UNDERGRADUATE

CATALOG

2015-2016
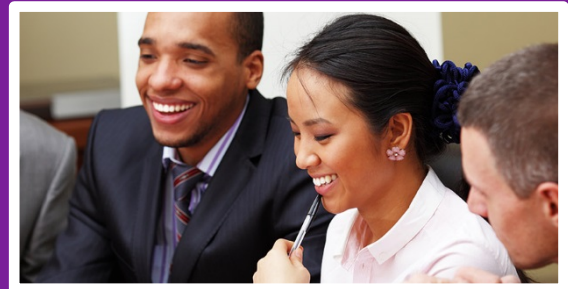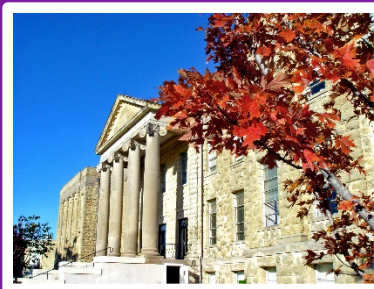
Step Up. Opportunity Awaits.

SOUTHWESTERN
C O L L E G E

P R O F E S S I O N A L   S T U D I E S

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■ HISTORY

Southwestern College was chartered June 19, 1885, by the Methodists of Kansas as "an institution of learning of full collegiate powers." It opened its doors for forty-three 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.

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

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

Southwestern is a learning community of approximately 1,800 learners, 50 full-time teaching faculty members, and 270 affiliate faculty members from leading industries across the country. In addition to programs for traditional age learners and working adults, the College provides learning opportunities for service men and women in all branches of the military.

*Southwestern College Residential Campus
  Winfield, KS*

■ 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
- Leadership through service and world without boundaries

■ MISSION

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

General Information

■ **LEARNER FOCUS**

Southwestern College Professional Studies is strongly committed to being:

Learner focused

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

Ethically sound

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

Academically excellent

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

Responsive

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

iNstitutionally accountable

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

Empowering

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

Resolute

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

■ **ACCREDITATION**

Southwestern College is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604 (312) 263-0456, www.ncahlc.org.

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, 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 (nursing):

One Dupont Circle NW, Suite 530,
Washington, DC 20036, Ph: (202) 887-6791
http://www.aacn.nche.edu/ccne-accreditation.

Southwestern College is required by accrediting bodies to notify enrolled learners in a timely manner regarding curriculum changes affecting their program of study. Additionally, learners are expected to maintain current contact information with the College in order to ensure timely receipt of program related materials. Students should contact their academic success coach at 888-684-5335 for learner specific program information.

■ **TITLE II COMPLIANCE**

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

General Information

■ PRIVACY

Southwestern College has interpreted the Family Educational Rights and Privacy Act of 1974 (FERPA; the Buckley Amendment) to restrict the release of confidential information relating to learners. This information includes the learner's academic record, test scores, and academic progress. A full statement of policy and learners' rights is posted at http://www.sckans.edu/student-services/registrars-office/.

■ NOTICE OF NONDISCRIMINATION

Southwestern College is committed to a policy of nondiscrimination on the basis of race, religion, color, gender, age, national origin, ancestry, marital status, military and veteran status, registered domestic partner status, medical condition, sexual orientation, gender identity, genetic characteristic, physical or mental disability, or any other legally protected characteristic in hiring, admissions, and educational programs or activities, all as required by applicable laws and regulations. The college also practices affirmative action in hiring. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning the Civil Rights Act of 1960, the Age Discrimination in Employment Act of 1975, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and other related federal, state, and local legislation, executive orders, regulations, and guidelines has been delegated to the director of human resources, Lonnie Boyd, Southwestern College, 100 College, Winfield, KS 67156, telephone 620.229.6141. Persons with questions or concerns regarding this policy may contact Lonnie Boyd, director of human resources.

■ ACCIDENTS OR INJURY

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

■ ADA COMPLIANCE

Southwestern College Professional Studies is committed to making reasonable accommodations for qualified students with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please contact the director of learner support and academic success via your academic success coach.

■ DISABILITY SERVICES

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

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

General Information

■ CATALOGS

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

Selection of Catalog

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

Learners who stop out for one full year or longer enter under the current catalog and will take the Capstone requirement. Learners will contact IT regarding restoration of courses previously taken. Written confirmation from IT either to student or instructor regarding courses that cannot be restored must be provided to justify not using an artifact from the course. In lieu of a course artifact an experiential essay is required to show mastery of some course outcomes as they relate to program outcomes.

■ SOC

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

SOC Degree Network System

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

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

General Information

■ **OFFICE LOCATIONS**

KANSAS

Wichita
2040 S. Rock Road
Wichita, KS 67207-5350
Ph: 316.684.5335 ▪ Fax: 316.688.5218
enrollment@sckans.edu

McConnell AFB
22 FSS/FSDE
53474 Lawrence Ct.
Bldg. 412, Suite C, Room 116
McConnell AFB, KS 67221-4000
Ph: 316.688-3397
enrollment@sckans.edu

Fort Riley
Building 217, Custer Ave.
Fort Riley, KS 66442
Ph: 785.784.9930 ▪ Fax: 785.239.6739
enrollment@sckans.edu

Kansas City
3965 W. 83rd Street, Suite 251
Prairie Village, KS 66208
Ph: 913.223.3268 ▪ Fax: 316.688.5215
enrollment@sckans.edu

Winfield – Residential Campus
100 College Street
Winfield, KS 67156
Toll Free Ph: 800.846.1543
http://www.sckans.edu/campus/

OKLAHOMA

Midwest City
1401 S. Douglas Blvd. Suite P
Midwest City, OK 73130
Ph: 405.733.3301 ▪ Fax: 405.733.1254
enrollment@sckans.edu

**For an up-to-date and complete listing of staff visit
our website at:**
http://ps.sckans.edu/staff-directory

■ ADMISSIONS

All degree-seeking applicants must have completed a minimum of 6 credit hours of college level work after having graduated high school and earned a minimum cumulative GPA of 2.0 in those courses.

Applicants must fill out a complete application packet and submit official transcripts from each institution they have previously attended. Once it is determined that the applicant meets all admission requirements, the applicant will be admitted to Southwestern College Professional Studies with provisional status until all official transcripts* are received from each institution the applicant has previously attended.

To be fully eligible for admission to Southwestern College Professional Studies and to be eligible to receive federal financial aid, Southwestern College must have received all official transcripts for the learner. New learners have eight (8) weeks from the first day of their first class to get all of their official transcripts* submitted to and received by the Southwestern College registrar. If at the end of eight (8) weeks, the Southwestern College registrar has not received all previous college transcripts, the learner will not be allowed to enroll in any future classes and will be dropped from all future sessions. Learners will not, however, be withdrawn from any course(s) currently in progress during the eight (8) weeks of provisional admission status. Learners will be eligible for full admission status when all official college transcripts have been received by the office of the registrar. Federal financial aid which the learner is eligible to receive under federal guidelines cannot be disbursed to the learner who has not been fully admitted to Southwestern College.

