



Southwestern College

Education Catalog for 2015-16

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

Welcome to Southwestern

Our Vision

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

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

The Vision Interpreted

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

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

Dedicated to intellectual growth and career preparation...

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

Dedicated to individual development and Christian values...

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

Dedicated to lifetime learning and responsible citizenship...

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

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

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

The Mission of Southwestern College

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

Southwestern College:

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

History

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

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

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

Major steps were taken in 1994 to develop a professional studies program with the opening of a center in downtown Winfield. During 1996-98, two additional centers were opened in the city of Wichita. The college now has on-ground offerings in three professional studies locations and an additional two sites with offices only. Most learners take advantage of its extensive online courses.

A graduate program in education, begun in 1986, lets students earn a master of education degree or elect to take courses for professional or personal development. Additional graduate programs offered both through professional studies and on campus lead to the master of business administration and master of education. Professional studies learners also can earn the master of arts in specialized ministry, master of arts in teaching, master of accountancy, master of science in leadership, master of science in management, or the master of science in security administration. A doctoral degree in education was added in 2012.

Southwestern is a comprehensive college of approximately 1,700 students and 50 full-time teaching faculty members. It offers multiple programs on campus and selected programs for working adults through its professional studies centers.

Accreditation

Southwestern College is accredited by The Higher Learning Commission, www.ncahlc.org, (312) 263-0456.

It is further accredited by the University Senate of the United Methodist Church, the National Association for the Education of Young Children (early childhood education), the National Association of Schools of Music (music), the National Council for Accreditation of Teacher Education and the Kansas State Department of Education (teacher education program), the Commission on Accreditation

of Athletic Training Education (athletic training), and the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791; www.aacn.nche.edu/ccne-accreditation). Southwestern students find credits taken here fully accepted in undergraduate and graduate schools across the nation.

Title II Compliance

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

Academic Information

Degrees Offered

Southwestern College confers the following degrees:

A.G.S., Associate of General Studies
 B.A., Bachelor of Arts
 B.G.S., Bachelor of General Studies
 B.Mus., Bachelor of Music
 B.Phil., Bachelor of Philosophy
 B.S., Bachelor of Science
 B.S.A.T., Bachelor of Science in Athletic Training
 B.S.N., Bachelor of Science in Nursing
 M.A.S.M., Master of Arts in Specialized Ministries
 M.A.T., Master of Arts in Teaching
 M.A.T.S., Master of Arts in Theological Studies
 M.B.A., Master of Business Administration
 M.Ed., Master of Education
 M.S.L., Master of Science in Leadership
 M.S.M., Master of Science in Management
 M.S.S.A., Master of Science in Security Administration
 Ed.D., Doctor of Education (in Educational Leadership)

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

Undergraduate Majors and Minors Offered

The education program at Southwestern College offers the following majors and minors:

Majors

Athletic Training
 Early Childhood Education
 Elementary Education
 Physical Education
 Physical Performance and Sport Studies

Minors

Early Childhood Education

Please refer to the Main Campus Catalog for a comprehensive list of available minors.

For specific requirements, students should see the appropriate discipline listing in this catalog or should contact faculty in the discipline.

Undergraduate Declaration of Major

Freshmen may declare majors if they wish, or work within the general curriculum. During the sophomore year, all students are encouraged to declare a major. Declaration of a major is made at the registrar's office.

Undergraduate Declaration of Minor

Students may declare minors in certain disciplines. For specific requirements and procedures students should see the appropriate discipline listing in this catalog or should contact faculty in the discipline. Declaration of a minor is made at the registrar's office.

Changing Majors

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

Graduate Programs Offered

Master's Degrees

- Master of Arts in Teaching (M.A.T.)
- Master of Education (M.Ed.) in Curriculum and Instruction
- Master of Education (M.Ed.) in Early Childhood Education
- Master of Education (M.Ed.) in Special Education High Incidence Disabilities (Adaptive)
- Master of Education (M.Ed.) in Special Education Low Incidence Disabilities (Functional)

Doctoral Degree

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

Other Programs

- Intensive English Language Certificate

For specific requirements, students should see the appropriate discipline listing in this catalog or should contact faculty in the discipline.

Selection of Catalog

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

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

Undergraduate First Year Experience

Southwestern College offers a comprehensive program to help students transition from high school to college. This program consists of a three-day orientation called Builder Camp, peer mentors and departmental advising.

Undergraduate Academic Advising

Academic advising is an important part of the educational process to help students form future goals and academic plans to accomplish them at Southwestern. Incoming freshmen (and transfer students with fewer than 24 credit hours) with a declared major will be assigned a faculty advisor within their major to manage the transition to college life and to begin exploring the opportunities and requirements of that field. Undeclared students or students undecided about a major will be assigned a general advisor to help them identify their future goals and select an academic major.

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

assign a grade for PREP 499 in the student's final semester before graduation (see description under Majors and Course Offerings, College and Career Preparation).

Academic Calendar

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

Notices and Disclosures

Charges and Fees

Students should refer to the Main Campus or Professional Studies Catalog for detailed information about charges and fees.

Financial Aid

Students should refer to the Main Campus or Professional Studies Catalog for detailed information about financial aid.

Student Life

The student life office at Southwestern College supports the total mission of the school. Each part of the student life department works together in an attempt to care and support each student in a holistic way. See the Main Campus Catalog for more information.

Family Educational Rights and Privacy Act (FERPA)

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

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

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

For FERPA forms or more information concerning college policies, please write, fax, email, or call:

Office of the Registrar
Southwestern College
100 College St.
Winfield, KS 67156-2499
Phone: (620) 229-6268
Fax: (620) 229-6245
registrar@sckans.edu
www.sckans.edu/registrar

Photos

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

Notice of Nondiscrimination

Southwestern College is committed to a policy of nondiscrimination on the basis of race, religion, color, gender, age, national origin, ancestry, marital status, military and veteran status, registered domestic partner status, medical condition, sexual orientation, gender identity, genetic characteristic, physical or mental disability, or any other legally protected characteristic in hiring, admissions, and educational programs or activities, all as required by applicable laws and regulations. The college also practices affirmative action in hiring. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning the Civil Rights Act of 1960, the Age Discrimination in Employment Act of 1975, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and other related federal, state, and local legislation, executive orders, regulations, and guidelines has been delegated to the director of human resources, Lonnie Boyd, Southwestern College, 100 College, Winfield, KS 67156, (620) 229-6141.

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

Disclaimer and Compliance Statements

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

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

Undergraduate Academic Policies

Academic Integrity

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

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

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

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

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

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

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

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

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

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

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

Policies for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional. Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the academic dean to the Academic Affairs Committee. On the first offense, violations of the academic integrity policy will result with:

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

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

A second or any subsequent intentional or flagrant violation of any part of the academic integrity policy during a student's academic career at Southwestern is grounds for suspension and requires a conference with the academic dean to determine the outcome. Any student so suspended has a right to an appeal. If a student wishes to appeal, the request should be made in writing and must be received in the academic dean's office within thirty days of the suspension announcement. The appeal will be heard by the Academic Affairs Committee and the committee's decision shall be final.

