

Southwestern College



EDUCATION@SC

2014-15 Course Catalog

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Southwestern College Teacher Education Program

The Southwestern College teacher education program is a student-centered learning community dedicated to optimal intellectual growth, preparation for leadership in the field of education, personal development, ethical values, and lifelong service in a world beyond cultural boundaries.

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

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

Southwestern College Undergraduate Programs

Designating education as a major follows institutional guidelines, including general education requirements. The teacher education program has an undergraduate curriculum with the following components: the elementary education major, the early childhood major, professional course sequence for both elementary and secondary education majors, and the clinical field experience sequence for early childhood, elementary, and secondary education majors. **The undergraduate program is accomplished through four stages: Exploratory, Pre-Professional, Professional, and Capstone.**

Admission to the Teacher Education Program

Admission to the Teacher Education Program requires participation in a two stage admission process. Students admitted to a degree plan apply to become admitted to one of the above programs after they meet requirements in the Exploratory and Pre-Professional stages. Students seeking to become teacher education candidates may seek admission to the teacher education program after

they first demonstrate their readiness by completing the following academic and programmatic requirements:

- PSYC 112 General Psychology with grade of “C” or better.
- EDUC 218 Child Psychology with grade of “C” or better.
- Sophomore standing with a GPA of at least 2.5.
- Demonstration of communication skills by completion of ENG 110 College English 1, ENG 120 College English 2, and COMM 102 Elements of Oral Communication with at least a 2.5 cumulative GPA in the three courses.
- Successful completion of Pre-Professional Skills Test (PPST) with scores that meet or exceed program requirements in the Reading (PPST 173), Math (PPST 172), and Writing (PPST 172) sections. Or, successful completion of the Core Assessment Skills for Educators (CORE) with scores that meet or exceed program requirements in Reading (CORE 156), Math (CORE 150), and Writing (CORE 162).
- EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar with grade of “C” or better.
- EDUC 215 Foundations of Education with grade of “C” or better.
- Submission of formal application to Teacher Education Committee.
- Successful completion of Peer Jury or Initial Teacher Interview.

Admission for Transfer Students

1. Transfer credit must meet the requirements and program expectations listed above, including GPA requirements. All transfer credits **specific to the major** must be a “C” or better.
2. Successful completion of Pre-Professional Skills Tests (PPST) with scores that meet or exceed program requirements in the Reading (PPST 173), Math (PPST 172), and Writing (PPST 172) sections. Or, successful completion of the Core Assessment Skills for Educators (CORE) with scores that meet or exceed program requirements in Reading (CORE 156), Math (CORE 150), and Writing (CORE 162).
3. Articulation of additional pre-professional credit as determined by the dean of teacher education and the registrar or designees.
4. Submission of formal application to Teacher Education Committee.
5. Successful completion of Peer Jury or Initial Teacher Interview.

Licensure Program

A candidate with bachelor/master degree(s) who seeks a teaching license must complete all KSDE approved program requirements, which can lead to a recommendation for a teaching license. The KSDE approved and NCATE/CAEP accredited Teacher Education Program offered by Southwestern College provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license. In addition to successfully completing the program of study, each candidate seeking an initial licensure is required to successfully complete the Kansas Performance Teaching Portfolio and take and pass one or more KSDE identified licensure exam(s) at or above the level of performance specified by KSDE. With successful completion of the teacher education program of study as well as passing the required licensure exam(s), Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement.

Kansas Teacher Competency Tests: Praxis II

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

Professional Requirements toward Licensure

To accommodate the needs of candidates, classes are scheduled in six, twelve-week and eighteen-week sessions. Field experiences in schools as well as practica/student teaching are required. Kansas licensure is accepted in other states. Anyone interested in the program who resides in a state other than Kansas must check with that state's department of education to determine specific licensure requirements for teaching within that state and the acceptability of out-of-state licensure.

The professional course sequence is designed developmentally to include a set of specifically identified courses to be completed pre- and post-formal admission to the Teacher Education Program. With the exception of EDUC 220, all education courses which do not require prior admittance to the Teacher Education Program include field-based experiences. Core professional courses taken subsequent to admission to the Teacher Education Program contain clinical experiences.

Required of all candidates:

Prior admittance to the Teacher Education Program is not a prerequisite:

In Education:

150 Introduction to Education (Traditional 4-year student)

OR

212 Education Seminar (Delayed entrant and second career student)

215 Foundations of Education

216 Diversity Field Experience

220 Educational Technology

Subsequent to formal admittance to the Teacher Education Program:

In Education:

322 Educational Psychology

323 Introduction to Exceptionalities

440 Student Teaching Seminar

Required for early childhood majors:

Subsequent to formal admittance to the Teacher Education Program:

In Education:

- 359 Reading Practicum
- 436 Early Childhood Methods and Management
- 446 Observation and Supervised Teaching in Early Childhood Programs

Required for elementary majors:

Subsequent to formal admittance to the Teacher Education Program:

In Education:

- 359 Reading Practicum
- 437 Elementary School Methods and Management
- 447 Observation and Supervised Teaching in the Elementary School

Required for those seeking middle-level/secondary licensure:

Prior admittance to the Teacher Education Program is not a prerequisite:

In Education:

- 344 Content Area Literacy
- 438 Teaching (subject) in the Secondary Schools

Subsequent to formal admittance to the Teacher Education Program:

In Education:

- 352 Principles of Effective Secondary Instruction
- 439 Secondary School Methods and Management
- 448 Observation and Supervised Teaching in the Middle School (*for music, PE, and middle-level math licensure only)
- 449 Observation and Supervised Teaching in the Secondary School

Teacher Education Handbook

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

B.A. Major in Early Childhood Education

The early childhood education program of study at Southwestern College combines early childhood education and early childhood special education into one license for birth through age eight (third grade) .

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

Professional requirements:

The program requires ten professional courses as specified in Professional Requirements section.

Major requirements:

In Education:

280 The Other Literacies
311 Introduction to Early Childhood Education
325 Methods for Teaching Motor Development, Expressive Arts, Social Studies
329 Children's and Adolescents' Literature
333 Teaching Young Children with Disabilities
335 Infant Development
336 Introduction to the Reading Process
339 Assessment Strategies in Early Childhood
341 Reading in the Elementary School
343 Home, School, and Community
420 Oral Language Development
425 Administration, Guidance, and Behavior
429 Assessment in Early Childhood Intervention
432 Technology in Special Education
435 Methods of Teaching Math and Science
450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition
490 Teaching English as a Second Language and Assessing Language Competency

Cognate requirements:

In Mathematics:

215 Introduction to Statistics and Probability

B.A. Major in Elementary Education

The elementary education program of study at Southwestern College prepares candidates to fulfill roles in contemporary schools, kindergarten through 6th grade.

Professional requirements:

The bachelor of arts major in elementary education requires the ten professional courses as specified in Professional Requirements section above.