Transfer hours should include English Composition 1 and 2 and a course in mathematics (statistics and probability, college algebra, or more advanced college credit bearing mathematics course requiring college algebra or higher as a prerequisite preferred) with a C or better. Any college level math course will be considered as long as it counted toward graduation requirements at the institution where it was earned.

If these courses are not included in transfer credit, they will be required for graduation and may be completed at Southwestern College Professional Studies.

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

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

■ GUEST LEARNERS

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

Getting Started

■ **CERTIFICATE LEARNERS**

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

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

■ **READMISSION**

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

■ **INTERNATIONAL LEARNERS**

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

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

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

Transfer learners must provide official copies of all college transcripts and record of any undergraduate and graduate degrees awarded. All foreign credentials not listed in English should have an accompanying literal translation. Alternatively, learners can provide a third-party transcript evaluation from an organization such as ECE or WES. Please see the Transfer Learners section in this catalog for additional information.

An international learner who enrolls as a degree-seeking learner at Southwestern and who has taken courses outside the United States must pay a fee to have these credits evaluated.

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

Category 2: Learners who are required to apply for an F-1 visa should plan to work jointly with a main campus and a Professional Studies admissions representative in order to ensure that all college admission and visa application requirements are met. Prospective learners can begin the process by contacting a Professional Studies admissions representative at 888.684.5335.

■ **INTERNATIONAL LEARNERS** *(continued)*

In addition, international learners (category 2) must submit a certified bank statement indicating that the learner or the learner's sponsor has sufficient funds to meet the first year's expenses, a personal statement about the learner's background, interests and personal accomplishments, and three letters of recommendation. International learners will be required to enroll in and pay for in full at the time of enrollment, 12 credit hours each semester. If the learner is being sponsored, a certified letter from the sponsor should be submitted indicating the sponsor will be supporting the learner during the learner's stay in the United States. If the learner is sponsored by the learner's home government, the learner should send a certified letter from the government indicating support and billing information. International learners are subject to the same academic admission requirements as other Professional Studies learners.

■ **ACADEMIC SUCCESS COACHING (ADVISING)**

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

Meet our academic success coaching staff at:

http://ps.sckans.edu/academic-success-coaches

■ **PRIOR LEARNING ASSESSMENT**

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

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

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

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

Transfer Credit

Learners must provide an official transcript of coursework done at all other institutions to apply those hours toward requirements at Southwestern College. Only hours successfully completed and/or degrees earned at institutions recognized by the Council for Higher Education Accreditation (CHEA) may be considered. Southwestern College does not recognize credit for varsity athletics or remedial/developmental coursework. Any exception to the above requirements must be approved by the appropriate academic governance committee.

Transfer hours should include English Composition 1 and 2 and a course in mathematics (statistics and probability, college algebra, or more advanced college credit bearing mathematics course requiring college

algebra or higher as a prerequisite preferred) with a C or better. Any college level math course will be considered as long as it counted toward graduation requirements at the institution where it was earned. These courses are required for graduation and may be completed at Southwestern College Professional Studies.

Transferring a Completed AA or AS Degree

Any learner with a completed associate of arts (AA), associate of science (AS), or associate of applied science (AAS) from an institution recognized by the Council for Higher Education Accreditation is waived from all general education requirements with the exception of College Composition 2 (ENGL102) or its equivalent. Students may also provide alternative demonstration of this level of writing competence. Teacher Education and Nursing majors should refer to their program handbooks for additional requirements. Any student with a bachelor's degree is waived from all general education requirements.

Credit for Prior Learning Portfolio

Southwestern College recognizes that some learning takes place outside the classroom. We are affiliated with LearningCounts.org and will accept in transfer the credit recommendations from the NCCRS/Learning Counts* transcript.

Please visit www.learningcounts.org for more information about earning credit for what you know. Southwestern College charges no fee for this option; however, www.learningcounts.org charges varying fees for different levels of service. Credits earned through the portfolio process are graded satisfactory (S) and count towards graduation, but do not count towards the 30 hours required at Southwestern College.

*CAEL/NCCRS – Council for Adult and Experiential Learning / National College Credit Recommendation Service, Regents of the University of the State of New York.

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

Validation of Credits by Examination
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 (CLEP), Advanced Placement program, Dantes Subject Standardized Test (DSST), the National Council Licensure Examination for Registered Nursing (NCLEX-RN), 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.

RN Licensure Validation
RN to BSN learners may receive up to 30 hours of nursing credit for proficiency validated by licensure. These credits are determined by the completion of lower division nursing courses (grade of C or better) which contain competency validation of outcomes equivalent to those achieved in baccalaureate-degree-granting institutions (required in order to take the NCLEX-RN exam) and successfully passing the Registered Nurse state board licensure exam. If a student leaves the RN-BSN program prior to graduation, these nursing credits are not transferable

to another institution and might not be transferred to another major at Southwestern College.

In order to receive credit hours for knowledge validated by licensure the registered nurse must:
1. Hold a current and unrestricted RN licensure in practicing/residency state,
2. Have been active in clinical practice for at least the last two years, or have graduated from a nursing program within the last year, and
3. Maintain a grade of "C" in the RN to BSN nursing courses

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

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

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

Academics

Extra Institutional Credit

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

■ CODE OF CONDUCT

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

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

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

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

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

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

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

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

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

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

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

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

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

Academics

■ **ACADEMIC INTEGRITY**

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

1. Cheating is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. Fabrication is the falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
3. Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications to phrasings do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.
4. Dissimulation is the disguising or altering of one's own actions as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for such things as missing classes, postponing tests, handing in late papers; turning in a written assignment or a portion of a written assignment for one class that was originally written for another class, without the express written consent of the instructor etc.

5. Abuse of resources is the damaging of any resource material or inappropriately limiting access to resource material which is necessary for academic work. Examples: hiding library materials; removing non-circulating material from the library; hiding or stealing another person's textbook, notes or software; failure to return library materials when requested by the library, etc.
6. Forgery of academic documents is the unauthorized changing or construction of any academic document. Examples: changing transcripts, changing grade books, changing grades on papers which have been returned, forging signatures, etc. Examples also include completion of an application for any Southwestern College academic program which omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.
7. Sabotage is the damaging or impeding of the academic work of another learner. Examples: ruining another learner's lab work, failure to participate in group assignments, destroying another learner's term paper, etc.
8. Aiding and abetting academic dishonesty is knowingly facilitating any act defined in items 1-7.

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

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

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

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

4. The learner may appeal the instructor's decision to the academic dean of Professional Studies.

Institutional:
1. When a zero is recorded for an assignment because of intentional academic dishonesty the occurrence will be a reported, in writing, to the academic dean of Professional Studies.

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

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

4. The academic dean of Professional Studies will review the documentation and may issue a written warning (probable first violation) or suspend (subsequent violations) the learner from Southwestern College.

5. The learner may appeal the academic dean of Professional Studies decision to the appropriate academic governance committee. Appeals must be submitted in writing within 30 days of notification by the academic dean of Professional Studies. Decisions of the academic governance committee are final.