Adapted and used by permission from Tabor College.

Assessment

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

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

General Academic Policies

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

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

Course Numbering System. Courses are numbered by level:

Freshman	100
Sophomore	200
Junior	300
Senior	400

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

Full-time Course Load. A normal full-time load is 12-18 credit hours. Students taking 19 or more hours must have the approval of the academic dean. Full-time students who successfully complete each semester's work and meet all major requirements may expect to graduate after four years of study.

Part-time Course Load. Students carrying fewer than 12 hours are classified as part-time students.

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

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

Registration

Add/Drop Policy. Prior to the add/drop deadline, students may add a class with advisor approval, either online or by submitting the appropriate form to the registrar's office. Once the semester begins, an instructor may elect to close a class barring any further enrollment. Students wishing to drop a class at any time during the registration period must get written or online permission from their advisor and submit it

to the registrar's office. After the last day of the add/drop period, students wanting to drop a class must go through the official withdrawal process (see Official Withdrawal from Courses).

Audit of Classes. Auditing consists of attending a class regularly without participation in class work or receiving college credit. Auditors must receive permission from the instructor and submit a completed Special Studies Request form to the registrar's office before enrolling in the class. Students auditing a course must pay an audit fee. Some laboratory classes may not be audited; others may depend upon payment of laboratory and special fees.

Course Selection Guidelines. Students are strongly encouraged to meet with their advisor during the course selection period. Advisor approval is required to complete course selection. Juniors and seniors are advised to complete their course selection during the first two days of a course selection period to ensure that their major course requirements will be met. In addition, students must either pay their student account in full or make payment arrangements with college services by the last day of the add/drop period in order to finalize their enrollment at Southwestern College.

Waitlist Policy. Waitlists are tracked by the student information system. Once space becomes available in a course, students who are first on the waitlist are automatically notified via e-mail to their official school e-mail address. Students are given 48 hours to respond; if they do not respond, they are dropped from the waitlist. During the add/drop period, students must respond within 24 hours in order to be added to a class. Exceptions to this policy may be made by a written request from the Division Chair and approval by the Academic Dean due to extenuating circumstances such as graduating seniors and transfer students.

Main Campus and Professional Studies. Students enrolled in main campus programs are not eligible to enroll in courses offered through the Professional Studies program.

Grades

Academic Forgiveness. Individuals who have accumulated a grade point average of less than 2.0 at Southwestern College may petition the academic dean and the Academic Affairs Committee to have their prior Southwestern College academic record "forgiven." To qualify, the petitioner cannot have been enrolled as a full time degree candidate at Southwestern College for a period of two years. A request is to be judged by the Academic Affairs Committee in terms of the student's readiness for academic success. A student may receive academic forgiveness only once. When granted, the student's prior record of academic work completed at Southwestern College will be sealed. The new academic record will indicate "Academic Forgiveness Granted" and the effective date. The student may then resume study under no academic restrictions.

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

Appeal of Grade. Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the fall or spring semester following the semester in which the grade is given. If a student believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the student may then seek resolution with the program director/department chair in which the course is taught. The final step would be to submit a written request for an appeal of a grade to the academic dean (or assistant dean). After receiving the written request, the dean will meet with the student to verify an attempt at resolution of the issue through the negotiation process and/or in mediation with the student and faculty. If it is determined that resolution has not occurred, the dean will request written documentation with rationale from both the student and the instructor regarding the grade assigned. The dean will also schedule a hearing with the appeals committee. The appeals committee will be made up of the academic dean (or assistant dean), dean of students (or assistant dean of students), and the chair of the Academic Affairs Committee. The committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort

to reach a just resolution of this issue. This committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the dean's office.

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

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

If this notice comes prior to the official last day to withdraw from a course, the student may withdraw and receive a grade of "WD." After that date the grade will be "WF." A copy of the notification letter will be sent to the academic dean. Any exemption from this policy must be discussed with the instructor personally, and the final judgment is the instructor's.

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

- A = Superior work (A+ or A, 4 points; A-, 3.67)
- B = Above average work (B+, 3.33; B, 3; B-, 2.67)
- C = Average work (C+, 2.33; C, 2; C-, 1.67)
- D = Minimally acceptable work for receiving credit (D+, 1.33; D, 1; D-, 0.67)
- F = Failure (0 points)
- WF= Withdrawal Failure (0 points)

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

- WD = Withdrawal from a course
- AW = Administrative withdrawal from a course
- I = Incomplete work
- S = Satisfactory work (equivalent to a C- or better)
- U = Unsatisfactory work

For the purpose of grade point average calculation, transfer grades which are given with a "+" or "-" will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

Bridge Grading Standards. Grades within the Bridge Program are not included in the normal calculation of GPA as listed on an official Southwestern College transcript. To differentiate this, the following grades and corresponding grading scale will be utilized in all courses of the Bridge Program: Note: Here and below, the addition of the pound sign (#) to the grade is intentional, to distinguish these grades from regular SC courses.

100% =	A+#	77% - 79% =	C+#
94% - 99% =	A#	74% - 76% =	C#
90% - 93% =	A-#	70% - 73% =	C-#
87% - 89% =	B+#	67% - 69% =	D+#
84% - 86% =	B#	64% - 66% =	D#
80% - 83% =	B-#	60% - 63% =	D-#

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

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

Extension of the deadline may be allowed by special permission of the academic dean in cases of illness or other conditions beyond the student's control. Requests for extensions of deadlines must be

initiated by the student and endorsed by the instructor involved in order to be considered. During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

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

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

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

Withdrawal

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

Official Withdrawal from Courses. Any student may withdraw from a course in the fall or spring semester at any time until the close of the ninth week and receive a grade of "WD," which does not influence the grade point average. During a summer semester, each day of class counts as equivalent to a week in a regular semester. Withdrawals are done at the registrar's office. Failure to withdraw in a timely manner may result in an "F" showing on the transcript if the student does not fulfill the course requirements in a satisfactory manner. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins.

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

Probation/Suspension

Academic Probation. When the semester grade point average falls below 2.0, or the cumulative grade point average falls below 2.0, a student is placed on academic probation and will receive notification from the academic dean's office. Any student placed on academic probation will be evaluated by the associate academic vice president for advising and student success, who will work with the student to devise a contractual plan of improvement. This plan will include monitoring by the associate academic vice president for advising and student success and may include restriction to 13 credit hours and/or enrollment in Academic Mentoring (ESKL 080). Any student placed on academic probation is subject to the conditions prescribed by the Academic Affairs Committee.

Academic Suspension. Students whose semester grade point average is below 2.0 for two consecutive semesters regardless of whether both were in residence at Southwestern College and whose cumulative grade point average is below 2.0 are regarded as not making adequate progress toward the degree and therefore will be suspended from the college. Additionally, students who complete a semester with an "F" average will be suspended. Any student who is suspended under this policy has a right to an appeal for readmission following at least one full semester's absence (fall, spring, or summer) from enrollment at Southwestern College. A request for appeal should be made by the student in writing and must be presented to the academic dean by the date specified in the notification letter. Supporting material is required to be submitted by the student prior to the appeals hearing, and should include but is not limited to letters of support from faculty and/or staff and transcripts from subsequent college coursework. The appeal will be heard by the Academic Affairs Committee, and the committee's decision shall be final.