Major requirements (these courses are open to students who have not yet applied for admission to the teacher education program):

In Education:

223 Fine Arts in the Elementary School
280 The Other Literacies
318 Numbers, Computation, and Mathematical Processes
328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher
329 Children's and Adolescents' Literature
336 Introduction to the Reading Process
337 Science in the Elementary School

338 Mathematics in the Elementary School
341 Reading in the Elementary School
344 Content Area Literacy
345 Social Science in the Elementary School
450 Introduction to Language, Linguistics, and Culture in the Context of
Second Language Acquisition
490 Teaching English as a Second Language and Assessing Language
Competency

Cognate requirements:

In Mathematics:

215 Introduction to Statistics and Probability

Minor in Early Childhood Education

Minor requirements:

In Education:

311 Introduction to Early Childhood Education

An additional 12 hours selected from the following:

325 Methods of Teaching Motor Development, Expressive Arts and
Social Studies

335 Infant Development

339 Assessment Strategies in Early Childhood

343 Home, School, and Community

420 Oral Language Development

Mid-level/Secondary Education Licensure

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

- American History, World History, and Political Science (secondary, see requirements under main campus catalog in History)
- Biology (secondary, see requirements under Biology)
- Chemistry (secondary, see requirements under Chemistry)
- English (secondary, see requirements under English)
- Mathematics (secondary, middle level; see requirements under Mathematics)
- Music (P-12; see requirements under Music)
- Physical Education (P-12; see requirements under Physical Education and Sport Studies)
- Speech/Theatre (secondary, see requirements under Communication or Theatre)

Cognate requirements:

In Mathematics:

215 Introduction to Statistics and Probability

Undergraduate Education Course Descriptions

Department Code: 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.
- 212 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.
- 215 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.
- 216 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.
- 218 Child Psychology.** The development of behavior from infancy through adolescence. The focus will be on biological, cognitive, and socio-emotional 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. Cross-listed with Psychology. Credit 3 hours.
- 220 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 National Educational Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Technology integration across the curriculum will be explored and students will develop and

design lessons and use technology tools to support learning in an educational environment. Credit 3 hours.

- 223 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. Credit 3 hours.
- 280 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
- 311 Introduction to Early Childhood Education.** This is an introductory course for those preparing for licensure to teach in the early childhood area. This course is designed to assist each prospective teacher education candidates in gaining a valid and comprehensive knowledge of what is involved in early childhood education. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in early childhood, and developing an understanding of how children develop and learn successfully. Current trends, issues, developmental theories, and research findings related to the education of young children will be explored. Credit 3 hours.
- 318 Numbers, Computation, and Mathematical Processes.** A course focusing on number sense, number systems, and their properties with an emphasis on analyzing the Common Core State Standards for Math with Kansas Additions numbers and computation standard, benchmarks, and indicators. 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.
- 322 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. Includes clinical experience. Prerequisite: PSYC 112 and admission to Teacher Education. Credit 3 hours.
- 323 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. Includes clinical experiences. Prerequisite: Admission to the Teacher Education Program (TEP). Credit 3 hours.
- 325 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.
- 328 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.
- 329 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. Credit 2 hours.
- 333 Teaching Young Children with Disabilities.** This course prepares early childhood candidates in the understanding and appreciation of young children with exceptionalities. This course provides an overview of early childhood special education including service delivery models, atypical infant/toddler development, the effects of early intervention, and characteristics and etiologies of disabilities in young children. Appropriate delivery systems, assessment, curriculum, and intervention strategies will be considered. Credit 4 hours.
- 335 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.
- 336 Introduction to the Reading Process.** This course introduces prospective early childhood and elementary teacher candidates to children's speech and language development, the recognition and

- development of emergent literacy, and the foundational knowledge of the reading process. This will include an understanding of basic literacy development and the cultural and linguistic diversity issues related to this development, knowledge of the major components of reading, appropriate methodologies for building an effective balanced reading program, and a variety of assessment tools and practices used to plan and evaluate effective reading instruction. Credit 3 hours
- 337 Science in the Elementary School.** A course that focuses on methods of science instruction, organizing and presenting science materials for instruction, observation of classroom science presentation, familiarization with current trends in science education, and the development of a background in the content areas of science. Credit 3 hours.
- 338 Math in the Elementary School.** A course focusing on principles and methods of mathematics instruction at the elementary level organized around the Common Core State Standards for Math with Kansas Additions. 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.
- 339 Assessment Strategies in Early Childhood.** This course prepares early childhood teacher candidates to conduct reliable and valid assessments of children's growth and development in the early childhood arena. Candidates are introduced to and have an opportunity to practice developing formal and informal assessment devices. Practice in developing and evaluating both open and closed assessment format is also provided. Special attention is given to performance-based assessments, particularly in the context of instruction that is developmentally appropriate. Credit 3 hours.
- 341 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.
- 343 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.

344 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.

345 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.

352 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. Credit 3 hours.

359 Reading Practicum. This course provides candidates with an opportunity to work directly with K through 6th grade students in schools, providing literacy help through assessment, data analysis, intervention, and remediation. Candidates will spend 20 hours in the field tutoring young students, and then reflect on their effectiveness as teachers of literacy. Prerequisites: EDUC 336 and admission to Teacher Education. Credit 1 hour.

362 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.

363 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.
- 420 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.
- 425 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.
- 429 Assessment in Early Childhood Intervention.** This course will focus upon the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior, and processes will be included. Credit 3 hours.
- 432 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.
- 435 Methods of Teaching Science and Math.** This course will prepare candidates to teach science and mathematics in the early childhood (birth through eight) setting. Theories and methodologies will be explored. Special attention will be given to developmentally appropriate activities, with significant emphasis placed on integrating subject matter. Technology issues also will be covered. Credit 3 hours.
- 436 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. Includes clinical experiences. Prerequisites: Admission to Teacher Education and senior standing. Credit 3 hours.
- 437 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. Includes clinical experiences. Prerequisites: Admission to Teacher Education and senior standing. Credit 3 hours.

438 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.

439 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. Includes clinical experiences. Prerequisites: Admission to Teacher Education and senior standing. Credit 3 hours.

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

446 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.

447 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.

448 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.

449 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.

450 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.

459 Restricted Licensure Program Practicum. This course provides restricted licensure candidates with supervised practica throughout the teacher education program until they obtain their initial license. Restricted licensure candidates are required to enroll in the practicum fall and spring semesters until the initial license is granted. Credit 1 hour. May be repeated for credit six times.

462 Professional Development School Seminar C. This seminar focus includes assessment procedures at the classroom and building levels including grades; record keeping and reporting processes; working with parents, including parent/teacher conferences; roles and responsibilities of the home-school specialist, DARE officer, and custodial staff; extended lesson/unit planning and presentation; classroom celebrations; school demographics with implications for program planning, and reading curriculum. This seminar is taken during the third PDS module which immediately proceeds the student teaching semester. Open only to and

required for candidates accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.

