hours.

MBA 557 Marketing and Stakeholders

Learners explore the value of marketing to all stakeholders. Topics include marketing strategies for consumers, employees, shareholders, members, partners, and the general public. Prerequisites: MBA 530 and MBA 549. Credit 3 hours.

MBA 560 Digital Commerce and eBusiness

Learners evaluate digital commerce and eBusiness strategies, and the effect that they have on internal operations, business partnerships, B2B relationships, customer relationships, and other commerce activities. Prerequisite: MBA 545. Credit 3 hours.

MBA 561 Collaboration and Social Media Technologies

Learners examine the impact of collaboration and social media technologies on an organization. Topics include identifying collaboration and social media technologies, assessing their features, value, and impact on internal and external operations and strategies. Prerequisite: MBA 545. Credit 3 hours.

MBA 562 Emerging Technologies and Solutions

Learners explore how emerging technologies can help solve strategic and operational problems. Topics include new technologies, value assessment, and the acquisition–decision process. Prerequisite: MBA 545. Credit 3 hours.

MBA 580 Globalization and Organizations

The course will examine how globalization influences strategy and performance within firms. Learners will develop a framework for analyzing opportunities and risks in a global marketplace. Learners will study the political and economic forces that shape production, trade flows, capital flows, interest rates, exchange rates, and other variables that create the global economic landscape. Prerequisite: MBA 514. Credit 3 hours.

MBA 585 Global Strategies

Learners synthesize and apply the knowledge gained in previous MBA courses and from examining the principles and practices for developing and implementing organizational strategies. Learners engage in a global business project, preparing and executing business strategies for a global company. Prerequisite: The capstone should take place within the last 9 hours of a learners program. Credit 3 hours.

MGMT505 Project Management Fundamentals

In this course, concepts, theories, principles and practical application of project management tools will be applied to real business situations. A critical analysis of tools and techniques that are available to aid project managers will be performed, with a view of the potential disconnect between these tools and real-world projects. Specific tools, including the Balanced Scorecard, Monte Carlo simulations, and stop-light charts, will be utilized. Credit 3 hours.

MGMT560 Ethics in the Global Marketplace

What are the challenges for an organization to be considered an ethical corporate citizen, locally and globally? How can an organization effectively address those challenges in a diverse global society, economy, and marketplace while also pursuing profitability? Learners explore ethical leadership and the organization, and the triple bottom line, evaluating the means and potential strategies for ethically balancing profit, corporate social responsibility, and environmental sustainability. Learners also examine the local and global impact of those strategies, inclusive of the impact on societies, cultures, economies, and stakeholder constituencies. Credit 3 hours.

MSSE500 Contemporary Security Administration

Learners in this course will examine the issues surrounding the effective administration of a modern security organization. The principal focus is emerging criminal and terrorist threats that pose serious challenges to professionals throughout the security industry. Core areas of security are also comprehensively covered as well as business management, communication, human resources and leadership competencies. Credit 3 hours.

Professional Studies Graduate Course Descriptions 206

MSSE510 Enterprise Risk Assessments and Mitigation

Learners in this course will focus on the real and perceived risks which an organization may be exposed. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security and organizational resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined. Credit 3 hours.

MSSE520 Administration of Information Security

Learners in this course will examine the managerial review of information security issues and a thorough treatment of the administration of information security. Topics such as planning for contingencies, policy and programs, models and practices, risk management, threats, protection mechanisms, personnel security, law and ethics, and project management are studied. Credit 3 hours.

MSSE525 Issues in Security

Learners in this course will appraise current and emerging issues within the security architecture. Topics include, but not limited to, the role of technology, human resources, privacy, physical security, convergence, ethics, compliance, cybercrime, and organizational resilience will be explored. Credit 3 hours.

MSSE530 Insider Threats

Learners in this course will analyze the myriad of insider threats facing today's public and private enterprises. Recognition, mitigation and communication strategies will be discussed, as well as a focus on the gaining the skills to develop and effectively manage an insider threat program. Credit 3 hours.

MSSE531 Business Continuity Planning

Learners in this course will develop competencies to effectively recognize complex continuity issues faced by public and private organizations. Processes of impact analysis, workforce issues, infrastructure sustainability, supply chain, planning, incident response, assessment, training, and exposure mitigating strategies will be examined. Credit 3 hours.