Non-Course Credit

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

A student who wishes to apply for such credit is invited to prepare a summary of those experiences in writing, strictly following guidelines outlined in a document available from the academic dean's office. Students enrolled in the Professional Studies program should confer with center staff regarding application procedures. The dean, in consultation with the student's advisor, uses various methods of evaluation to assess the student's competence level and grants elective credit hours accordingly. Examples of work and other experiences that may be considered for credit are in-service education, continuing education in any form, occupational experience, professional attainment, and travel that can be shown to have resulted in personal growth and learning.

Credits awarded by Southwestern College for prior learning are graded satisfactory (S). They count toward graduation but do not assist in fulfilling the requirement for a minimum of 30 hours in Southwestern courses. A fee will be assessed for evaluation of prior learning. It must be paid at the time an application is submitted for evaluation.

Validation of Credits by Examination. Course credit may be earned by special internal examination and added to the student's record. The examination may be administered to any regularly-enrolled student by a faculty member designated by the academic dean. A transcript validation fee applies to all courses locally validated.

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

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

Academic Honors

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

Departmental Honors. Departmental honors are awarded to graduates with a grade point average of 3.50 or higher in their major coursework and who have successfully completed study of a specific subject in accordance with the following guidelines. The student must submit a copy of the proposal to both the Academic Affairs Committee and the registrar's office no later than the last day of classes in the closing semester of his/her junior year. The project proposal will include the general area of study, the research question/statement and rationale, a list of the student's committee members, and a preliminary project time schedule. The committee should include a Southwestern College supervising faculty member, a Southwestern College faculty member serving as the student's advocate, a person not affiliated with Southwestern College who can offer expertise in the area of study, and additional members as expertise suggests (e.g., a statistician). The submitted proposal must also include a letter of support from the supervising faculty member. The project will be completed and presented to the project committee prior to the deadline for senior grades. The committee will decide if the project merits "pass with honors," "pass without honors," or "no pass." The supervising faculty member will then notify in writing the academic dean, the chair of the academic affairs committee, and the registrar of the committee's decision. Students desiring publication of their award in the Honors Convocation program must have completed

all requirements for departmental honors including the presentation to the project committee prior to April 1 of the spring semester of the student's senior year. These requirements are intended to be minimum standard for departmental honors for the entire campus. However, each department may choose to add further requirements in accord with the needs of that academic discipline.

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

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

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

Masterbuilders. Six graduating seniors who best typify the spirit of Southwestern are selected annually by the following process. The registrar prepares a list of graduating seniors who are enrolled in campus-based programs, excluding persons who have previously been elected Masterbuilder. Each Student Government Association member nominates six seniors from the list. Any senior receiving a nomination is included on a list submitted to the faculty. Each faculty member votes for six seniors from this list. Any senior receiving one or more votes from the faculty is included on a list submitted to the student body. In an election conducted by the Student Government Association, each student may then vote for six seniors. The six graduating seniors receiving the highest number of votes are named Masterbuilders. The formal announcement of these seniors is made at the spring honors convocation.

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

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

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

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

Special Academic Studies

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

International Study and Domestic Travel Programs. Southwestern College provides counsel and assistance in planning off-campus and international study programs. Opportunities include domestic programs in Chicago and Washington, D.C., as well as numerous possibilities for international study through our affiliation with AIFS. Students wishing to maintain an enrolled status at the college for the period of their study abroad must pay an enrollment maintenance fee. Additional fees, such as for transcript translation and evaluation may apply. Students considering study abroad and domestic travel are encouraged to begin by examining the Builders Abroad website (<http://www.sckans.edu/student-services/builders-abroad/>) for instructions and deadlines on how to apply.

Internship. The internship program provides work experience in industry, social, or civic agencies either voluntary or paid. A student may enroll in an internship for three to 14 credit hours. The program is available to junior and senior students. Enrollment in the course should be prior to the start of the internship. Participation in the internship program requires previous academic preparation in the general areas of the internship as well as academic supervision during the course of the work.

Practicum. A practicum involves work experience of a practical nature related to a particular discipline, and may take place either off or on campus. A student may enroll in a practicum course for one to three credit hours. These courses are available to sophomores, juniors, and seniors. Enrollment in the course should be prior to the start of the practicum.

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

Undergraduate Requirements for Graduation

Degree Requirements

These are the requirements for a degree:

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

Degree Requirements for Transfer Students

1. Complete all items listed above.
2. Regardless of grade points earned at other institutions, have at least a “C” average for all work taken at Southwestern College.
3. For students transferring from two-year colleges, complete a minimum of 60 hours at a baccalaureate degree-granting institution.
4. Accept the judgment of school administrators in substituting transfer credits for courses in the Southwestern College catalog.

Conferring Degrees

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

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

Undergraduate General Education

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

Outcomes and Disciplinary Perspectives of General Education

Outcomes:

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

Disciplinary Perspectives:

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

General Education Requirements

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

Basic Skills:

Composition, six hours:

ENG 110 College Writing 1 and ENG 120 College Writing 2

Speech, three hours:

COMM 102 Elements of Oral Communication

Mathematics, three hours:

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

Health, three hours:

PESS 205 Critical Issues in Health

Disciplinary Perspectives:

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

Natural Science, three or more hours:

NSCI 170 Elements of Descriptive Astronomy
 NSCI 180 Science, Society, and the Environment
 NSCI 190 Science and Pseudoscience
 NSCI 201 Environmental Issues
 NSCI 207 From Alchemy to Chemistry
 NSCI 230 Drugs: Research and Reward
 NSCI 240 50 Shades of Green
 NSCI 280 History of Science

Social Science, three or more hours:

HIST 121 World History to 1500
 HIST 122 World History Since 1500
 HIST 131 American History to 1865
 HIST 132 American History Since 1865
 POLS 101 Introduction to Political Science
 POLS 222 International Relations
 POLS 241 Comparative Politics
 PSYC 112 General Psychology
 SOCS 101 Introduction to Leadership

The Humanities, three or more hours:

COMM 208 Critical Thinking and Argumentation
 COMM 246 History of Television
 COMM 248 History of the Cinema
 COMM 262 Science Fiction Television
 ENG 202 Literature and Humanity
 ENG 203 Literature and the Environment
 ENG 204 Literature and the Arts
 PHIL 101 Introduction to Philosophy
 PHIL 221 History of Philosophy
 PHIL 227 Logic
 REL 201 Introduction to the Bible

The Arts, three or more hours:

COMM 202 Oral Storytelling
 COMM 211 Introduction to the Cinema
 COMM 220/ENG 220 Interactive Storytelling
 IART 150 Creativity in the Arts
 IART 231 Theatre Across the Disciplines
 MUS 111 Foundations in Music
 MUS 156 Introduction to World Music
 THTR 111 The Theatre Experience

Other Cultures, three or more hours:

ANTH 201 Social and Cultural Anthropology
 COMM 348 International Cinema: Western Culture

COMM 349	International Cinema: Asian Culture
ENG 230	Culture in Context
HIST 242	Belarusian History and Culture
HIST 342	Russian History
HIST 343	Russian Cultural History
LANG121	French Language and Culture
LANG131	Spanish Language and Culture
LANG141	Italian Language and Culture
LANG151	Chinese Language and Culture
LANG161	Arabic Language and Culture
REL 225	Comparative Religions

Capstone Requirement:

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

PREP499 Career Preparation and Planning *or* approved alternative

General Education Requirements for Transfer Students

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

Students may appeal the registrar's decision not to count transfer credits toward general education requirements by petition to the director of general education, whose decision on the matter (after consultation with the academic dean, if necessary) shall be final.