463 Professional Development School Seminar D. This seminar focus is Action Research. Candidates in consultation with PDS liaison, mentors, and site managers design, explore, and implement an action research project within their classroom/building reflective of previous on-site experiences and course work. This seminar is taken during the fourth PDS module which is the student teaching semester. Open only to and required for candidate accepted into the Professional Development School program for Elementary Education majors. Credit 1 hour.

490 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.

Southwestern College Graduate Programs

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

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

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

Graduate Program Admission and Retention

Entrance requirements vary by program. All programs require a 3.0 to maintain enrollment. Graduate students with an undergraduate GPA below 3.0 but higher than 2.5 may be admitted provisionally. After 6 credit hours, if graduate students maintain a 3.0, they are fully eligible for any of the three Education masters programs (C & I, SPED or MAT) for which they have been provisionally accepted. Graduate students whose GPA is below 3.0 after six hours will default to the Graduate School's probation policy (p. 12, 2014-15 Graduate School Catalog). The Academic Affairs Committee determines graduate student can continue.

For More Information

For admission forms or more information write, call, fax, or email:

Office of Admission
Southwestern College
100 College Street
Winfield, KS 67156-2499
Phone: (620) 229-6364 or (800) 846-1543 ext. 6364
Fax: (620) 229-6344
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Master of Arts in Teaching (M.A.T.)

The master of arts in teaching degree at Southwestern College provides graduate courses toward Kansas teacher licensure for grades 6-12 for graduates who have received baccalaureate or higher degrees in the following areas: biology, chemistry, English, social sciences, mathematics, and speech/theatre. The program also enables licensure for grades P-12 for graduates who have received baccalaureate or higher degrees in music and physical education. The graduate program does not include a pathway to early childhood or elementary licensure. A transcript review is conducted to determine if additional undergraduate courses may be needed to meet all Kansas State Department of Education (KSDE) content standards associated with a teaching license. A content area deficiency plan is developed if additional courses are needed.

Program Requirements

The master of arts in teaching includes 36 semester hours of graduate courses for candidates seeking to obtain grades 6-12 or P-12 licensure. This master's program cannot be completed by a person who already holds a valid teaching license.

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

Two pathways to licensure exist within the M.A.T. program: *restricted* and *traditional*. Candidates pursuing the M.A.T. under restricted licensure have been hired to teach in their content area while they are pursuing initial teaching license. Enrollment in EDUC 608: Restricted Licensure Practicum is required each semester the candidate is teaching under a restricted license. Restricted licensure candidates complete EDUC 609: Teacher Portfolio during their last semester of enrollment.

Candidates not in the restricted licensure program complete EDUC 607, a 14-week traditional student teaching practicum, and be concurrently enrolled in EDUC 609: Teacher Portfolio.

In order to be fully licensed, all candidates must pass both the the Praxis II exam in their teaching content area (as part of the application process) and the Principles of Learning and Teaching exam at the criterion score set by KSDE. It is the responsibility

of the candidate to pass these exams as a condition of licensure. A recommendation for a teaching license occurs after all licensure requirements are successfully completed.

Enrollment in the program requires a minimum 2.75/4.00 grade point average, a degree-bearing official transcript from a Higher Learning Commissioner or equivalently accredited college or university, an application and successful completion of the Praxis II content exam associated with the area of licensure. (See www.ets.org). No content area courses with grades below a “C” are accepted. Once admitted dispositions will be assessed and such information is aggregated across all candidates to establish baseline information for the program.

Program Admission

Type of Program:	Initial licensure
Who’s Eligible:	A bachelor’s degree in a secondary licensure area.
Program Admission Requirements:	Some undergraduate content may be required if the degree is not endorsed in a licensure area.
• Application	Yes
• GPA	2.75 on courses required for content endorsement
• Letters of Recommendation	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	Yes, during EDUC 601
• Agreement with School District	Yes (if restricted)
• Content Exam	Yes, passing score on Praxis II for content
• Current Teaching License	No

Required Courses (36 credit hours)

In Education

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

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

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

Master of Education (M.Ed.)

The master of education degree at Southwestern College meets the needs of teachers and provides assistance for those seeking national certification through the National Board for Professional Teaching Standards (NBPTS). Majors in curriculum and instruction, special education, and early childhood education 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 evenings and weekends in six-week, twelve-week, or eighteen-week sessions.

M.Ed., Major in Curriculum and Instruction

The master of education with a major in curriculum and instruction (M.Ed. in C&I) includes 33 semester hours of courses for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment.

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

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

This program is based on four dimensions. The first dimension, the Professional Core, is a series of courses in the theoretical, philosophical, cultural, and historical process of curriculum and teacher leadership. These courses assist candidates in using their knowledge of what students know, how they think, who they are, where they come from, and what motivates them. The courses that accomplish this active understanding and demonstration of skills are EDUC 501 Current Educational Trends, EDUC 530 Curriculum Development, EDUC 542 Instructional Design, EDUC 549 Race, Class and Power in Schools, EDUC 518 Educational Practice Innovation, and EDUC 615 Reading Assessment and Intervention.

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate students will have a specified curricular strand that includes EDUC 520 Instruction and English Language Learners, EDUC 540 Creating Community in the

Classroom, and EDUC 560 Investigating Student Work. The content area focus promotes critical thinking skills and helps graduate students use prior knowledge to gain confidence and independence in posing, exploring, and solving new problems.

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

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

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

EDUC 562 Portfolio

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

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

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

Reflective statements similar to those in NBPTS licensure processes will connect themes of experiences in the candidate’s understanding of theory, research, knowledge, skills and dispositions learned. The electronic presentation of the portfolio to the teacher education faculty incorporates work completed during the program. The presentation requires the candidate to engage in a self-evaluation process that demonstrates the thoughtful consideration of knowledge gained through the completion of the program.

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

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

Program Admission

Type of Program:	Relicensure
Who’s Eligible:	A bachelor’s degree.
Program Admission Requirements:	
• Application	Yes
• GPA	2.50
• Letters of Reference	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	No
• Agreement with School District	No
• Content Exam	No
• Current Teaching License	No

Enrollment in the program requires a minimum 2.5/4.00 grade point average, a degree-bearing official transcript from a Higher Learning Commissioner or equivalently accredited college or university, and an application. Once admitted dispositions will be assessed and such information is aggregated across all candidates to establish baseline information for the program.

Major Requirements: (33 credit hours)

In the Professional Core (Select 5 courses):

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

Area of Emphasis or Courses in ESOL:

- 520 Instruction and English Language Learners
 - 540 Creating Community in the Classroom
 - 560 Investigating Student Work
- or
- 550 Introduction to Language and Linguistics
 - 590 Teaching English as a Second Language and Assessing Language Competency

Area of Emphasis in Early Childhood Education:

- 525 Collaboration with Families and Communities
- 614 Advanced Theory and Practice for Early Childhood Education
- 618 Classroom Management and Organization-Early Childhood Settings
- 622 Teaching Methods and Practice in Early Childhood Education

In Research and Assessment:

- 512 Action Research
- 543 Assessments, Tests and Measurements

Portfolio

- 562 Portfolio

M.Ed., Major in Early Childhood Education

The master of education with a major in early childhood (M.Ed. in ECE) includes 33 semester hours of courses for birth through third grade teachers and other early childhood professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment.