■ **UNDERGRADUATE DEGREES OFFERED**
Southwestern College confers the following undergraduate degrees for program offered in Professional Studies:

A.G.S., Associate of General Studies

B.A., Bachelor of Arts

B.G.S., Bachelor of General Studies

B.S., Bachelor of Science

B.S.N., Bachelor of Science in Nursing

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

■ **CERTIFICATE PROGRAMS OFFERED**
Southwestern College offers undergraduate certificates. Credit hours earned for these certificate programs can be used to satisfy credit hour requirements for Southwestern College bachelor's degrees. Certificates are awarded only for courses taken at Southwestern College unless otherwise stated in an extra-institutional or military education agreement.

Certificates
- Cyber Crime Investigation
- Homeland Security
- Lean Six Sigma
- Operational Leadership
- Organizational Communication

Academics

■ **DECLARATION OF MAJOR**

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

■ **DECLARATION OF MINOR**

There are no minors offered in Professional Studies programs.

■ **CHANGING MAJORS**

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

■ **COURSE NUMBERING SYSTEM**

Courses are numbered by level:

100 Freshman
200 Sophomore
300* Junior
400* Senior
500+ Graduate

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

■ **GRADING SYSTEM**

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

A+ = The grade of A+ is reserved for a perfect score (100%) of all work in a course

A = Superior work
(A+ or A, 4 points; A–, 3.67)

B = Above average work
(B+, 3.33; B, 3; B–, 2.67)

C = Average work
(C+, 2.33; C, 2; C–, 1.67)

D = Minimally acceptable work for receiving credit
(D+, 1.33; D, 1; D–, 0.67)

F = Failure
(0 points)

WF = Withdraw Failure
(0 points)

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

WD = Withdrawal from a course

AW = Administrative withdrawal from a course

I = Incomplete work

WM = Withdrawal by the Army
(obtained through the Army)

S = Satisfactory work
(equivalent to a C- or better)

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

Academics

■ **CALENDAR OF SESSIONS**

Southwestern College Professional Studies programs include eight, six-week sessions each year, with three sessions during the traditional fall and spring semesters and two sessions in the summer semester. Teacher Education courses are offered in a combination of 12-week and 6-week sessions. Courses are offered online, on ground, and in a blended environment. Enrollment is completed online or at any on ground location. Enrollment opens:

▪ May 12, 2015 for Fall 2015 Session 1-3
▪ Nov 10, 2015 for Spring 2016 Sessions 1-3
▪ April 12, 2016 for Summer 2016 Sessions 1-2

Enrollment remains open through Monday at 4:59 p.m. Central Time the day the session begins.

Fall Semester
Session 1:   Aug 17 – Sept 27, 2015
Session 2:   Sept 28 – Nov 8, 2015
Session 3:   Nov 9 – Dec 20, 2015

Spring Semester
Session 1:   Jan 11 – Feb 21, 2016
Session 2:   Feb 22 – April 3, 2016
Session 3:   April 4 – May 15, 2016

Summer Semester
PS Session 1:   May 16 – Jun 26, 2016
PS Session 2:   Jul 4 – Aug 14, 2016

NURS435 and EDUC courses may combine two sessions in a single semester for one 12 week session.

■ **POWER CAMPUS SELF-SERVICE AND COURSE SELECTION**

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

https://web01.sckans.edu/SelfService/Home.aspx

■ **BLACKBOARD LEARN**

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

■ **COURSE LOAD**

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

■ **INDEPENDENT STUDY**

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

Academics

■ **COURSE PARTICIPATION**

For on ground courses, learners are expected to attend all classes for the full length of the class period. More than one absence in a six week period is considered unacceptable and may result in a lower grade for the course. Late arrival or early departure may be counted as absences at the discretion of the instructor. Failure to participate in an on ground class during the first week of a session may result in a drop from that course. Learners are responsible for missed material and for arranging make-up work.

For online learners, regular, systematic weekly participation is expected according to the tenets established on the course syllabus. More than one week of nonparticipation in one six-week period may result in a lower grade for the course. Learners who fail to demonstrate participation in an online course by the end of the first week of class may be dropped unless other arrangements have been made with the instructor.

■ **EXTRA CREDIT POLICY**

Southwestern College Professional Studies instructors may not offer extra credit to learners.

■ **FAILURE TO MEET COURSE REQUIREMENTS**

In order to pass a course all key assignments must be complete. Failure to complete and submit any key assignment may result in a failing grade for the course.

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

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

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

■ **INCOMPLETE WORK**

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

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

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

Extension of the deadline may be allowed by special permission of the academic dean of Professional Studies in cases of illness or other conditions beyond the learner's control. Requests for extensions of deadlines must be initiated by the learner and endorsed by the instructor involved in order to be

■ **INCOMPLETE WORK** *(continued)*
considered. During the period in which a learner holds an incomplete, the grade point average will be calculated without counting the incomplete. A learner who has received a grade of Incomplete in a course cannot submit a withdrawal request for the course.

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

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

All written appeals should be submitted in a letter document format which should include any relevant information including specific assignments in question. Appeals can be submitted electronically via email to the academic dean of Professional Studies with the documents as attachments.

The academic governance committee has the right to interview the learner, the faculty member(s), and other pertinent individuals in an effort to reach a just

resolution of the issue. The committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the committee.

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

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

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

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

Withdrawal from College

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

Administrative Withdrawal

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

■ **ASSESSMENT**

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

■ **ACADEMIC FORGIVENESS**

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

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

Academics

◼ **ACADEMIC STANDING**

To remain in satisfactory academic standing, a learner must maintain a cumulative grade point average (GPA) of 2.0 each session and make satisfactory academic progress towards his/her undergraduate degree. At the end of each session, the GPA and academic records of the learner will be evaluated to determine academic standing. Failure to remain in satisfactory academic standing may result in the learner being placed on academic warning, probation, suspension or expulsion. Students enrolled in Education programs should refer to the Education Catalog for more information.

Satisfactory Academic Standing

A learner will remain in satisfactory academic standing if his/her cumulative and major grade point average is 2.0 or above, has earned no grade below a "C" and withdraws from no more than three courses in an academic year. Learners not meeting satisfactory academic standing may be moved into warning, probation, or suspension.

Positive Academic Progress

Positive academic progress is defined as, diligent and determined academic performance as evidenced by consistent improvement each session as reflected in the cumulative and major grade point average.

Academic Warning

Academic warning is a caution to the learner that he/she is in jeopardy of being placed on academic probation. The following conditions may qualify a learner for academic warning:

▪ Foundation courses taken at Southwestern College with less than a 2.0

▪ First session at Southwestern College with less than 2.0 grade point average earned

▪ Grade point average of major below 2.0

▪ More than two withdrawals per academic year with a cumulative grade point average above 2.0

▪ Degree seeking learners with an Southwestern College grade point average below 2.0 with missing transcripts

Warning serves as cautionary note on the learner's internal record only. Learners on academic warning will be evaluated for satisfactory academic standing each session they are enrolled. If the learner fails to improve his/her academic standing each session, he/she may be moved to academic probation.