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

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

Any student who was a first time, full-time student at an institution other than Southwestern College is waived from the PREP 100 first year seminar requirement.

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

Any exception to the above requirements must be approved by the director of general education.

Undergraduate Teacher Education

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

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.

Undergraduate Admission

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

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

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

First-Time Freshmen

Graduates of Accredited High Schools. Admission decisions for graduates of accredited high schools are based on a combination of curriculum, grade point average, American College Test (ACT)/Scholastic Aptitude Test (SAT) scores, and written essay.

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

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

Generally, students with a minimum composite score of 18 on the ACT and a minimum 2.60 cumulative grade point average are admitted without restriction to the college. Students who fall below either of the criteria may be invited to attend the College Bridge Program (see Main Campus Catalog for more information).

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

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

Advanced Placement Scholars

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

Transfer Students

Students who have completed high school and who have accumulated more than six college credits since then are classified as transfer students. Admission decisions for these students are based on a combination of college grade point average, curriculum, and written essay.

A cumulative grade point average of 2.0 or higher is required for transfer students. This grade point average will be calculated on core courses or courses that are equivalent to Southwestern College courses (exclusive of activity credits). Southwestern College gives full value to transcripts of records from institutions recognized by the Council for Higher Education Accreditation (CHEA). The college does not accept transfer credit for varsity athletics or for remedial-level coursework.

If the student is transferring with fewer than 60 hours of credit, a transcript from an accredited high school showing graduation or a GED with a score above the 50th percentile will also be required for admission.

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

Transfer hours with grades below "C" will not count toward major or general education requirements. However, for the purpose of grade point average calculation, transfer grades which are given with a "+" or "-" will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

International Students

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

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

- English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;
- International English Language Testing Service (IELTS) with a score of 6.5 or higher;
- The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.

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

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

sponsored by the student's home government, the student should send a certified letter from the government indicating support and billing information.

Application Procedure

First-Time Freshmen and Transfer Students

To be admitted to Southwestern College, the student should take these steps:

1. If possible, visit the campus to become acquainted with the college community and to discuss the admission process with an admission counselor.
2. Complete an admission application form and return it to the college with a \$25 processing fee. Complete electronic application at <http://www.sckans.edu/admissions/apply>
3. Have the official transcripts of all high school and/or college credit sent to the Southwestern College Office of Admission. High school transcripts should include class rank (if applicable), grade point average, and grading scale whenever possible.
4. First time freshmen will need to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have the scores forwarded to the admission office. Students should take the ACT or SAT prior to the spring semester of their senior year to take full advantage of Southwestern scholarship opportunities. The ACT code number for Southwestern College is 1464 and the SAT code number is 6670.
5. Upon acceptance for admission, the student is requested to submit a tuition deposit of \$100 which will allow the student to pre-enroll for classes. The deposit will also allow students living on campus to receive their room assignment. This deposit is refundable through May 1 for the fall semester and through December 1 for spring semester. The deposit will be credited to tuition charges when the student enrolls.

Deadlines. New students wishing to enroll full-time at Southwestern College in the fall semester should have a complete application file in the Office of Admission by August 1. New students wishing to enroll full-time at Southwestern College in the spring semester should have a complete application file in the Office of Admission one week prior to the start of spring classes.

A complete application file includes:

1. application form
2. application fee
3. other requirements as listed under each student category.

Students accepted for fall semester are reminded that all paperwork for financial aid, housing, and health forms should be turned in by August 1. To receive priority housing assignments, the housing form and admission deposit must be received by May 1.

International Students

To be admitted to Southwestern College, international students are required to take these steps:

1. Complete an admission application form online at <http://www.sckans.edu/admissions/apply/index.html>. Students may also complete a paper international application and return it to the college.
2. Submit a written essay, in English, that addresses your background. This may include your academic achievements, personal accomplishments, and interest in studying in the United States.
3. An applicant who will be entering Southwestern College as a freshman must have official transcripts of all high school credit submitted. The transcript should include class rank, grade point average, and grading scale whenever possible. All transcripts must include evidence of graduation. If evidence is not placed on the transcript, an official document from the high school must verify graduation in writing.
4. Applicants, who have attended college, whether in the United States or abroad, must have official college transcripts and record of any degree awarded sent to Southwestern College Office of Admissions. All foreign credentials not listed in English should have an accompanying literal translation.

5. Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern. Southwestern will accept the following tests/scores:
 - English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;
 - International English Language Testing Service (IELTS) with a score of 6.5 or higher;
 - The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.
6. Forward three letters of recommendation, translated into English, from teachers or professors who are familiar with the student's academic ability.
7. Complete the certification of finances form documenting amounts of financial support from sources other than Southwestern College. If sponsored by the student's home government, send a certified letter indicating amount of support and billing information.
8. Remit a \$1,150 deposit.
9. Upon acceptance for admission and the receipt of the \$1,150 deposit, the student will be forwarded a Form I-20. This should be presented to the student's local United States consular officer to obtain a student F-1 visa. If for some reason the student is unable to obtain a visa, \$900 of the deposit will be refunded. A portion (\$150) of the deposit is used to pay the Student and Exchange Visitor Program (SEVIS) I-901 fee required of all new international students entering the U.S. on an F-1 visa for the first time. This fee is nonrefundable.

Deadlines. International students wishing to enroll full-time at Southwestern College in the fall semester must have a complete application file in the Office of Admission by July 1. To enroll full-time at Southwestern College in the spring semester, the student must have a complete application file in the Office of Admission by December 1.

A complete application file includes:

1. Application form
2. Other requirements as listed under the international student category.

Students accepted for fall semester must turn in all housing and health forms by August 1. To receive priority housing assignments, the housing form must be received by May 1.

Readmission

To be considered for readmission to SC, the student should take these steps:

1. Complete the transfer admission application form online at <http://www.sckans.edu/admissions/apply>
2. Have the official transcript of all colleges attended while not enrolled at SC sent to the Southwestern College Office of Admission.

For More Information

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

Office of Admission

Southwestern College

100 College St.

Winfield, KS 67156-2499

Phone: (620) 229-6236 or (800) 846-1543 ext. 6236

Fax: (620) 229-6344

E-mail: scadmit@sckans.edu

Admission to the Teacher Education Program

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 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

- 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.
- 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).
- Articulation of additional pre-professional credit as determined by the dean of teacher education and the registrar or designees.
- Submission of formal application to Teacher Education Committee.
- 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- 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.