The advanced professional preparation is aligned to the core standards of the National Association for the Education of Young Children. These are identical to NAEYC's Initial Licensure core standards for early childhood programs. At the graduate

level, graduate students demonstrate competence at a higher level and with greater depth and specialization in the following standards:

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

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

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

Major Requirements: (33 credit hours)

In the Professional Core:

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

Emphasis on Early Childhood:

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

In Research and Assessment:

- 512 Action Research
- 543 Assessments, Tests and Measurements

Capstone Experience:

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

Program Admission

Type of Program:	Relicensure
Who’s Eligible:	A bachelor’s degree in education.
Program Admission Requirements:	Significant experience in an early childhood setting. Candidates with limited experience in education should consider the Early Childhood Emphasis

	within Curriculum & Instruction
• Application	Yes
• Undergraduate GPA	3.0
• Letters of Reference	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	No
• Agreement with School District	Yes, for required field experience hours
• Content Exam	No
• Current Teaching License	No

Enrollment in the program requires a minimum 3.00/4.00 grade point average, a degree-bearing official transcript from a Higher Learning Commissioner or equivalently accredited college or university, and an application. The masters in early childhood education presumes experience and background in education. Those without a license or significant experience in early childhood education may wish to enter the curriculum & instruction masters and take early childhood education as an area of emphasis. Once admitted dispositions will be assessed and such information is aggregated across all students to establish baseline information for the program.

M.Ed., Major in Special Education- High-Incidence Disabilities (Adaptive)

The master of education with a major in special education high-incidence disabilities is designed for those who wish to earn an endorsement in special education as part of their graduate degree. A minimum of 36 hours is required for the graduate degree. Licensure in high incidence disabilities (Learning Disabilities, Intellectual Disabilities, Emotionally Disturbed, Autism Spectrum Disorders, Developmental Delay, and other health impairments) may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional license. EDUC 512 Action Research must be completed within the first 15 hours of the program of study.

Successful completion of two practica courses is required. Endorsement at the elementary level (K-6th) requires EDUC 558 and 658; endorsement at the secondary level (6th-12th) requires EDUC 559 and 659. Each practicum requires 100 hours of instructional contact with students with high-incidence disabilities. Within each practicum, case studies are developed to demonstrate mastery of the state teaching standards required for the endorsement.

Successful completion of a portfolio will be required for this major. The portfolio will demonstrate that the candidate has met the state standards for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS

Praxis II assessment as defined by the Kansas State Department of Education. It is currently listed as 5543 or 0543, computer based or paper, respectively.

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course required for the program and maintain a 3.0 GPA in the program.

Program Admission

Type of Program:	Advanced license or provisional license
Who’s Eligible:	A bachelor’s degree in education.
Program Admission Requirements:	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.
• Application	Yes
• GPA	3.0
• Letters of Reference	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	Yes, during EDUC 514
• Agreement with School District	Yes (if on a waiver or provisional); Yes for practicum
• Content Exam	No
• Current Teaching License	Yes

Enrollment in the program requires a minimum 3.00/4.00 grade point average, a degree-bearing official transcript from a Higher Learning Commissioner or equivalently accredited college or university, a current teaching license, and an application.

Core Major Requirements: (30 credit hours)

In Education:

*514 Introduction to Special Education: Individual Educational Plan Development

522 Instructional Strategies: Academic Difficulties

*523 Instructional Strategies: Learning Difficulties

*524 Introduction to Special Education

525 Collaboration with Parents and Professionals

526 Classroom Management

529 Legal Issues in Special Education

535 Assessment Strategies

615 Reading Assessment and Intervention

For Endorsement in Elementary Special Education (Elementary; K-6)

*558 Initial Practicum in Adaptive Special Education, K-6

658 Advanced Practicum in Adaptive Special Education, K-6

And select from one of the following electives:

532 Technology in Special Education

533 Language Development and Disorders

534 Transitions in Education

555 Topics in Education (*up to three hours*)

725 Foundations of Autism Spectrum Disorder

819 Classroom Inquiry through Action Research

For Endorsement in Secondary Special Education (Secondary; 6-12)

*559 Initial Practicum in Adaptive Special Education, 6-12

658 Advanced Practicum in Adaptive Special Education, 6-12

534 Transitions in Education

Research requirements: (three credit hours)

512 Action Research

*required for provisional certification

M.Ed., Major in Special Education - Low-Incidence Disabilities (Functional)

The master of education with a major in special education low-incidence disabilities is designed for those who wish to earn an endorsement in special education as part of their graduate degree. A minimum of 36 hours is required for the graduate degree. Licensure in low incidence disabilities (Severe and Profound, Intellectual

Disability, Medically Fragile, Deaf/Blind) may be earned with 33 credit hours. A minimum of 9 credit hours is required for a provisional license. EDUC 512 Action Research must be completed within the first 15 credit hours of the program of study.

Successful completion of two practica courses is required: EDUC 758 Initial Practicum in Functional Special Education and EDUC 759 Advanced Practicum in Functional Special Education. Each practicum requires 100 hours of instructional services with students with low-incidence disabilities. Within each practicum, case studies are developed to demonstrate mastery of the state teaching standards required for the endorsement.

Successful completion of a portfolio will be required for this major. The portfolio will demonstrate that the student has met the state standards for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessment as defined by the Kansas State Department of Education. It is currently listed as 5545 or 0545, computer based or paper, respectively.

Candidates pursuing an M.Ed. must earn a grade of “C” or better in each course and maintain a minimum GPA of 3.0.

Program Admission

Type of Program:	Advanced license or provisional license
Who’s Eligible:	A bachelor’s degree in education.
Program Admission Requirements:	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.
• Application	Yes
• GPA	3.0
• Letters of Reference	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	Yes, during EDUC 514
• Agreement with School District	Yes (if on a waiver or provisional); Yes for practicum
• Content Exam	No
• Current Teaching License	Yes

Enrollment in the program requires a minimum 3.00/4.00 grade point average, a degree-bearing official transcript from a Higher Learning Commissioner or equivalently accredited college or university, a current teaching license, and an application.