Academic Probation

After completing 6 credit hours of coursework, a learner must have a minimum cumulative grade point average of 2.0, earned no grade below a "C", and no more than 3 withdraws in an academic year. Those not meeting these conditions may be placed on academic probation and a permanent probation status note will be placed on the learner's transcript. The learner will receive notification from the appropriate academic administrator. Any learner placed on probation is subject to the conditions prescribed by the academic dean of Professional Studies.

Learners placed on academic probation as a result of an approved suspension appeal, will be held accountable to the conditions as outlined in their re-admittance letter.

Learners on probation are monitored for a minimum of three sessions, may be required to repeat as soon as possible any course in which they received less than a 2.0, raise his/her cumulative grade point average to a 2.0 or above, and not receive a grade lower than a "C." If at any time a learner does not show consistent positive academic progress, the learner may be immediately placed on academic suspension.

Learners enrolled in the Education program, should refer to the Education catalog and program handbook for further information.

Academic Probation *(continued)*
In addition, learners who violate professional or academic standards of conduct may also be subject to probation, suspension or expulsion.

Academic Suspension
Learners who fail to maintain defined satisfactory academic standards may be suspended from the college. Learners may expect to have his/her academic standing reviewed more frequently, if the appropriate academic administrator so requests. Learners who violate professional or academic standards of conduct may also be subject to suspension or expulsion. Learners placed on academic suspension, will be required to sit out **for a required reflection period for no less than the following time frames:**

- 1st suspension - 3 sessions
- 2nd suspension - 8 sessions

Learners who sit out for more than 8 sessions will be required to follow new catalog requirements upon returning to school.

Learners who have been suspended, after the required reflection period, may appeal and if re-admitted will return to Southwestern College Professional Studies on academic probation. Learners with an excess of two academic suspensions will be expelled from Southwestern College Professional Studies, with no further review or appeals given.

Appeal
Any learner who is academically suspended has the right to appeal and may request a reinstatement after the required reflection period. An appeal must be made in writing, should include any relevant information or documentation that supports the reason for the appeal and be addressed to the academic dean of Professional Studies and Professional Studies Academic Affairs Council (PSAAC). Appeals should be submitted in a Word document and attached to an email to the learner's academic success coach. Appeals will be reviewed by PSAAC and the council's decision shall be final. The PSAAC may require a learner to sit out longer than prescribed by the suspension process.

A learner, who has been previously suspended and granted an appeal, may be readmitted on a probationary basis and is subject to the stipulations as defined by the academic dean of Professional Studies and PSAAC.

Learners not enrolled for 12 consecutive months or longer, will be required to submit a new application along with the appeal and will matriculate under the current catalog requirements.

Expulsion
A learner, who has previously been suspended and allowed to reenter under the appeal process, may be expelled if satisfactory academic progress is not maintained. No further reviews or appeals will be permitted. This includes withdrawing and/or receiving a grade of less than a "B" in any course.

Learners who violate professional or academic standards of conduct may also be expelled with no further review or appeal.

■ **REQUIREMENTS FOR GRADUATION**

Degree Requirements

1. Complete the specific course requirements for a major field of study with a minimum grade point average of 2.0 in those courses required by each major, certificate or secondary licensure to be granted.

2. Complete all learner qualification profile competency requirements.

3. Complete a minimum of 124 credit hours for a bachelor's degree. Complete a minimum of 64 credits for an associate's degree.

4. Have completed a minimum of 60 hours at a baccalaureate-degree-granting institution for a bachelor's degree.

5. Have an overall grade point average of 2.0 and meet specific program grade point average requirements.

6. Have Southwestern College course credit of at least 30 credit hours *(cannot include prior learning experience credit)*.

7. Have taken 15 of the last 30 course credit hours at Southwestern *(waived for Professional Studies learners who are qualified military personnel under a SOC agreement)*.

8. Complete the application for degree by the stated deadline.

9. Accept the judgment of school administrators in substituting transfer credits for courses in the Southwestern College catalog.

10. Be elected to the respective degree by the faculty and by the Board of Trustees.

■ **HONORS**

Graduation with Honors

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

Dean's Honor Roll

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

Valedictorian/Salutatorian

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

Order of the Mound

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

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

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

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

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

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

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

■ **ALPHA SIGMA LAMBDA**

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

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

■ **SIGMA THETA TAU**

Sigma Theta Tau is an international honor society for nursing majors. Founded in 1922, STTI – with members in approximately 490 chapters throughout 85 countries – supports the learning, knowledge, and professional development of nurses making a difference in global health.

Southwestern College is part of the Epsilon Gamma-At Large chapter which includes five area baccalaureate in nursing programs.

■ **CONFERRING DEGREES**

Learners who have completed all degree requirements must complete and return an application for degree to the office of the registrar by the first day of the month preceding graduation to be considered for graduation.

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

Learners who complete requirements in May, or the end of the summer semester immediately following, may participate in May Commencement ceremonies.

Learners who complete requirements in December may participate in Commencement ceremonies the following May. Commencement ceremonies are held annually in May on the main campus in Winfield, Kansas.

■ **CHARGES and FEES**

Tuition

$ 446 ....All undergraduate programs*
      (per credit hour)

Fees

$ 100 ....Online materials fee

$ 25 ....Application fee

$ 30 ....Technology fee (*per session*)

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

$ 7 ....Official transcript fee *(per copy)*

$ 10 ....Faxed official transcript fee *(per copy)*

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

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

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

$ 50 ....Student teaching fee *(per semester)*

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

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

* Business Alliance Tuition Discounts are available for eligible employees of Business Alliance Partners.

■ **TEXTBOOKS**

If a textbook is required for a course, it is the learner's responsibility to obtain textbooks**.** In lieu of a textbook, some courses may have course materials provided for which there is a course material fee. The learner should consult the course syllabus for textbook or course materials requirements. Syllabi can be found in the Current Learner section of the website at: http://ps.sckans.edu/course-syllabi. Southwestern College has an agreement with its preferred textbook vendor that allows a learner to purchase through the enrollment center by debit or credit card. The college is in compliance with the Higher Education and Opportunity Act (HEOA) provision on course material information disclosure through their preferred vendor at http://bookstore.mbsdirect.net/sckans.htm.

■ **OFFICIAL TRANSCRIPTS**

A transcript is a certified copy of a student's permanent academic record. It contains confidential information and cannot be released without the student's signed, specific request.

Learners may order as many transcripts as desired in one online transaction using any major credit card. Southwestern College offers electronic transcript delivery to other educational institutions (through the National Student Clearinghouse) as well as by mail, fax, and overnight delivery options.

Learners may order their transcripts online by selecting *Records Request* in PowerCAMPUS Self-Service or through www.getmytranscript.com**.**

■ **PAYMENT OF ACOUNTS**

Payment Policy

Learners Payment Obligation

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

Failure to make Payment Arrangement

Failure to pay in full or arrange for a payment plan by the final day for adding may result in future classes being dropped. Failure to make any payment as agreed in a payment plan may result in a mandatory administrative withdrawal from courses in which the learner is currently enrolled.