Majors and Course Offerings

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

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

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

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

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

Athletic Training

B.S.A.T., Major in Athletic Training

A certified athletic trainer (AT) is a highly educated and trained professional who specializes in the prevention, recognition, management, and rehabilitation of athletic injuries. An AT works closely with physicians and other health care professionals in the total health care of the athlete. Certified athletic trainers are employed in secondary schools, colleges and universities, professional sports, sports medicine clinics, industrial settings, military, among others.

Southwestern College is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The undergraduate athletic training curriculum prepares students to take the Board of Certification (BOC) exam.

The curriculum is structured as a three-year program with an additional application year for freshmen. Students will be involved in the clinical setting during their sophomore (level one), junior (level two), and senior (level three) years while completing academic course requirements. This allows students to learn the skills and techniques necessary in evidence-based practice; prevention and health promotion; clinical examination and diagnosis; acute care of injury and illness; therapeutic interventions; psychosocial strategies and referral; health care administration; and professional development and responsibility.

Student clinical assignments are in traditional, clinical, and high school settings, observing under an assigned preceptor. Students gain experience with collision, contact, and non-contact sports as well as through a wide variety of clinical settings. Students observe team physicians and orthopedic surgeons as they evaluate and perform surgical procedures on injured athletes.

Students accepted into the athletic training curriculum are permitted to participate in varsity sports and are welcome to select from numerous available minors, emphases, and a second major if interested. Students are advised that athletic training is a rigorous, time-consuming program and all students

admitted to the Athletic Training Program will adhere to the same academic standards.

For the most updated information refer to the athletic training website at www.sckans.edu/athletictraining or contact the director of athletic training education.

Criteria for Admission to the Athletic Training Program

Criteria for admission for prospective students are listed below. Completion of the application criteria does not guarantee admission to the program. Admission is competitive and is based on a point system assessed to each student's application. Students can obtain the necessary application forms from the director of athletic training education.

1. Completed application with one letter of recommendation
2. Cumulative GPA of 2.75 on a 4.0 scale
3. A grade of "C+" or higher in ATEP 230 Introduction to Athletic Training and successful completion of BIOL 101 Essentials of Biology or BIOL 111 Biology 1, and PESS 126 First Aid and Safety (or current Emergency Cardiac Care Certification)
4. Completion of at least 50 documented clinical observation hours
5. Verification of immunizations
6. Verification of a tuberculosis (TB) skin test
7. Submission of signed Technical Standards form

Applicants may be admitted with probationary status. This may occur when a qualified applicant has not fulfilled one or more of the admissions requirements. Applicants who have been admitted on probation will sign a contract stating the specific time period to fulfill the incomplete requirement or they will be denied full admittance. Students who have been denied acceptance may continue with observation hours, address program deficiencies and await available space in the program. Applicants notified of full admittance must maintain the program policies.

Admission for Transfer Students

Transfer students must meet the above mentioned criteria and will only be admitted to Level 1 of the Athletic Training Program. Transfer students must submit course descriptions or syllabi for each of the prerequisite courses along with a copy of transcripts to the director of athletic training education for review.

Admitted students must immediately declare as an athletic training major. Students who are not admitted may elect to apply again the following year or may declare another major. Admission to the program is very competitive and the number admitted is based on graduation and attrition rates.

Athletic Training Program Requirements

Once accepted into the Athletic Training Program, students must verify that the following requirements have been met prior to the start of each academic year:

- Maintenance of a cumulative GPA of 2.75 on a 4.0 scale
- A grade of a "C+" or higher on all major requirement courses
- Current emergency cardiac care certification
- Verification of National Athletic Trainers' Association (NATA) membership
- Verification of individual personal liability insurance
- Verification of Occupational Safety and Health Administration (OSHA) training and bloodborne pathogens training
- Verification of tuberculosis (TB) skin test
- Verification of Health Insurance Portability and Accountability (HIPAA) training
- Verification of review of student handbook
- Verification of communicable disease policy

If a student fails to maintain the above mentioned requirements, the student will be placed on probation and will be required to submit the necessary documentation according to the probationary contract. If a student fails to satisfy the contract, the student will be suspended from the program and will be required to reapply to the program.

Additional program policies are outlined in the Athletic Training Student Handbook and are updated annually.

Major requirements:

In Athletic Training:

- 230 Introduction to Athletic Training
- 232 Practical Applications in Athletic Training
- 234 Athletic Training Clinical Experience 1
- 235 Athletic Training Clinical Experience 2
- 236 Care and Prevention of Athletic Injuries
- 337 Athletic Training Clinical Experience 3
- 338 Athletic Injury Assessment 1
- 339 Athletic Injury Assessment 2
- 340 Athletic Training Clinical Experience 4
- 347 Therapeutic Exercise
- 440 Therapeutic Modalities
- 441 General Medical Conditions
- 443 Organization and Administration of Athletic Training
- 444 Athletic Training Clinical Experience 5
- 445 Athletic Training Clinical Experience 6
- 459 Practicum in Athletic Training
- 462 Seminar in Athletic Training

Cognate requirements:

In Biology:

- 111 Biology 1 or 101 Essentials in Biology
- 221 Human Anatomy and Physiology
- 331 Principles of Nutrition

In Physical Education and Sports Studies:

- 126 First Aid and Safety
- 225 Fitness Assessment
- 323 Exercise Physiology
- 332 Kinesiology
- 335 Psychology of Sport

In Psychology:

- 112 General Psychology

Athletic Training Courses

Department Code: ATEP

- 230 Introduction to Athletic Training.** An introduction to the history and structure of the athletic training profession as well as the responsibilities and functions of a certified athletic trainer. Credit 2 hours.
- 232 Practical Applications in Athletic Training.** Application of common wrapping, taping, bracing, protective equipment, and bandaging techniques in athletic training. Splinting, spine boarding, establishing airway, and other emergency procedures also are included. Lecture and Laboratory. Credit 3 hours.
- 234 Athletic Training Clinical Experience 1.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and in an emergency room setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 100 hours of clinical experience. Students are evaluated during the course through the use of performance evaluations and a final exam. Prerequisite: Admission to the Athletic Training Program. Credit 1 hour.
- 235 Athletic Training Clinical Experience 2.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and in an emergency room setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 100 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 234. Credit 1 hour.
- 236 Care and Prevention of Athletic Injuries.** The study of the care and prevention of common athletic injuries and illnesses. Lecture and laboratory. Credit 3 hours.
- 337 Athletic Training Clinical Experience 3.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and with a physical therapist or orthopedic surgeon. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 125 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 235. Credit 2 hours.
- 338 Athletic Injury Assessment 1.** Injury assessment of the head and lower extremities as well as gait analysis. Lecture and laboratory. Credit 3 hours.
- 339 Athletic Injury Assessment 2.** Injury assessment of the spine and upper extremities as well as posture analysis. Lecture and laboratory. Credit 3 hours.