Core Major Requirements: (33 credit hours)

In Education:

*514 Introduction to Special Education: Individual Educational Plan Development

*524 Introduction to Special Education

525 Collaboration with Parents and Professionals

534 Transitions in Education

714 Characteristics of Children & Youth with Low-Incidence Disabilities

*718 Methods: Life Skills and Community-Based Instruction

722 Functional Behavioral Assessment, Positive Behavior Support, and Classroom Management

724 Advanced Methods: Strategies for Students with Significant Sensory, Motor, and Health Needs

735 Assessment, Diagnosis, and Evaluation

757 Communication and Literacy

*758 Initial Practicum in Functional Special Education

759 Advanced Practicum in Functional Special Education

Research requirements: (three credit hours)

In Education

512 Action Research

*required for provisional certification

Related courses of interest (do not count toward the degree plan or license):

725 Foundations of Autism Spectrum Disorder

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

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

The doctor of education in educational leadership program is for early- and mid-career educators who view building, district, and teacher leadership as collaborative, visionary, and transformative to affect change in responsive educational settings. The Ed.D. degree is awarded upon successful completion of the professional portfolio and oral presentation in areas for licensure, and the dissertation and its defense. The curriculum includes both the theory and the practice of education through learning modules that typically establish the theory and then include a practicum within the module.

Within the Ed.D. in educational leadership, Southwestern College offers Kansas licensure programs in building administration, district administration, and teacher leader. Two master's degrees can be conferred within the program. Students beginning the program without previously having obtained a master's degree are required to obtain two areas of licensure through the Ed.D. program. Students who have master's degrees and one of the three areas of licensure already obtained can add one additional area of licensure while earning the Ed.D.

Program Admission

Type of Program:	Advanced license
Who's Eligible:	A bachelor's degree in education with initial or advanced license.
Program Admission Requirements:	Practicing educator with an initial teaching license who can be eligible for a principal license.
• Application	Yes
• GPA	3.25 on most recent 60 hours of coursework
• Letters of Reference	Yes, 3
• Essay	Yes, Statement of Purpose
• Additional Writing Sample	Yes
• Interview	Yes
• Agreement with School District	Yes, Commitment Form
• Content Exam	GRE
• Current Teaching License	Yes

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 for this program. Southwestern College's program is designed to be completed in five years of continuous enrollment. Those who enter the program with a Master's degree and a minimum of five years of teaching by the end of the program can expect to complete the program in three years. The program is developed so a candidate can acquire a Master's degree once coursework for licensure is completed.

In addition, the application process requires:

- 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 – required for Bachelor's applicants from US colleges/universities.
- Non-native English speakers follow institutional policies.
- Statement of Purpose. This should demonstrate excellence in writing and clarity of thinking. The statement is an opportunity for you to describe your purpose in pursuing graduate study. Why Southwestern College, and this specific program? What are your reasons for graduate study? What is your plan in pursuing this degree?
- A written commitment from the district/workplace where employed. First, indicating that the employer can permit the doctoral aspirant opportunities to utilize a portion of the school day such as time from a planning period, before school, and/or after school for enabling program practica at the school/IHE where s/he is employed. A second commitment is an administrator within that school/workplace will serve as a as mentor during practica. The mentor will serve the program participant and must meet Southwestern's criteria as a clinical faculty member. In the school district where employed, the employee will complete practica within one or more schools and/or the central office and have a mentor while doing so.
- Employed and/or licensed in educational services or a related field.
- Original, official transcripts for all college-level work must have been awarded at a regionally accredited institution.

Program Requirements:

Recency. To ensure continuity of progress and currency of knowledge, doctoral degree students normally complete all requirements for the degree within 10 years after first enrollment in a doctoral program. **The Teacher Education Committee has the authority to grant a one-year extension of the normal seven-year dissertation completion time limit for persuasive reasons, on the written advice of the dissertation committee.** There is a 10-year limit on the doctoral degree program. All courses conferring a master's degree must be completed within five years of beginning the program.

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

Period of Continuous Study. During the time the candidate is engaged in the Ed.D. program, the following expectation must be satisfied: four consecutive semesters, two of which are summer sessions, of full-time/part-time (summer) enrollment in scheduled courses. (Full time equals nine credit hours in fall or spring and part time during the summer with six credit hours.) Candidates who enter the program must continuously enroll. 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.

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

- (a) A Master's degree (i.e. – one M.Ed. listed in this section or equivalent)
- (b) A specialization or area of emphasis

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

Transfers and Substitutions. 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. A specialist's degree (i.e. – evidence of district licensure) will transfer in as a completed specialist's degree. For all degrees not previously conferred, a maximum of six hours may be substituted/transferred in from another institution per degree (M.Ed., Ed.S, and Educational Leadership Core/Dissertation Core). Approved courses can only apply to one degree: M.Ed., Ed.S, and Educational Leadership Core/Dissertation Core. Only graduate credits earned after the conferral of a Master's degree may be applied to the Specialist degrees and the 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 Dean of Education.

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

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

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

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

Dissertation Committee and Proposal. Doctoral students begin work on the dissertation during the summer residency 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. Students must master objectives for each Dissertation Writing course before beginning the next course in sequence. Consequently, EDUC 901 Dissertation Writing 1, EDUC

902, Dissertation Writing 2, EDUC 904 Dissertation Writing 3, and/or EDUC 905 Dissertation Defense can be repeated. EDUC 904 Dissertation Writing 3 and/or EDUC 905 Dissertation Defense can be repeated to fulfill the continuous enrollment expectation. EDUC 905 Dissertation Defense is the final course in the program.

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

Conferral of Degrees: Conferral of degrees occurs as degree requirements have been completed. Master’s degrees must be conferred before Educational Specialists degrees. 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.

The total Ed.D. program requires 90 credit hours for completion. The program for building license requires the completion of a Master’s degree. To complete content toward the Ed.D., the graduate student must show evidence of a completed Master’s degree, one specialization, and 15 hours of electives (or second specialization). Credits earned toward one degree cannot be applied toward a second degree.

Course Requirements:

Master’s Degrees

Master’s degrees within the program occur when all courses for the degree have been successfully completed. Credits earned while completing a master’s degree can be applied toward the master’s degree or a specialization, not both. Master’s degrees are conferred so that a student can meet licensure requirements. Students must declare a degree pathway within the first semester they take courses.

M.Ed. in School Leadership (36 Credit Hours)

- 518 Educational Practice and Innovation^{BL}
- 808 The Principalship^{BL}
- 811 Building, District and Personal Liability^{BL}
- 813 Human Resources^{BL}
- 815 Information Strategies and Professional Practice^{BL}
- 816 Values, Ethics, and Professionalism^{BL}
- 817 Power and Politics of Education^{BL}
- 818 Multicultural Education^{BL}
- 819 Classroom Inquiry through Action Research^{BL}
- 820 Multi-Tier System of Supports (MTSS)^{BL}
- 824 Mission and Vision for Student Learning^{BL}
- 859A Building Leader Practicum^{BL}

M.Ed. in Teacher Leadership (36 Credit Hours)

- 518 Educational Practice and Innovation

- 808 The Principalship^{TL}
- 818 Multicultural Education
- 819 Classroom Inquiry through Action Research^{TL}
- 820 Multi-Tier System of Supports (MTSS)^{TL}
- 821 Introduction to Special Education Law
- 822 Cultivating a Collaborative Culture of Learning^{TL}
- 823 Differentiated Program Planning & Professional Development^{TL}
- 825 Conflict in Education
- 845 Teaching Methods for Adult Learners^{TL}
- 847 Assessment and Evaluation in Adult Education^{TL}
- 859B Teacher Leader Practicum^{TL}

Educational Specialist Degrees (Minimum of 15 hours)

Educational specializations require a minimum of 15 hours per specialization. Specializations are intended for graduate students to be able to apply for a second leadership endorsement.