Financial

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

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

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

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

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

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

Company Reimbursement
For tuition reimbursed by an employer, the learner must submit a copy of the employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement to Accounts@sckans.edu. The learner must also select the Company Reimbursement payment option in ePayment each semester. Balances will be deferred for 60 days from the end of the semester on tuition and fees covered by your employer. Payment for all tuition and fees not covered by the employer is due by the first day of class. A $15 nonrefundable fee will be assessed unless the full amount of tuition and fees is paid in full by the first day of class. The authorization letter/voucher should be printed on company letterhead and must specify the following:

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

Financial

Direct Company Billing

If a learner's organization has authorized Southwestern College for direct billing to the organization, a voucher or letter authorizing the direct billing must be submitted to the Student Accounts Office at Accounts@sckans.edu. They must also select the Third Party Payer payment option in ePayment each semester. Learners will be responsible for paying any fees not paid by their sponsor. The letter should be printed on company letterhead and must specify the following:

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

MILITARY

All Active Duty Army

Army learners must register through the portal. Southwestern College works directly with the Army for payment of accounts (some exceptions may apply). They should select the Third Party Payer payment option in ePayment each semester.

Active Duty and Reserve Air Force

After registering for courses with Southwestern College, all active duty and reserve Air Force who wish to use tuition assistance (TA) as payment for their course(s) and fee(s) will need to log into the AI Portal and request tuition assistance. Once learners have been notified of TA approval, they will then need to select the Third Party Payer payment option in ePayment each semester.

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

After registering for courses with Southwestern College, all Navy, Marines, Coast Guard, and DoD learners who wish to use Tuition Assistance (TA) as payment for their course(s) and fee(s) will need to submit their approved TA form to Student Accounts at Accounts@sckans.edu. Learners also need to select

the Third Party Payer payment option in ePayment each semester.

VA Education Benefits

A Veterans Affairs certifying official is on staff at Southwestern College. If a learner wishes to activate VA education benefits for use at Southwestern College, contact VA@sckans.edu. Learners must also select the GI Bill payment option in ePayment each semester.

Past Due Accounts

Prior balances

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

Finance Charges

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

Final Payment Notices

Any past due account in which a payment arrangement has not been made will receive a 30 day letter. If payment is not made upon receiving a final notice, the account is subject to being sent to collections.

Collections

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

■ **ADMNISTRATIVE WITHDRAWAL**

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

■ **CANCELLATION OF CHARGES**

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

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

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

For courses lasting six weeks

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

For courses lasting twelve weeks or longer

- ▪ Full tuition will be reimbursed when withdrawal notice is given before midnight Sunday the end of the first week of class.
- ▪ Seventy percent of tuition will be reimbursed when notice is given before midnight Sunday of the fourth week of class.
- ▪ Tuition is not reimbursed when notice is given after midnight Sunday of the fourth week of class.

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

Financial Aid Regulations
The following regulations govern all scholarships and grants:

1. Southwestern College Scholarships and grants are awarded by application.

2. Southwestern College is federally obligated to adjust the financial aid awards of learners who withdraw prior to the end of the semester or who reduce the number of hours enrolled in during a semester. Southwestern College Scholarships and grants are adjusted according to the college's policies on cancellations and refunds. Federal and state aid is adjusted according to federal regulation

3. For learners receiving state or federal aid, Southwestern College is required by law not to offer institutional aid that would exceed the financial need of the student.

4. Financial aid awards are credited to student accounts according to federal regulation and divided among the student's total number of terms (maximum of three within a 12 months period – summer, fall, spring).

5. Learners in the Professional Studies and graduate programs are not eligible for main campus institutional aid programs.

6. The entire financial aid award may be voided if incorrect or false information is provided on the Free Application for Federal Student Aid (FAFSA). Intentional false statements or misrepresentation on any of the student's financial aid application materials may subject the filer to a fine or imprisonment, or both, under provisions of the U.S. Criminal Code.

■ **CANCELLATION OF FINANCIAL AID**
Withdrawing learners who have received financial aid are required to return a portion of their aid to those sources that assisted in enrollment.

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

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

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

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

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

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), indicating Southwestern College (School Code Number 001940) on the form. Application forms may be obtained online at www.fafsa.gov. Priority application receipt date for financial aid for all returning learners is April 1.

2. Submit other documents if requested by the Office of Financial Aid.

Financial

Satisfactory Academic Progress

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

1. **Successful Completion of Courses**

   At the end of the fall, spring, and summer semesters, learner progress is measured by comparing the number of attempted credit hours with the number of earned credit hours (i.e., receipt of a grade of A, B, C, D, or S). In any given year, learners must have earned at least 70 percent of the credits they attempted to remain in good standing for financial aid purposes only. The following letter grades do not count toward earned hours, but do count toward the completion of attempted hours:

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

2. **Cumulative Grade Point Average**

   Learners whose work is below a 2.0 cumulative grade point average are failing to make minimum progress toward their degree.

3. **Maximum Time to Degree.**

   Undergraduate learners are eligible to receive federal and state financial aid up to 186 attempted credit hours. Graduate learners are eligible to receive federal and state financial aid up to 54 attempted credit hours.

4. **Overall Pace toward Degree.**

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

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

Financial Aid Warning/Suspension/Probation

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

Conditions for Appeal Reinstatement

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

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

On a case-by-case basis, some students may be placed on financial aid probation without having to appeal the suspension. In these cases, students will be given one semester to rehabilitate satisfactory progress.

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

Consortium Agreements

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

■ **FEDERAL AID**

Federal Pell Grants

This federal program provides non-repayable grants of up to $5,775 to learners who are eligible as determined by the Free Application for Federal Student Aid. The result of the application is used by the Financial Aid Office to determine the amount of the Federal Pell Grant to be awarded.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federal grant program provides funds for students with the highest financial need. Priority is given to students who are eligible for a Federal Pell Grant. The amount of the grant varies depending on funding.

Teacher Assistance for College and Higher Education (TEACH)

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

Financial

Federal Loans

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

Federal Subsidized Direct Loans

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

Federal Unsubsidized Direct Loans

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

More information

Additional financial aid information is available online at http://ps.sckans.edu/applying-financial-aid.

■ **LEARNER COMPLAINT AND APPEALS PROCESS**

Learners with complaints about their account balances, student records, or other non-academic matters should seek resolution with the appropriate administrator. If satisfactory resolution is not achieved at this level within 30 days of the complaint, the learner may file a formal appeal with the Vice President for Professional Studies, whose decision will be issued within 30 days and is final.

■ GENERAL EDUCATION CURRICULUM

Our mission of learner success begins with general education, the part of our curriculum shared by all learners. General education is often perceived by learners as a necessary hoop to jump through before they can get down to business and learn what they've really come to college to learn: the courses in their major. This perception is misguided, though. General education is an integral component of any college degree and supports academic and professional success by providing learners with the broad knowledge and multiple perspectives that today's employers are looking for.

Through the general education curriculum, learners study, integrate, and apply knowledge in various contexts and situations; learners are introduced to a variety of disciplinary perspectives, which is important because different disciplines approach problems and construct meaning in different ways. Individuals who can approach issues and problems from multiple perspectives are more likely to innovate and solve problems in ways that employers value.