MSSE532 Crisis Management: Leadership Perspectives

Learners in this course will analyze effective crisis recognition strategies throughout the enterprise. A focus on the leadership roles and responsibilities of crisis managers, impact on organizational reputation, the management of internal and external stakeholders, liability, business, and political risks. Credit 3 hours.

MSSE533 Disaster Response and Recovery

Learners in this course will synthesize the leadership roles, responsibilities and actions of effective disaster response and recovery operations within the public and private enterprise. Including, but not limited to the integration of available organizational and government resources, logistics, planning, role of technology, communication, and the collaboration of community, private and non-government organizational resources. Credit 3 hours.

MSSE534 Strategies in Crisis Communication

Learners in this course will evaluate strategies, best practices and lessons learned in crisis communication. An emphasis on the effective leverage of traditional and social media and the recognition of public and private stakeholders and its relationship to the credibility of the organization and community and organizational resilience. Credit 3 hours.

MSSE535 Organizational and Community Resilience

Learners in this course will examine and access the core principles of developing resilient communities and organizations. Within the framework of building a resilient culture in throughout the public and private enterprise, areas such as metrics, policies, planning, preparedness, implementation, and recovery strategies will be examined. Credit 3 hours.

MSSE560 Legal Issues in Security and Emergency Management

Learners in this course will review the legal issues surrounding the administration of security and emergency functions. Issues involving regulation, criminal liability, compliance, negligence, intentional torts, contracts, federal and state protections, and guidelines to minimize liability are also examined. Credit 3 hours.

MSSE565 Organizational Security Investigations

Learners in this course assess the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, cybercrime, and private sector investigations. Credit 3 hours.

Professional Studies Graduate Course Descriptions 207

MSSE570 Homeland Security

Learners in this course will critique America's homeland security enterprise, across agencies and jurisdictional levels including private organizations. Policy issues, technologies, legislation, preparedness strategies, and trends are analyzed. Threat assessments, critical infrastructure protection, pandemics, weapons of mass destruction, cyber-terrorism, business preparedness, emergency response and public protection are also covered. Credit 3 hours.

Rosters

Board of Trustees

Officers

Chair, Scott Hecht, Kansas City, MO
Vice Chair, Dr. David Smith, Overland Park, KS
Secretary, Cory Helmer, Burden KS

Dr. Michael Allen, Riverside, CA
Craig L. Anderson, Leawood, KS
Susan Andrews Winfield, KS
Terri Brown, Asheville, NC
John Baker, Winfield, KS
Paul Bean, Ottawa, KS
Laura Buterbaugh Bradbury, Winfield, KS
Dr. Steve Cauble Wichita, KS
Rev. Dr. Kalaba Chali, Wichita, KS
Gregory Cole, Sr. Wichita, KS
Dr. Marilyn Corbin, Manhattan, KS
Jill Docking, Wichita, KS
Meg Thorn Fishback, Overland Park, KS
Sandra Gasca-Gonzalez Washington, DC
Cheryl Gleason, Topeka, KS
Cory Helmer, Burden, KS
Gregg Howell Wichita, KS
Ted Hresko Queenstown, MD
Robert Jewell Olathe, KS
Rebecca Kill Creal Springs, IL
C. Michael Lennen Topeka, KS
Mike Lewis, Bentonville, AR
Dr. Tim McGuire, Denton, TX
Dr. K. Daniel Miller, Winfield, KS
Dr. Bradley Newell Wichita, KS
Rev. Gayla Rapp, Prairie Village, KS
Ronald Richardson, Oklahoma City, OK
Rod Strohl Arlington, TX
Dr. Greg Unruh, Olathe, KS
Dr. Robin Walker, Maize, KS
Taggart Wall, Winfield, KS
Bishop David Wilson, Topeka, KS

Emeritus Trustees

Craig L. Anderson, Leawood, KS
Phyllis Bigler, Winfield, KS
George M. Cole, Dallas, TX
Keith M. Dial, Wichita, KS
Yvette Ehrlich, Wichita, KS
A.J. (Jack) Focht, Wichita, KS
R. Patrick Gaughan, Wichita, KS

Sue A. Lewis Hale, Oklahoma City, OK
Brilla Highfill Scott, Lawrence, KS
Ronald W. Holt, Wichita, KS
Rodney Kreie, Newton, KS
Carl Martin, Winfield, KS
H. Leon Mattocks, Wichita, KS
Steve A. McSpadden, Winfield, KS
Florence Metcalf, Derby, KS
Michael T. Metcalf, Prairie Village, KS
Albert F. (Fritz) Lees Summit, MO
David C. Parsons, Winfield, KS
Candace J. Pettey, Winfield, KS
James R. Reed, Manhattan, KS
William T. Seyb, Johnson, KS
John T. Smith, Liberal, KS