Educational Specialization (District Leadership)

All courses in this specialization are required for District License:

- 802 Educational LawDL
- 809 District Level LeadershipDL
- 812 School FinanceDL
- 814 Environmental ScanningDL
- 821 Introduction to Special Education LawDL
- 859C District Leader PracticumDL

The following courses may be required for district licensure, if not previously completed:

- 811 Building, District and Personal Liability^{BL}
- 813 Human Resources^{BL}
- 815 Information Strategies and Professional Practice^{BL}
- 816 Values, Ethics, and Professionalism^{BL}
- 817 Power and Politics of Education^{BL}
- 819 Classroom Inquiry through Action Research^{BL}
- 824 Mission and Vision for Student Learning^{BL}

Educational Specialization (Ed.S. School Leadership)

- 811 Building, District and Personal Liability^{BL}
- 813 Human Resources^{BL}
- 815 Information Strategies and Professional Practice^{BL}
- 816 Values, Ethics, and Professionalism^{BL}
- 817 Power and Politics of Education^{BL}
- 859A Building Leader Practicum^{BL}

The following courses may be required for building licensure, if not previously completed:

- 518 Educational Practice and Innovation
- 808 The Principalship^{BL}
- 818 Multicultural Education^{BL}
- 819 Classroom Inquiry through Action Research^{BL}
- 820 Multi-Tier System of Supports (MTSS) ^{BL}
- 824 Mission and Vision for Student Learning^{BL}

Educational Specialization (Teacher Leadership)

- 819 Classroom Inquiry through Action Research^{TL}
- 820 Multi-Tier System of Supports (MTSS) ^{TL}
- 822 Cultivating a Collaborative Culture of Learning^{TL}
- 823 Differentiated Program Planning & Professional Development^{TL}
- 845 Teaching Methods for Adult Learners^{TL}
- 847 Assessment and Evaluation in Adult Education^{TL}
- 859B Teacher Leader Practicum^{TL}

Dissertation Core Requirements (Minimum of 24 credit hours)

- 804 Research Methods 1
- 805 Statistical Methods 1
- 806 Advanced Qualitative Methods 2
- 807 Advanced Quantitative and Statistical Methods 2
- 901 Dissertation Writing 1
- 902 Dissertation Writing 2 (Prerequisite: Must have obtained a master's and specialization prior to beginning EDUC 902)
- 903 Publication Writing
- 904 Dissertation Writing 3
- 905 Dissertation Defense (Prerequisite: All other coursework must be completed prior to or during the semester of dissertation defense).
- 865 Portfolio (3-15 hours)

Educational Leadership (Minimum 15 hours)

The program in educational leadership will include the dissertation core course requirements and the completion of an emphasis in educational leadership. The program of study is determined through an analysis of the courses completed for the master's degree, the completion of a specialization area, and remaining balance of focused study in Educational leadership electives.

Educational Leadership Required Courses

- 801 History of Education
 - 819 Classroom Inquiry Through Action Research
 - 824 Mission and Vision for Student Learning
 - 825 Conflict in Education
- One or more electives to account for a minimum of 15 hours.

* 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.
- ^{TL} Courses are required for licensure or “Teacher” Leadership.

Graduate Education Course Descriptions

Department Code: EDUC

- 501 Current Educational Trends.** Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development. Credit 3 hours.
- 512 Action Research.** This course will introduce 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.
- 514 Introduction to Special Education: Individual Educational Plan Development.** Course will provide training in the procedures for developing high quality individual education plans for students with disabilities, based on state curriculum standards and meeting all of the requirements of state and federal special education laws and regulations. This course can be taken in conjunction with EDUC 524 Introduction to Special Education. Credit 1 hour.
- 518 Educational Practice and Innovation.** Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.
- 520 Instruction and English Language Learners.** Graduate students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students. Credit 3 hours.
- 522 Instructional Strategies: Behavior Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with behavior disorders, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with behavior disorders. Credit 3 hours.
- 523 Instructional Strategies: Learning Difficulties.** The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with academic problems, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with academic difficulties. Credit 3 hours.
- 524 Introduction to Special Education.** 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.
- 525 Collaboration with Families and Communities.** This course develops an understanding and valuing process relative to the importance and complexity of characteristics of young children's family and their communities. Based on student knowledge and learning, they will support and empower families and communities through respectful, reciprocal relationships, and involve families and communities in their children's development and learning. Credit 3 hours.
- 526 Classroom Management.** A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.
- 529 Legal Issues in Special Education.** The focus of this course is on the legal and professional issues in special education. It will include an in-depth study of special education laws and their impact on programs for exceptional children and youth. Credit 3 hours.
- 530 Curriculum Development.** Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.
- 532 Technology in Special Education.** This course will provide an overview of the technology available for students with special needs. Included will be low-tech devices, augmentative devices, and using technology to adapt instruction. Credit 3 hours.
- 533 Language Development and Disorders.** This course is designed to provide an introduction to language disorders. Designed for classroom teachers, it provides an overview of language development and language disorders, the development of literacy, the relationship between language disorders and learning disabilities, and language as it affects academic areas. Credit 3 hours.
- 534 Transitions in Education.** The focus of this course is on the theoretical constructs and practical considerations in programming for students with disabilities from the preschool through the secondary and post-secondary level. Credit 3 hours.
- 535 Assessment Strategies.** Focus on the use of observation techniques and the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs. Credit 3 hours.
- 540 Creating Community in the Classroom.** 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.
- 542 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.
- 543 Assessments, Tests, and Measurement.** Provides classroom educators with the knowledge and skills necessary to effectively measure student achievement and the reflective skills necessary to examine and improve upon practice. Credit 3 hours.
- 544 Characteristics of the Adult Learner.** The study of the context of adult learning in the 21st century and major theories on adult development and learning, including andragogy, self-directed learning, and transformational learning. Emphasis will be on the practical application of these theories to the practice of teaching and training adults in post-secondary and organizational settings. Credit 3 hours.
- 545 Teaching Methods for Adult Learners.** Study and practice in effective teaching techniques for post- secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.
- 546 Online Teaching and Training.** Explores the communication technologies used in the foundation and delivery of online courses, programs and seminars. Includes topics on synchronous and asynchronous modes of communication, web-based resources, models of teaching and learning theory, and formative evaluation. Credit 3 hours.
- 548 Program Planning.** Investigates the theory and research of program planning and development for adults, including processes used to develop educational programs in various settings. Topics include needs assessment, program design and development, implementation, and evaluation. Credit 3 hours.
- 549 Race, Class and Power in Schools.** 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.
- 550 Introduction to Language and Linguistics.** This is an introductory course in language and linguistics, which explores the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. 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.
- 555 Topics in Education.** The 555x courses will be available in the summer primarily as topics of special interest or independent study courses with