General education courses are also significant insofar as they introduce learners to the degree competencies we believe our learners should possess. Degree competencies are those college-level practical and intellectual skills, values, and dispositions that prepare learners to be successful citizens and professionals. In short, degree competencies describe what we believe any individual who holds a bachelor's degree should be able to know and do. These competencies — analytic inquiry, information literacy, quantitative reasoning, communication, and applied learning — are described in detail below and have civic, professional, and personal value. Learners are introduced to and develop this set of competencies in the general education curriculum. These competencies are reinforced and mastered in learners' individual programs of study.

Any learner with a completed associate of arts (AA), associate of science (AS), or associate of applied science (AAS) from an institution recognized by the Council for Higher Education Accreditation is waived from all general education requirements with the exception of College Composition 2 (ENGL102) or its equivalent.

The general education curriculum has two components:

(1) Foundation Course Requirements and
(2) Disciplinary Perspectives Course Requirements.

Programs of Study

FOUNDATION COURSE REQUIREMENTS *(24 credits)* help learners develop basic college-level skills that serve as the foundation for academic success. Foundation requirements must be taken in a specific sequence. Sequencing of these courses is important because each course introduces skills that subsequent course(s) in the sequence build upon and develop. These skills are foundational and will help learners persist to graduation. These skills are also highly valuable in professional and civic contexts. Learners must complete all foundation courses with a C or higher.

- CORE101: Developing Academic and Professional Strengths – *Must take in the first session of enrollment.*
- CORE110: Information Literacy – *Must take in the second session of enrollment if not transferred in.*
- ENGL101: Composition 1 – *Must take in the third session of enrollment if not transferred in.*
- ENGL102: Composition 2 – *Must take in the fourth session after ENGL101 if not transferred in.*
- COM 125: Speech – *Must be completed in the first 30 hours if not transferred in.*
- MASC110: Statistics and Probability; MASC115: College Algebra; or more advanced college credit bearing mathematics course requiring college algebra or higher as a prerequisite – *Must be completed in the first 30 hours if not transferred in.*
- HUM 201: Ethics – *Must be completed in the first 30 hours if not transferred in.*
- COM 301: Professional Communication

DISCIPLINARY PERSPECTIVES COURSE REQUIREMENTS *(16 credits)* come from the fields of arts and sciences and help provide a broad foundation or breadth of knowledge. In addition, disciplinary perspectives courses provide learners with cross-disciplinary knowledge and perspectives that they can integrate and apply into their own area of emphasis. Finally, the skills taught in disciplinary perspectives courses are applicable to complex issues and problems in the learner's major courses, in out-of-school settings, and in civil society.

Social Science (6 credits)**:**
Disciplines that study social institutions, the functioning of human society, and the interrelationships of individuals as members of society, including: Political Sciences, Military Sciences, Social Sciences, Behavioral Sciences, and Economics.

SCPS Social Science courses include:

HRD 325	SMGT315	SSC 111
PSY 110	SOC 131	SSC 133
PSY 252	SSC 110	STL 185

Natural Sciences / Mathematics (4 credits)**:**
Disciplines that study the physical world and its processes, information processes, computation and/or numbers, including: Natural/Physical Sciences, Health and Physical Education, Computer Sciences and Mathematics.

SCPS Natural Science/Mathematics courses include:

BSAD218	COT 420	MASC150
COT 101	CPT 285	PESS205
COT 210	MASC105	
COT 325	MASC110	

Programs of Study

Humanities (6 credits)**:**
Disciplines that study human concerns and constructs rather than natural processes, including: Literature, Fine Arts, Foreign Languages, Philosophy, History, and Religion.

SCPS Humanities courses include:

- *ARTS110*
- *ENGL202*
- *HIS 120*
- *HIST332*
- *HUM 211*
- *HUM 499*
- *LAN 124*
- *MIN 325*
- *MIN 354*
- *MIN 420*
- *THEO225*

DEGREE COMPETENCIES

The following is a detailed description of the particular degree competencies learners will develop at Southwestern College Professional Studies. These competencies are outcomes of both Disciplinary perspectives courses and courses throughout the curriculum.

Analytic Inquiry: The process of dissecting and analyzing complex topics, issues, or data and reviewing the evidence to make informed conclusions and judgments. This competency is reflected in courses CORE101 and HUM 201.

Learners who demonstrate competency in analytic inquiry are able to –

- Identify how a topic, issue, concept, idea, or data set can be analyzed

- Synthesize existing research and other relevant sources that represent various points of view/approaches to form a comprehensive analysis

- Organize and effectively articulate clear, concise, logically extrapolated results using the appropriate medium

- Insightfully discuss in detail relevant and supported limitations and implications of a topic, issue, concept, idea, or data set

Communication: Describes the various forms of oral, written, and interpersonal skills needed to effectively convey meaning in multiple situations and contexts and using the appropriate medium. This competency is reflected in courses ENGL101, ENGL102, COM 125, and COM 301.

Learners who demonstrate competency in communication are able to—

- Read, write, speak, listen, and adapt communication styles in response to context, audience, and task

- Organize, prepare, and deliver information and ideas effectively using the appropriate medium and clear, concise, error-free language

- Adhere to discipline- and task-specific expectations including organization, content, presentation, and format

- Use credible, relevant sources to develop ideas appropriate to discipline and task

Information Literacy: According to the National Forum on Information Literacy, information literacy describes "[t]he ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand." This competency is reflected in course CORE110.

Learners who demonstrate competency in information literacy are able to –

- Identify and access information relevant to the issue, problem, or question using effective, well-designed search strategies and the most appropriate information sources

- Provide a thorough, systematic, and methodic analysis of own and others' assumptions and carefully evaluates the relevance of contexts when presenting findings related to the issue, problem, or question

- Clearly organize, synthesize, develop, and articulate information from sources to achieve a specific purpose

DEGREE COMPETENCIES *(continued)*

▪ Identify and use appropriate systems for documenting external sources in various contexts

▪ Distinguish between common knowledge and ideas requiring attribution, choose the most effective strategy for presenting source information (paraphrase, summary, or quotation), and use information in ways that are true to original context

▪ Recognize the ethical and legal restrictions on the use of published, confidential, and/or proprietary information

Quantitative Reasoning: Describes the ability to reason and solve quantitative problems from a wide array of contexts and life situations, to understand and create sophisticated arguments supported by quantitative evidence, and the ability to clearly communicate those arguments using appropriate media. This competency in reflected in courses MASC110 and MASC115.

Learners who demonstrate competency in quantitative reasoning are able to—

▪ Accurately explain information presented in mathematical forms and make appropriate inferences based on that information

▪ Effectively convert relevant information into accurate calculations, estimates, risk analyses or quantitative evaluations in a way that contributes to a further or deeper understanding

▪ Effectively solve problems by constructing efficient, comprehensive, and accurate calculations

▪ Analyze quantitative data as the basis for making competent judgments and drawing reasonable and appropriately qualified conclusions while recognizing the limits of that analysis

▪ Use quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explain it clearly and effectively

▪ Organize and effectively articulate quantitative information clearly, concisely, ethically, and logically, consistently presenting results using the appropriate medium

Applied Learning: Describes learning that integrates the theories and strategies developed throughout academic coursework for lifelong learning and real-world application. This competency is reflected in course CAPS495.