- 340 Athletic Training Clinical Experience 4.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and with a physical therapist or orthopedic surgeon. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 125 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 337. Credit 2 hours.
- 347 Therapeutic Exercise.** Development and implementation of specific rehabilitation protocols for various athletic injuries. Lecture and laboratory. Credit 3 hours.
- 440 Therapeutic Modalities.** Scientific principles and applications of various therapeutic modalities in the treatment of athletic injuries. Lecture and laboratory. Credit 3 hours.
- 441 General Medical Condition.** This course is an in-depth study of selected medical conditions incurred by individuals. Students will learn how to identify a broad range of medical conditions and will understand their immediate care and treatment. Pharmacology will be a strong component of this course. Lecture and laboratory. Prerequisite: Consent of instructor. Credit 3 hours.
- 443 Organization and Administration of Athletic Training.** Organization and administrative procedures of an athletic training facility and program. Lecture and laboratory. Credit 3 hours.
- 444 Athletic Training Clinical Experience 5.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate environment and in a general medical setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 150 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 340. Credit 3 hours.
- 445 Athletic Training Clinical Experience 6.** This rotation has been structured to provide the student with practical hands-on experience while working in the collegiate and high school environment and in a general medical setting. Students are assigned to a preceptor of the Southwestern College Athletic Training Program. Students are required to complete a minimum of 150 hours of clinical experience. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations. Prerequisite: Satisfactory completion of ATEP 444. Credit 3 hours.
- 459 Practicum in Athletic Training.** Off-campus practicum at a site approved by the Director of Athletic Training Education. Prerequisite: Admission to the Athletic Training Education Program. Course graded S/U. Credit 1–3 hours (1 credit per 25 contact hours, up to 3 credits optional).
- 462 Seminar in Athletic Training.** Emphasis placed on preparation for taking the BOC examination and professional development. Capstone course for the athletic training major. Credit 2 hours.

Physical Education and Sport Studies

The physical education and sport studies department (PESS) is a learning community dedicated to:

1. Emphasizing a broadly-based, value centered liberal arts curriculum as the core of intellectual life, professional development and personal growth.
2. Challenging each person to become a physically, mentally, socially, and emotionally fit individual through physical and intellectual learning and activity.
3. Encouraging lifetime fitness and health in pursuit of a productive life through the development of healthful skills and attitudes.

The PESS department's objectives are to:

1. Provide quality undergraduate preparation for students planning professional careers in physical education, coaching, and recreation, and for those planning to pursue graduate study.
2. Provide instruction and opportunities for activity for all Southwestern students through elective activity courses.
3. Provide recreational opportunities and facilities for the entire Southwestern community.

B.S., Major in Physical Education

Important note: This major addresses physical education; it leads to Kansas secondary teacher licensure only in physical education.

Major requirements:

In Physical Education and Sports Studies:

- 126 First Aid and Safety
- 212 Swimming
- 213 Principles of Physical Education

- 215 Applied Motor Learning
- 225 Fitness Assessment
- 314 Measurement and Evaluation in Physical Education
- 323 Exercise Physiology
- 325 Teaching Physical Education in the Elementary School
- 326 Adapted Physical Education
- 332 Kinesiology
- 335 Psychology of Sport
- 435 Organization and Administration of Physical Education

Complete any six of the following:

- 103 Fundamentals of Weightlifting
- 105 Fundamentals of Golf
- 106 Fundamentals of Archery
- 107 Fundamentals of Badminton
- 108 Fundamentals of Tennis
- 109 Fundamentals of Volleyball
- 110 Fundamentals of Soccer
- 111 Fundamentals of Basketball

Cognate requirements:

In Education:

- 438P Teaching Health and Physical Education in the Secondary Schools
- All requirements for teacher licensure as listed in the Education section of this catalog.

In Athletic Training:

- 230 Introduction to Athletic Training

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

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

Major requirements:

Swimming proficiency

In Physical Education and Sports Studies:

Complete any six of the following:

- 103 Fundamentals of Weightlifting
- 105 Fundamentals of Golf
- 106 Fundamentals of Archery
- 107 Fundamentals of Badminton
- 108 Fundamentals of Tennis
- 109 Fundamentals of Volleyball
- 110 Fundamentals of Soccer
- 111 Fundamentals of Basketball

Complete the following courses:

- 126 First Aid and Safety
- 213 Principles of Physical Education
- 215 Applied Motor Learning
- 225 Fitness Assessment
- 314 Measurement and Evaluation in Physical Education
- 323 Exercise Physiology
- 326 Adapted Physical Education
- 332 Kinesiology
- 335 Psychology of Sport
- 414 Exercise Prescription
- 435 Organization and Administration of Physical Education

Electives: Complete six hours from the following:

In Physical Education and Sports Studies:

- 202 Lifesaving
- 203 Advanced Strength Training
- 212 Swimming
- 220 Introduction to Sport Management
- 302 Water Safety Instruction
- 415-419 Theory of Coaching (Sport)
- 420 Theory of Coaching

In Dance:

- 130 Jazz 1
- 131 Tap 1
- 132 Musical Theatre
- 133 Ballet 1

Cognate requirements:

In Athletic Training:

- 230 Introduction to Athletic Training

In Biology:

- 101 Essentials of Biology

Suggested Cognate:

In Natural Science:

- 230 Drugs: Research and Reward

Physical Education and Sports Studies Courses

Department Code: PESS

- 102 Fundamentals of Bowling.** Credit .5 hour
 - 103 Fundamentals of Weightlifting.** Credit .5 hour
 - 104 Fundamentals of Gymnastics.** Credit .5 hour
 - 105 Fundamentals of Golf.** Credit .5 hour
 - 106 Fundamentals of Archery.** Credit .5 hour
 - 107 Fundamentals of Badminton.** Credit .5 hour
 - 108 Fundamentals of Tennis.** Credit .5 hour
 - 109 Fundamentals of Volleyball.** Credit .5 hour
 - 110 Fundamentals of Soccer.** Credit .5 hour
 - 111 Fundamentals of Basketball.** Credit .5 hour
- All fundamentals courses will cover skills, techniques, strategy, and rules pertaining to the specific sport.
- 126 First Aid and Safety.** Cause, prevention, and first aid care of common emergencies as outlined by American Red Cross. Treatment of athletic injuries. Common precautions in safety in the home, school, highways, and recreational areas. Credit 2 hours.
 - 202 Lifesaving.** Lifesaving and artificial respiration, cardiopulmonary resuscitation, and first aid techniques. Preparation for Red Cross certification test in Life Saving and Water Safety. Prerequisite: PESS 126. Credit 1 hour.
 - 203 Advanced Strength Training.** This course develops many weightlifting techniques that can only be effectively executed when orchestrated with larger, strategically-planned regimens. Several techniques including periodization, super sets, giant sets, isometric, super slow, forced repetitions, and other processes are studied and put into practice. CSCS exam preparation is included curriculum. Credit 3 hours.
 - 205 Critical Issues in Health.** Analysis of critical health issues, emphasizing personal responsibility for wellness. A holistic approach to mind and body interactions is utilized to facilitate awareness of the impact of health and physical activity on individual and social wellness. Strongly recommended for students with sophomore standing or above. Credit 3 hours.
 - 212 Swimming.** Emphasis on fundamental through advanced swimming techniques based on your swimming ability including personal safety skills, rescue techniques, artificial respiration, and safety information. Credit 1 hour. May be repeated twice.
 - 213 Principles of Physical Education.** Basic concepts and theories of physical education. Credit 3 hours.
 - 215 Applied Motor Learning.** A study of theories and practices dealing with learning as related to motor skill acquisition. Emphasis will be psychomotor and perceptual motor learning. Credit 3 hours.
 - 220 Introduction to Sport Management.** This course is designed to provide an overview of the structure of the sports industry and to highlight the scope and variety of career opportunities in the area. The value of professional management to sports organization will also be emphasized. Attention will be given to the issues facing sport organizations and to the use of management techniques to solve business-related problems. The development of effective communication skills, both written and oral, will be emphasized through class presentations and written assignments. Cross-listed with Business. Credit 3 hours.
 - 225 Fitness Assessment.** This course will give the student the experience of administering assessment tests, evaluating results of these tests, and from these tests prescribing health fitness programs. Credit 2 hours.
 - 302 Water Safety Instruction.** Advanced aquatic course training and preparing students to teach swimming, lifesaving, and other water safety courses. Preparation for Red Cross certification test. Prerequisite: Current Senior Red Cross Lifesaving certificate. Credit 1 hour.
 - 314 Measurement and Evaluation in Physical Education.** A study of capacity, achievements, knowledge, and skill tests and their application to classification and measurement of progress. Credit 3 hours.