Honorary Trustees

Bruce P. Blake, Winfield, KS

Administrative Officers

President's Cabinet

Elizabeth Frombgen, Ph.D., President
Lonnie Boyd, M.S.M., Associate Vice President of Human Capital Management, Title IX Coordinator
J.K. Campbell, Ed.D., Vice President for Academic Affairs, Dean of Faculty
Anjah Clemons-Williams, Ed.D., Executive Director of Strategic Operations
Stephannie DeLong, MBA, Vice President for Enrollment Management
Sarah Hallinan, Ed.D., Vice President for Student Affairs, Dean of Students
Matt O'Brien, M.S.M, Director of Athletics, Head Men's Basketball Coach
Dawn Pleas, Ed.D., Vice President for Special Projects & Planning; Senior Woman Administrator for Athletics; and Leadership Advisor
Kaydee Riggs-Johnson, B.A., Vice President for Advancement, Communications, and Marketing
Morea Simmons, MBA Vice President for Finance, Chief Financial Officer
Adrienne Wyatt, M.Ed., Vice President for Student Academic Success

Directors

Mike Abasolo, B.A, Assistant Athletic Director and Sports Information Director
Brittany Donals, B.S., Director of Camps, Conferences, and Events
Audree Gottlob, B.S., Controller
Brenda D. Hicks, M.A., FAAC, Associate Vice President of Student Financial Planning and Director of Financial Aid
Emily L. Hedges, M.A., Library Director
Robert S. Ireland, B.S., Director of Information Technology Infrastructure
Don Kehne, B.A., Director of Course Development and Curriculum for Online Programs
Carey D.E. Keller, M.Ed., Director of Career Services
Adam Lange, M.M., Director of Choral Activities and Voice
Zak Larson, B.S., Director of Administrative Computing, Chief Information Security Officer
Ashlee Mayo, B.F.A., Director of Alumni Engagement
Terry McGonigle, M.A., Director of Theatre
Megan A. Nelson, B.A., Director of Admissions
Claire E. Nichols, B.S., Director of Campus Life

Teresa Nichols, Director of Safety and Security
Lena O'Quinn, M.B.A., Director of Residence Life
Carly Redding, B.A., Campus Minister
Lock Schnelle, M.S., Associate Athletic Director and Head Athletic Trainer
Alissa Sheppard, Ed.D., First Year Advisor; FYE Coordinator; Cheer Coordinator
Sarah Stephenson, M.S.L., Registrar
Lisa M. Talbott, M.P.A., Director of Academic Support for Online Programs
Autumn Watts, Director of Operations, SC Learning Center
Steve Wilke, Ph.D., Executive Director of the Institute for Discipleship
Brae Wood, M.A., Director of Service Learning
Terah York, B.S., Director of Student Account Services

Faculty

Alleigh Allen, 2020. Assistant Professor of Business, B.A., Southwestern College, MBA, Southwestern College.

Roshan Adikari, 2023. Assistant Professor of Mathematics. B.S., University of Kelaniya Sri Lanka, M.S., Ph.D., Texas Tech University.

Eugene Agyei, 2025. Assistant Professor of Communication. B.A., University of Ghana, M.Phil., University of Ghana, Ph.D., Michigan Technological University.

Venkata Batthula, 2023. Assistant Professor of Computer Science. B.Tech., M.Tech., JNTU Hyderabad, India; M.S., Ph.D., University of Arkansas at Little Rock.

Michelle E. Boucher, 1993. Associate Professor of English. B.A., Southwestern College, M.A., Southwestern Oklahoma State University.

Lisa L. Braun, 2001. Professor of Athletic Training. B.S., Southwestern College; M.S., Wichita State University.

Tia Bunch, 2025. Assistant Professor of Nursing. A.A.S., Butler County Community College, B.S.N., Grand Canyon University.

Melanie Burnett, 2025. Assistant Professor of Nursing. A.S.N., Butler County Community College, B.S.N., Southwestern College, M.S.N., University of Texas.