Learners who demonstrate competency in applied learning are able to—

▪ Identify and explain how specific life experiences illustrate or clarify concepts, theories, methods, and frameworks of fields of study

▪ Independently connect examples, facts, or theories from more than one field of study or perspective

▪ Synthesize or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective

▪ Effectively adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues

▪ Evaluate change in own learning over time, building on prior experiences to respond to new and challenging contexts

Programs of Study

■ **EDUCATION**

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

Southwestern College Educator Preparation Program Conceptual

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

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.

For more information about admission and degree requirements, please refer to the Education Catalog.

■ **BACHELOR OF ARTS**
   MAJOR: EARLY CHILDHOOD EDUCATION

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

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

Please refer to the Education Catalog for specific degree requirements.

■ **BACHELOR OF ARTS**
   MAJOR: ELEMENTARY EDUCATION

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

Please refer to the Education Catalog for specific degree requirements.

Programs of Study

■ **BACHELOR OF ARTS**
 MAJOR: CHRISTIAN MINISTRIES📄

The Bachelor of Arts in Christian Ministries program links theological reflection to contemporary ministry contexts. The program provided education in the interpretation of scripture, Christian theological traditions, and current church practices applicable in a variety of ministry settings. The program contains a common core of biblical and theological studies with broadly defined emphasis areas in pastoral studies and youth ministry. It is designed for maximum flexibility in ministry contexts, as well as to lay the groundwork for graduate ministry education, if desired.

Major Requirements
- HUM 301 Critical Thinking
- MIN 110   introduction to Ministry
- THEO215   Understanding the Old Testament
- THEO216   Understanding the New Testament
- THEO225   Christian Ministry in a Pluralist Context
- THEO301   Systematic Theology 1
- THEO302   Systematic Theology 2
- MIN 332   Caring in the Christian Community
- THEO333   The Church: Origins to the Middle Ages
- THEO334   The Church: Renaissance to the Present
- MIN 420   The Church and Mission
- MIN 454   Practicum in Ministry

Pastoral Studies Emphasis Requirements
- THEO340   Hermeneutics
- THEO401   Theological Systems and Issues
- THEO415   Denominational Heritage and Structure
- MIN425   Church Administration and Finance

Youth Ministry Emphasis Requirements
- MIN 124   Introduction to Youth Ministry
- MIN 224   Adolescent Spirituality
- MIN 324   Teaching Methods in Youth Ministry
- MIN 424   Applications in Youth Ministry

Electives
- MIN 325   Public Speaking in Ministry
- MIN 354   United Methodist History
- THEO320   Philosophy of Religion

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

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

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

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

Programs of Study

■ ASSOCIATE OF GENERAL STUDIES

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

The program includes a series of foundation and disciplinary perspective courses. The remainder of the program hours will be composed of courses selected from a minimum of three different disciplines.

Foundation Courses:
- CORE101   Developing Academic and Professional   Strengths
- CORE110   Information Literacy
- ENGL101   Composition 1
- ENGL102   Composition 2
- COM 125   Speech
- MASC110: Statistics and Probability, MASC115: College Algebra, or more advanced college credit bearing mathematics course requiring college algebra or higher as a prerequisite
- HUM 201   Ethics
- COM 301   Professional Communication

Disciplinary Perspective Courses
- Humanities (6 credits)
- Natural Sciences/Mathematics (4 credits)
- Social Sciences (6 credits)

Areas of Study
A minimum of three different disciplines ■

BACHELOR OF GENERAL STUDIES

The Bachelor of General Studies (BGS) degree is an interdisciplinary degree designed for learners with specific learning and/or career goals that can be better accomplished through an individualized program of study than a traditional major.

As an interdisciplinary degree the BGS degree provides graduates with a broad base of knowledge that makes them marketable in a number of different professions.

BGS learners create individualized programs of study that directly apply to their personal and professional goals.

Foundation Courses:
- CORE101   Developing Academic and Professional   Strengths
- CORE110   Information Literacy
- ENGL101   Composition 1
- ENGL102   Composition 2
- COM 125   Speech
- MASC110: Statistics and Probability, MASC115: College Algebra, or more advanced college credit bearing mathematics course requiring college algebra or higher as a prerequisite
- HUM 201   Ethics
- COM 301   Professional Communication

Disciplinary Perspective Courses
- Humanities (6 credits)
- Natural Sciences/Mathematics (4 credits)
- Social Sciences (6 credits)

Areas of Study* (36 upper division credits)
- 2-3 approved areas of study (12+ credits each)
- CAPS495   Senior Capstone

Learners interested in the BGS degree will prepare a proposal for individualized program of study addressing the areas they wish to pursue and how they apply to their personal and/or professional goals.

Programs of Study

■ **BACHELOR OF SCIENCE**
   MAJOR: ACCOUNTING

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

Required Prerequisites
- COM 125   Speech
- MASC115   College Algebra
- MASC110   Statistics and Probability
- SSC 110   Principles of Microeconomics
- SSC 111   Principles of Macroeconomics

Major Courses
- ACCT285   Financial Accounting
- ACCT305   Corporate Finance
- ACCT320   Ethics for Accounting Professionals
- ACCT325   Managerial Accounting
- ACCT380   Intermediate Accounting I
- ACCT381   Intermediate Accounting II
- ACCT382   Federal Income Taxation- Personal
- ACCT482   Federal Income Taxation-Corporate
- ACCT483   Cost Accounting
- ACCT484   Accounting Information Systems
- ACCT490   Auditing Theory and Practice
- ACCT493   Forensic Accounting
- ACCT497   Accounting Capstone

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

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

Required Prerequisites
- COM 125   Speech
- HUM 201   Ethics
- MASC115   College Algebra
- MASC110   Statistics and Probability
- ACCT285   Financial Accounting
- SSC 110   Principles of Microeconomics
- SSC 111   Principles of Macroeconomics
- BSAD395   Corporate Finance

Major Courses
- BSAD310   Financial Accounting Systems
- BSAD320   Managerial Economics
- BSAD340   Legal Environment of Business
- BSAD394   Marketing
- BSAD410   Global Business
- BSAD420   Information Systems Analysis and Design
- HRD 345   Managing Human Resources
- BSAD415   Negotiation and Conflict Resolution
- BSAD430   Financial Management
- BSAD440   Strategic Management
- BSAD497   Business Administration Capstone

Programs of Study

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

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

Major Courses
- BQM 301 Business Quality Management
- BQM 310 Team Management
- BQM 320 Organizational Leadership
- OMGT422 Managerial Accounting
- BQM 444 Project Management
- BQM 450 Statistical Techniques
- BSAD394 Marketing
- CAPS495 Senior Capstone

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

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

Major Courses
- COT 220 Microsoft Access
- CPT 432 Visual Basic.Net Programming Essentials 1
- CPT 433 Visual Basic.Net Programming Essentials 2
- CPT 322 SQL Fundamentals
- CPT 323 VBA, The Internet and Microsoft Office Applications
- CPT 421 Java Programming Principles 1
- CPT 422 Hypertext Markup Language Programming
- CPT 423 Project: Designing and Programming an Application
- CPT 431 Java Programming Principles 2
- CAPS495 Senior Capstone