- 323 Exercise Physiology.** An introduction to the physiology of the skeletal, muscular, respiratory, nervous, and circulatory systems, with special reference to their adjustments during exercise. A study is made of age, sex, environment, and training in relation to exercise. Credit 3 hours.
- 325 Teaching Physical Education in the Elementary School.** Designed for physical educators to enhance their understanding of contemporary elementary physical education. This course is directed to provide them with stimulus material for the implementation of movement activities and approaches to enhance the total development of the elementary school-aged child. Credit 3 hours.
- 326 Adapted Physical Education.** The need for an adapted program for the physically handicapped or atypical student; its organization and administration; types of conditions to be found and their symptoms and characteristics; developing a program to meet the needs of the students; resources and references. Credit 3 hours.
- 332 Kinesiology.** The mechanical and anatomical analysis of selected activities and their effect on the body; and the physiological adaptation of the body to meet the resultant demands. Credit 3 hours.
- 335 Psychology of Sport.** A study of the psychology of motivation, attitudes, values, social mobility, and status as it relates to athletics. Cross-listed with Psychology. Credit 3 hours.
- 341 Game Rules and Officiating.** Study of rules and officiating mechanics for football and basketball. Less detailed study will be given to baseball, track and field, soccer, volleyball, and individual sports. Credit 3 hours.
- 344 Sport Marketing.** Course is designed to develop an understanding and appreciation of the unique aspects of marketing as related to sport. Cross-listed with Business. Credit 3 hours.
- 414 Exercise Prescription.** This course will teach the student the major elements of fitness, determine fitness goals, design fitness programs and facilities. The course will be a combination of classroom, exercise and practical experiences. Prerequisite: PESS225. Credit 3 hours.
- 415 Theory of Coaching Football.** Study of fundamentals, individual and team offense and defense, formations, plays and field generalship. Credit 2 hours.
- 416 Theory of Coaching Volleyball.** An analysis of the coaching techniques and strategies of volleyball. Credit 2 hours.
- 417 Theory of Coaching Basketball.** Study of the different systems of basketball, individual and team offense and defense. Credit 2 hours.
- 418 Theory of Coaching Track.** Form, training, and selection of students for each track and field event. Also includes procedures and organization of track meets. Credit 2 hours.
- 419 Theory of Coaching Baseball/Softball.** An analysis of defensive baseball including strategic fielding and pitching. A study of hitting techniques and base running including the coaching techniques of each. Credit 2 hours.
- 420 Theory of Coaching.** A course designed to provide the student an introduction to the sport science principles of coaching. Topics include coaching philosophy, sport psychology, sport pedagogy, sport physiology, and sport management. Successful completion of the course leads to partial or full certification in 40 states that utilize the course for certification at the High School level. In order to receive certification, students must successfully complete the test and score a minimum of 80% on the certification exams. Credit 3 hours.
- 421 Sport Management Capstone.** This course is designed as the culminating experience in the Sport Management program and may include individual research or an approved internship. Credit 3 hours.
- 435 Organization and Administration of Physical Education.** Analysis of the underlying principles of physical education and their application to the organization of a physical education program. The principles of teaching physical education with lesson plan formulation plus actual experience in an activity class. Credit 3 hours.

Teacher Education Licensure

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 sixth 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 History in Main Campus catalog)
- Biology (secondary, see requirements under Biology in Main Campus catalog)
- Chemistry (secondary, see requirements under Chemistry in Main Campus catalog)
- English (secondary, see requirements under English in Main Campus catalog in Main Campus catalog)
- Mathematics (secondary, middle level; see requirements under Mathematics in Main Campus catalog)
- Music (P-12; see requirements under Music in Main Campus catalog)
- Physical Education (P-12; see requirements under Physical Education and Sport Studies)
- Speech/Theatre (secondary, see requirements under Communication or Theatre in Main Campus catalog)

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. Students will also become familiar with text complexity and its use in helping readers progress into more challenging levels of literature. 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 development and completion of the Kansas Performance Teaching Portfolio as well as the practical steps needed for obtaining a teaching position. Candidates practice reflection and problem solving of professional issues and tasks which may be encountered by the beginning teacher. Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with either EDUC 446, 447, 448, 449. Course graded S/U. Credit 1 hour.

- 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.

Graduate Academic Policies

Academic Integrity

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

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

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

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

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

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

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

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

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

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

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

Policies for Dealing with Academic Dishonesty

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

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

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

General Academic Policies

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

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

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

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

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

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

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

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

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

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

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

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

student disputes this decision, the final step would be to submit a written request for an appeal of a grade to the Graduate Studies Council.

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

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

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

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

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

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

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

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

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

Degree Requirements.

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

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

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

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

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

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

DEF= Deferred (Applies only to EDUC901, EDUC902, EDUC904)

WD =Withdrawal from a course

AW = Administrative withdrawal from a course

I = Incomplete work

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

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

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

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

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

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

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

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

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

Withdrawal from Courses. A student may withdraw from a course at any time two weeks prior to a course end date and receive a grade of "WD," which does not influence the grade point average. Failure to withdraw in a timely manner may result in an "F" showing on the transcript if the student does not

fulfill the course requirements in a satisfactory manner. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins.

Graduate Student Services

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

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

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

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

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

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

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

Responsibilities of Students with Disabilities

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

Responsibilities of Faculty

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

Graduate Programs in Education

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

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- 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 master's 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

E-mail: marla.sexson@sckans.edu

International Students

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

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

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

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

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

Transfer Students

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

Transfer students must also meet these requirements:

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

Transfer Courses for M.Ed.