- approval of the coordinator of the special education program. Credit 1 hour.
May be repeated for credit.
- 558 Initial Practicum in Adaptive Special Education K-6.** This is a field-based course relating theory to application. Students will teach in settings where they will obtain experiences working with students with mild disabilities in grades K-6. Credit 3 hours.
- 559 Initial Practicum in Adaptive Special Education 6-12.** This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.
- 560 Investigating Student Work.** 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.
- 562 Portfolio.** The focus of this course will be the development of a purposeful collections of educational artifacts designed to provide tangible evidence of the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance student learning. It is a capstone experience in the major. Credit 3 hours.
- 590 Teaching English as a Second Language and Assessing Language Competency.** This course provides the foundation for second language instruction by examining a broad range of methodologies to provide academic experiences for English Language Learners. (SIOP model included.) Application of these "best practice" concepts will be used to plan, implement, and evaluate instruction for ESOL students. An opportunity to volunteer with ESOL students for 8 hours during the course will be included. Credit 3 hours.
- 601 Seminar.** An introductory and exploratory course for those considering education as a career. The course is designed to assist each 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 hour.
- 602 Education Foundations.** This course explores the historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons as well as guide instruction, educational practices, and decision making to support policies, practices, and legal requirements that promote student welfare and development. Credit 3 hours.
- 603 Educational Psychology/Learning Theories.** This course explores concepts and distinctions imperative to apply learning theories from theory to practical application. Each theory is uniquely derived from a time period and vision of the theorist. Each learning theory will allow 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.
- 604 Content Area Literacy.** A course on content-based literacy designated to encompass study skills, concept development, reading comprehension

- strategies, and critical thinking. This course presents the area of reading demands of content subjects and the need shown by a diverse population of students. This course will serve as a basis for new teachers to demonstrate their knowledge and enable higher-order thinking to be present in schools today. This course focuses on each aspect of reading, but more specifically on comprehension. Reading, interpretation, and visualization will be key components to have cohesion exist among content areas within education. Credit 3 hours.
- 605 Teaching in the Content Areas.** Course will assist 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.
- 606 Teaching Methods.** Course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to student teaching. Credit 3 hours.
- 607 Student Teaching.** Clinical experiences in the public schools for teacher licensure candidates. Student teaching is a 14-week full time teaching experience. Concurrent enrollment with EDUC 609 Teacher Portfolio. Credit 3 hours.
- 608 Restricted Licensure Practicum.** This course provides restricted licensure candidates with supervised practica throughout the teacher education program until they obtain their initial license. Credit 1 hour. May be repeated for credit six times.
- 609 Teacher Portfolio.** Course is a collection of candidate assignments over the program aligned with the 13 professional standards. The course also requires candidates to complete a Kansas Performance Teaching Portfolio during student teaching. Restricted licensure candidates complete this course during their last semester of courses. Credit 3 hours.
- 610 Lifespan Developmental Psychology.** Course focuses on human development throughout the lifespan, from birth to death. 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.
- 612 Advanced Child Development (up through age 8).** This course develops an understanding of young children's development and learning needs to create a healthy, respectful, supportive, and challenging environment for all

- children. Candidates will have an in-depth knowledge on the multiple influences on development and learning. Credit 3 hours.
- 614 Advanced Theory and Practice for Early Childhood Education.** This course will provide knowledge and understanding and use effective approaches, strategies, and tools for early education. They integrate their understanding of and relationships with children and families to effectively design a positive learning experience for all young children. Credit 3 hours.
- 615 Reading Assessment and Intervention.** The course develops an overview of the varied pathways of reading development and prepares learners to analyze reading achievement as well as administer and interpret diagnostic measures of reading. Through case studies, candidates will use progress-monitoring data processes to analyze specific instructional strategies and interventions. Credit 3 hours.
- 618 Classroom Management and Organization-Early Childhood Settings.** This course will provide knowledge and understanding regarding the importance, central concepts, inquiry tools, and structures of content area or academic disciplines; candidates will use their own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes Credit 3 hours.
- 622 Teaching Methods and Practice in Early Childhood Education (Field Experience).** This course develops professional teaching skills for the early childhood instruction and assessment. Credit 3 hours.
- 624 Early Childhood Education through Different Cultural Perspectives.** This course develops a high level of competence in understanding and responding to diversity of culture, language and ethnicity. Understanding how different cultures impact children and their development and learning. Credit 3 hours.
- 626 Professionalism in Early Childhood Education 1.** This is a capstone experience, which develops multiple topics through guided study and early childhood projects, including but not limited to: cultural competence, knowledge and application of ethical principles, communication skills, mastery of relevant theory and research. Credit 3 hours.
- 630 Professionalism in Early Childhood Education 2.** This is a capstone experience, which develops several topics through guided study and early childhood projects including but not limited to: inquiring skills and knowledge of research methods, skills in collaborating, teaching and mentoring, advocacy skills, leadership skills and skills in personnel and fiscal management. Credit 3 hours.
- 658 Capstone Practicum in Adaptive Special Education K-6.** This is a field-based course relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades K-6. Credit 3 hours.
- 659 Capstone Practicum in Adaptive Special Education 6 -12.** This is a field-based courses relating theory to application. Candidates will teach in settings where they will obtain experiences working with students with mild disabilities in grades 6-12. Credit 3 hours.

714 Characteristics of Children & Youth with Low-Incidence Disabilities.

This introductory course provides an overview of the characteristics of 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 functional level will be addressed; including cognitive, physical, social, and emotional needs across the developmental spectrum. The course prepares learners for more advanced study in specific areas, such as assessment, instructional methodology, behavior management and transitions. Credit 3 hours.

718 Methods: Life Skills and Community-based Instruction. This course will provide an overview of instructional practices contributing to community-referenced planning, community-based and life skills instruction. 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.

722 Functional Behavioral Assessment Positive Behavior Support and Classroom Management. This course provides a problem-solving approach and the framework for teaching and to develop pro- social behavior in students with functional disabilities in classrooms and school contexts. Candidates ascertain behaviors, discover the functions of behavior, and learn pro-social behaviors for home, school, and community settings. Credit 3 hours.

724 Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs. In this course, 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.

725 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.