J.K. Campbell, 2018. Associate Professor of Education. B.A., Wichita State University; M.A., Friends University; M.A., Wichita State University; Ed.D., Wichita State University.

Kimberly Dolphin, 2024. Assistant Professor of Biology. B.S., University of California, Long Beach; M.S., California State University, Long Beach., PhD, Colorado State University.

Monica Fisher, 2025. Assistant Professor of Physician Associate Studies. B.S., Pittsburg State University, B.S., Wichita State University, M.S., Pittsburg State University.

Dilini Fonseka, 2020. Instructor of Mathematics. Director of Quantitative Literacy Center. B.A., University of Kelaniya, Sri Lanka; M.S., Texas Tech University, Sam Houston University; Ph.D., Texas Tech University.

Robert F. Gallup, 1993. Professor of Physics and Mathematics. B.S., California State University, Fresno; Ph.D., University of California, Davis.

Marla Gladstone, 2023. Assistant Professor of Sport Management. B.A., York University in Toronto; M.A., Ph.D., West Virginia University.

Jackie Glasgow, 2012. Professor of Education. B.S., Emporia State University; M.Ed., Wichita State University Ed.D., Wichita State University.

Jacob L. Goodson, 2013. Professor of Philosophy. Chair, Social Science Division. B.A., Oklahoma Baptist University; M.A., University of Virginia; Ph.D., University of Virginia.

Michelle Greenwood, 2024. Assistant Professor of Psychology. B.A., University of California; PhD, University of California.

Kim Hutto, 2024. Assistant Professor of Education. B.S., Emporia State University; M.A., Baker University.

Jennifer Jin, 2025. Assistant Professor of Biology. B.A., Reed College, Ph.D., University of Texas Southwestern Medical Center.

Kurt Keiser, 2012. Professor of Business. Chair, Business Division. B.A., Western State College; M.A., Ph.D., Colorado State University.

Jackson Lashier, 2012. Associate Professor of Religion. B.A., Iowa State University; M. Div., Asbury Theological Seminary; Ph.D., Marquette University.

Chandra Lynch, 2025. Associate Professor of Physician Associate Studies, Physician Associate Program Director/Chair. B.S., Cleveland State University, P.A., Cuyahoga Community Program, M.S.H.S., Cleveland State University, M.B.A., Baldwin Wallace.

Aruni Malalasekera, 2017. Assistant Professor of Chemistry. B.Sc., University of Colombia, Sri Lanka, Ph.D., Kansas State University.

Gary Mannebach, 2025. Assistant Professor of Accounting. A.A., Cowley County Community College, B.S., Kansas State University, M.A., University of Kansas.

Tamara J. McEwen, 2011. Associate Professor of Biology. Chair, Natural Science and Mathematics Division. B.S., M.S., Pittsburg State University; Ph.D., University of Missouri.

Jacob Negley, 2016. Associate Professor of Psychology. B.A., University of North Carolina; M.S., Florida State University; Ph.D., Florida State University.

Jared Pennington, 2025. Professor of Physician Associate Studies. B.S., Drexel University, M.H.S., Drexel University, Ph.D., Kent State University.

Kristen Pettey, 2007. Associate Professor of Business. B.A., MBA, Southwestern College; Ph.D., North Central University.

Christine M. Rogers, 2010. Associate Professor of Special Education. B.S., University of South Dakota; M.A., University of South Dakota; Ph.D., University of Kansas.

Patrick N. Ross, 1997. Professor of Biology. Chair, Natural Science Division. B.S., University of Wisconsin; M.A., Ph.D., University of California, Santa Barbara.

Shiven Saxena, 2023. Assistant Professor of Digital Arts. B.S., M.F.A., Virginia Tech.

Michael R. Tessmer, 1998. Professor of Chemistry. B.S., Mankato State University; Ph.D., University of Minnesota.

Anne Thompson, 2024. Assistant Professor of Accounting. B.S., Black Hills State University; M.S., Wichita State University.

Shona Turner, 2024. Associate Professor of Nursing. BSN, Southwestern College; MSN, University of Phoenix; MBA, University of Phoenix.

Mark Whitener, 2022. Instructor of Education. Chair, Education Division. B.A., Baptist Christian College; M.A., Wichita State, 2003; Ed.D., Wichita State University.

David Youland, 2018. Assistant Professor of Business. MBA, University of Minnesota.

Staff

A searchable directory of Southwestern College staff can be found on the Web at www.sckans.edu/directory.