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

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

- d. For courses not yet taken, the student needs to obtain prior approval by submitting any available descriptive information on the class to the dean of teacher education. Prior approval is required to ensure acceptance of transfer courses to fulfill program requirements. A course substitution form as well as the official transcript is required once the course is completed to include it in the program of study.
- e. Graduate credit for education workshops may be available if prior arrangements are made to include the workshop in an independent study under EDUC 571x (A, B, C, etc.). Additional readings, activities, or assignments may be required to assure that the independent study meets standards for a graduate level course.

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 Commission or equivalently accredited college or university, and 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 is 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
- * 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. Additionally, majors in educational leadership and teacher leadership are offered within the Ed.D. program. 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:

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

This program is 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:	Re-licensure
Who's Eligible:	A bachelor's degree.
Program Admission Requirements:	Some undergraduate content may be required if the degree is not endorsed in a licensure area.
• Application	Yes
• GPA	2.50
• Letters of Recommendation	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 2.50/4.00 grade point average, a degree-bearing official transcript from a Higher Learning Commission 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:	Re-licensure
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
• GPA	3.0
• Letters of Recommendation	Yes, 2
• Essay	Yes
• Additional Writing Sample	No
• Interview	No
• Agreement with School District	Yes, for 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 Commission or equivalently accredited college or university, and an application. The master's 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 master's 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 Recommendation	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 Commission 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 Recommendation	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 Commission 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 an initial or advanced license
Program Admission Requirements:	Practicing educator with an initial teaching license who can become eligible for a principal license
• Application	Yes
• GPA	3.25 on most recent 60 hours of coursework
• Letters of Recommendation	Yes, 3
• Essay	Yes, Statement of Purpose
• Additional Writing Sample	Yes
• Interview	Yes
• Agreement with School District	Yes (if on a waiver or provisional); Yes for practicum
• Entrance 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 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 (as listed below or equivalent)
- b) A specialization or area of emphasis
- c) Dissertation core courses

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

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. For all degrees not previously conferred, a maximum of six hours may be substituted/transferred in from another institution per degree (M.Ed. and Educational Leadership Core/Dissertation Core). Approved courses can only apply to one degree: M.Ed. and Educational Leadership Core/Dissertation Core. Only graduate credits earned after the conferral of a master's degree may be applied to the emphases 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 865, 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 emphases. All degrees can be conferred by the college in May, August or December. Commencement occurs only in May. Therefore the commencement event includes the hooding ceremony. A doctoral student can be hooded only after the dissertation is completed, signed by all parties, and submitted for publication.

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 emphasis, and 15 hours of electives (or second emphasis). 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 emphasis, 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 Emphases (Minimum of 15 hours)

Educational emphases require a minimum of 15 hours per emphasis. Emphases are intended for graduate students to be able to apply for a second leadership endorsement.

Educational Emphasis (District Leadership)

All courses in this emphasis are required for District License:

- 802 Educational Law ^{DL}
- 809 District Level Leadership ^{DL}
- 812 School Finance ^{DL}
- 814 Environmental Scanning ^{DL}
- 821 Introduction to Special Education Law ^{DL}
- 859C District Leader Practicum ^{DL}

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 Emphasis (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 Emphasis (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 degree and emphasis 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 Emphasis (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 an emphasis, 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 thorough 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.
- 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:

- 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.
- 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.
- 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.

English Language Development

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

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

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

Program Requirements

Intensive English Language Certificate

Certificate requirements:

In English Language Development:

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

English Language Development Courses

Department Code: IELC

- 562 Listening and Speaking.** This course allows students to improve conversational English skills as demonstrated by their ability to respond to messages by asking questions or briefly restating oral messages; to identify important details and main idea to stories, literature, and other information; to identify and verbally summarize a variety of media messages and give some details supporting the messages; to prepare and deliver short presentations obtained from a variety of sources; to participate in and initiate social conversations with peers and adults by asking and responding to questions on an unfamiliar topic; to use appropriate ways of speaking that vary according to purpose and audience; speak clearly and comprehensibly by using standard English sounds, intonation, pitch, and grammar. Credit 6 hours.
- 563 Writing and Grammar.** This course is designed to improve basic application of grammar utilization and to enhance student writing skills. Students will be able to demonstrate the following: the ability to correctly use English parts of speech, word order, and sentence structure; to write clear, grammatically correct sentences, paragraphs, and one page compositions; correctly respond in writing to a variety of texts; write short story narratives, including elements of character, setting, and events; to use both simple and complex vocabulary in the writing process; to write a formal letter; to use each step of the writing process (i.e. outline, initial draft, edit draft, final draft) to compose a two page composition. Credit 6 hours.
- 564 Reading and Vocabulary.** This course is designed to improve students' ability to comprehend newspapers, magazines, textbooks, and electronic resource materials. To accomplish this objective, students will be able to apply knowledge of word relationships, such as roots and suffixes; to derive meaning from printed material, including literature, textbooks, and research articles; to use the computer and dictionary to derive meaning of unknown vocabulary words; to identify variations of the same word in a printed passage; to use decoding skills for both academic and social vocabulary; to identify inferences in a printed passage, to interpret the meaning of words by using context clues; to read aloud both narrative and expository texts; to prepare oral and written reports on reading passages; to evaluate the credibility of an author's point of view; to apply knowledge of the English language to achieve comprehension of informational materials, literary text, and text in content areas; and to compare and contrast a similar written theme or topic. Credit 6 hours.
- 565 Fundamentals of College Writing.** This course is designed to review the range of grammatical and writing concepts necessary to be a competent writer in academic coursework. Students will demonstrate the ability to create coherent paragraphs and essays; to use complex sentences in writing biographies and short stories that include a sequence of events and supporting details; to use note taking, outlining, and the writing process to

structure drafts of essays with consistent use of standard grammatical forms; to paraphrase, summarize and cite material accurately; to develop in writing a clear thesis and support it by using analogies, quotations, and/or facts appropriately; to use acceptable language variations in writing for language arts and other content areas; to write responses to literature that develop interpretation, exhibit careful reading, and cite correctly specific parts of text. Credit 6 hours.

- 566 English Language Support.** This course is designed to provide language support in listening, speaking, grammar, writing, reading, and vocabulary based upon the strengths and weaknesses identified through the proficiency test results of a student seeking advanced degree work. Credit 3 hours. May be repeated for credit.
- 567 Speaking in a Cultural Context.** This course is designed to have students compare and contrast culture of their home country with the American culture. Using magazine, journal, and newspaper articles and electronic research materials, in addition to active participation in college and community activities, students will be able to actively participate in daily discussions related to social, political, geographic and current events; identify similarities and differences between lifestyle in the United States and China; read aloud materials related to cultural differences; make oral presentations on assigned topics; actively participate in local events and report in writing about their experiences; prepare in writing research reports about the elements of the lifestyle existing in the United States; demonstrate the ability to participate in conversations about cultural differences; and use English colloquialism in their conversations. Credit 6 hours.

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