735 Assessment, Diagnosis, and Evaluation. This course will develop the use of observation techniques and the administration and interpretation of test instruments and strategies including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement,

- adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs. Credit 3 hours.
- 757 Communication and Literacy.** This course will provide overall instructional practices in the area of effective communication and literacy for students with significant disabilities. 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 will also demonstrate the ability to design literacy objectives that align to the Common Core state standards and create formative and summative assessments to support the objectives. Credit 3 hours.
- 758 Initial Practicum in Functional Special Education.** This is a field-based course relating theory to application. Candidates will be placed in settings where they will obtain experiences working with students with functional disabilities. Credit 3 hours.
- 759 Advanced Practicum in Functional Special Education.** This is a field-based course relating theory to application. 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.
- 801 History of Education.** A comprehensive study of influential persons and movements in the development of educational thought, Eastern and Western, from ancient times to the present. Emphasis on those ideas and historical roots which are relevant to contemporary issues in teaching and school administration. Credit 3 hours.
- 802 Educational Law.** This course is a study of legal principles and issues affecting educational policy making and practice with emphasis on student and teacher rights, equity, and the administration of schools. Credit 3 hours.
- 804 Research Methods 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.
- 805 Statistical Methods 1.** This course is a study of basic statistical concepts, both descriptive and inferential. Emphasis is placed on the use of these concepts in solving educational problems. Credit 3 hours.
- 806 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.

807 Advanced Quantitative Statistical Methods 2. This course develops methods of educational accountability. It focuses on the meaning of student/school accountability. The course includes measurement of educational inputs, processes, and results. The focus is on data analysis and data use for school improvement. *Suggested concurrent enrollment with Dissertation II or Dissertation III.* Credit 3 hours.

808 The Principalship. This course is an introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school building administrators. 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.

809 District Level Leadership. Understanding of the district strategic planning process will be fostered by an examination of philosophy and its impact upon school improvement. Collaboration with colleagues will include opportunity to create a relevant connection between theory and practice. Topics to be covered within two week modules include: Strategic development, vision/mission, communication skills, consensus/negotiation, school improvement, information and data analysis. Credit 3 hours.

810 Theories and Practices in Educational Administration. Module 3 is a nine-credit block that integrates the concepts and principles of school finance, human resource management, and the legal aspects governing the public school system. Module 3 is designed for practicing educational leaders in both public and independent PreK-12 schools who are interested in developing organizational competence from a district-level perspective. 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:

EDUC 811 Building, District and Personal Liability *emphasized in Weeks 1-5.* Part 1 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.

EDUC 812 School Finance *emphasized in Weeks 6-10*

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.

EDUC 813 Human Resources *emphasized in Weeks 11-16*

Part 3 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.

814 Environmental Scanning. This course is a study of the information gathering practices for administrators. Scanning is defined as the systematic collection of information external to the organization in order to streamline the flow of information into the organization and provide information about the community and the interconnections of its various sectors. The information collection and review of information is translated into the organization's planning and decision making processes. Credit 3 hours.

815 Information Strategies and Professional Practice. This course is designed to examine, compare and evaluate theoretical approaches and conceptual models for the study of complex organizations. The study includes communication strategies that increase the effectiveness of listening, asking questions, giving constructive feedback, paraphrasing, checking perceptions, and describing behavior. It includes improving nonverbal communication for enhancing interpersonal relationships with colleagues and constituents. Media communication is emphasized. Credit 3 hours.

816 Values, Ethics and Professionalism. This course focuses on the many ways in which political and moral values are an important part of the foundation of successful policymaking. The course seeks to develop 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.

817 Power and Politics of Education. This course meets the following standard: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context." It is a 6-credit block designed to provide frameworks and approaches to the politics of education as well as to provide an introduction to the field of educational politics including the theoretical and conceptual analysis for the political behavior of education's stakeholders and the policy performance of educational systems. Credit 6 hours.

- 818 Multicultural Education.** This course provides candidates with an understanding of multicultural education as part of the educational reform movement. The content develops systemic processes meant to ensure educational equity, fairness, transparency, and accountability. Candidates will examine different approaches that ensure the values of diversity and democracy in the schools. Credit 3 hours.
- 819 Classroom Inquiry Through Action Research.** In this course the educational leader will be able to initiate and facilitate colleagues' design and implementation of action research and analysis of data for individual and group decision-making. The educational leader is able to improve the quality of colleagues' collaboration within the educational processes. The educational leader promotes the success of all students (and staff in the district) by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community. The educational leader promotes the success of all students by advocating, nurturing, and sustaining a climate and instructional programs conducive to student learning and staff professional growth. Credit 3 hours.
- 820 Multi-Tier System of Supports (MTSS).** This course develops how schools provide support for each child in their building to be successful and the processes and tools teachers use to make decisions. The course also studies the Individuals with Disabilities Act, which defines special education, and how the Act influences the way districts identify and serve students with exceptionalities through the concept Response to Intervention. Credit 3 hours.
- 821 Introduction to Special Education Law.** This course provides an introduction to concepts and authorities essential to a basic, useful understanding of special education law and policy. Credit 3 hours.
- 822 Cultivating a Collaborative Culture of Learning.** The purpose of this class is to provide a solid foundation from which educational leaders can develop and support collaborative teaming that in turn will promote collegial interactions in order to improve the effectiveness of practice. Credit 3 hours.
- 823 Differentiated Program Planning and Professional Development.** The course investigates the theory and research of program planning and development for educational programs. Strategies for coherent, integrated, and differentiated professional development are aligned with student and teacher needs. Credit 3 hours.
- 824 Mission and Vision for Student Learning.** This course will further develop understanding the process of designing the shared vision/mission for student learning and will drive professional development fostered by collaboration and interaction. Seeking to nurture a responsive culture, opportunity to examine planned educational processes impacting of shared vision/mission for student learning to increase productivity, effectiveness and accountability will be given. Topics to be covered within two week modules include: Shared vision/mission for student learning, professional development, collaboration and interaction, responsive culture, planned educational processes, productivity, effectiveness, and accountability. Credit 3 hours

- 825 Conflict in Education.** Development of conflict management and resolution skills are mandatory for today's school administrators. Conflict, role, and negotiation theories are examined as well as creating collaborative work cultures and integrated systems. Constructive conflict, diplomacy, communication, and current court cases are reviewed. Conflict in Education culminates with a vision of creating meaning of community, teaching and learning for transformation, nonviolent social change, and social justice. Credit 3 hours
- 845 Teaching Methods for Adult Learners.** Study and practice in effective teaching techniques for post- secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.
- 847 Assessment and Evaluation in Adult Education.** Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours
- 859A Building Leader Practicum.** This course provides an opportunity for the field based mentor and university supervisor to guide a building principal candidate through structured practicum activities to demonstrate proficiency of skills expected of a practicing principal. Credit 1 hour. May be repeated
- 859B Teacher Leader Practicum.** This course provides an opportunity for the field based mentor and university supervisor to guide a teacher leader candidate through structured practicum activities to demonstrate proficiency of skills expected of a teacher leader. Credit 1 hour. May be repeated
- 859C 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
- 865 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 to 9 hours.
- 901 Dissertation Writing I.** 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. Credit 3 hours.
- 902 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. Credit 3 hours. May be repeated.

903 Publication Writing. This course provides structured training to successful writing and use of the APA style guide. Credit 3 hours.

904 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. Credit 3 hours. May be repeated.

905 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. Credit 3 hours. May be repeated.