Programs of Study

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

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

Major Courses
- CJUS300   Foundations of Criminal Justice
- CJUS315   Perspectives in Policing
- CJUS325   Criminal Investigation Techniques
- CJUS335   Correctional Theory and Practice
- CJUS400   Criminology and Deviant Behavior
- CJUS425   Criminal Law and Procedure
- CJUS430   Criminal Justice Organizations: Administration and Management
- CJUS440   Special Topics in Criminal Justice
- CAPS495   Senior Capstone

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

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

Required Prerequisites
- COM 125   Speech
- HUM 201   Ethics
- MASC115   College Algebra
- MASC110   Statistics and Probability

Major Courses
- HCA 280   The Healthcare Industry
- HCA 305   Healthcare Policy, Law, Regulation, and Accreditation
- HCA 306   Accounting in Healthcare
- HCA 315   Economics of Healthcare
- HCA 340   Managing Healthcare Human Resources
- HCA 405   Healthcare Marketing and Development
- HCA 410   Healthcare Information Systems
- HCA 430   Financial Management in Healthcare Services
- HCA 438   Quality Management of Healthcare Services
- HCA 480   Strategic Management of Healthcare Services
- HCA 497   Healthcare Administration Capstone

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

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

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

■ **BACHELOR OF SCIENCE**
   MAJOR: INFORMATION SYSTEMS MANAGEMENT

The Information Systems Management (I.S.M.) program prepares learners to successfully manage information systems innovation, design, development, and operations. The program emphasizes broad knowledge and skills in information systems management and administration and applied knowledge in project, information security, design and development, and innovation management. In addition, the I.S.M. program offers areas of specialization in security, enterprise, data management, and decision support. Learners demonstrate their knowledge and skills throughout the program through their application to realistic scenario and simulation-based activities and applied projects. The core program is 30 hours with 10 core courses and, if a specialty is chosen, 9 additional hours in three specialization courses.

Major Courses
- ISM 200 Management of Information Systems
- ISM 240 Introduction to Problem Solving
- BQM 444 Project Management
- SMGT320 Information Security Management
- BSAD420 Information Systems Analysis and Design
- HRD 323 Finance for Non-Financial Managers
- ISM 367 Business Intelligence and Analytics
- ISM 400 Database Management Systems
- ISM 401 Managing Innovation
- CAPS495 Senior Capstone

ISM Specializations
Security
- ISM 421 Digital Security
- ISM 431 Enterprise Security
- ISM 441 Enterprise Incidence Response

Enterprise Systems
- ISM 427 Enterprise Architecture Management
- ISM 431 Enterprise Security
- ISM 437 Emerging Technologies and the Enterprise

Data Management and Decision Support
- ISM 424 Database Design and Decision Support
- ISM 434 Decision Support Modeling
- ISM 444 Data Visualization

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

Registered nurses (RNs) with a diploma or an associate degree in nursing may earn a Bachelor of Science degree in Nursing (BSN) through Southwestern College Professional Studies. This program builds on previous education and experience and is designed to position graduates for leadership roles and career advancement in a variety of healthcare settings.

In recognition that nurses are broadly educated and have transferable knowledge and skills, the Southwestern College RN to BSN program provides the opportunity for intensive study in nursing leadership, and offers preparation for graduate study in a specialized area of nursing practice or to earn a certificate in related fields offered by SCPS – specifically health administration, education or the faith ministry.

Admission to the RN to BSN Program

Learners seeking admission to the RN to BSN program must:

1. Have completed a Registered Nurse (RN) diploma or associate degree in nursing
2. Provide proof of current, unrestricted licensure to practice as a registered nurse
3. Have a minimum 2.5 cumulative GPA for all college course work. Applicants with at least a 2.0 cumulative GPA but less than a 2.5 may be granted conditional admission.   Conditional admission restricts the number of credit hours to enroll in during any one session and requires a minimum GPA of 2.5 in courses completed in the nursing curriculum at SCPS. Conditional admission learners are expected to work with their Academic Success Coach.
4. Option for Dual enrollment between ADN and BSN: To assist in the seamless transition from an Associate's degree program to a BSN program, learners who have six (6) or fewer credit hours of their associate's degree to complete can apply to Southwestern College's RN to BSN program. Learners can begin taking SCPS nursing courses, while they continue in the completion of their associate degree. A current, unrestricted

Registered Nurse license must be obtained by the end of the fourth course in order for the learner to continue with the nursing program courses.

Validation of Credit

RN to BSN learners may receive up to 30 hours of Nursing credit for proficiency validated by licensure. This is available for nurses who have been active in clinical practice for at least the last two years, or have graduated from an associate degree in nursing program within the last year. This allows 30 nursing credit hours from the associate's degree program to be validated as meeting the outcomes equivalent to those achieved in baccalaureate-degree-granting institutions.

General Education Requirements

The following courses are graduation requirements of the BSN program. If not completed prior to acceptance to the BSN program, and if not offered by SCPS, these courses must be completed at a regionally accredited institution.

- English 101 and 102* .... 6 cr hrs
- Statistics** .... 3 cr hrs
- General Psychology .... 3 cr hrs
- Developmental Psychology,
  Human Development or Lifespan .... 3 cr hrs
- Speech/Oral Communication............... 3 cr hrs
- Human Anatomy and Physiology .... 5 cr hrs
- Microbiology .... 3 cr hrs
- Pathophysiology .... 3 cr hrs
- Nutrition .... 3 cr hrs
- College Math or Algebra .... 3 cr hrs
- Humanities .... 3 cr hrs
- Social Science .... 3 cr hrs
- Electives ....3+ cr hrs

ENGL101 and 102 – It is strongly recommended that these be completed prior to beginning the Nursing courses, must be completed within the first 15 hours.

**Statistics - It is strongly recommended that Statistics be completed prior to beginning the Nursing courses or prior to NURS331.

Programs of Study

Major requirements
- NURS309 Nursing Theories/Professional Practice
- NURS328 Quality Improvement through Information Technology
- NURS329 Healthcare Systems and Policy
- NURS330 Nursing Leadership and Management
- NURS331 Evidence-Based Practice
- NURS406 Patient Centered Care Coordination
- NURS407 The Social and Moral Context of Health
- NURS408 Community-Based Public Health Nursing
- NURS427 Trends and Issues Facing Healthcare
- NURS435 Professional Nursing Practicum/Project

Graduation Requirements
1. Complete all foundation and major courses with an overall GPA of 2.0
2. Complete a minimum of 124 credit hours, a minimum of 30 hours need to be completed at Southwestern College.
3. Complete at least 30 credit hours with a C average or above from Southwestern College.
1. All nursing courses must be completed with a "C" or better.

Nursing Student Handbook
For additional information concerning the Southwestern College RN to BSN program, learners should refer to the Nursing Student Handbook, available on the website.

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

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

Major Courses
- OMGT310 Operations Management 1
- OMGT410 Operations Management 2
- BQM 444 Project Management
- OMGT305 Organizational Quality Management
- OMGT311 Six Sigma Green Belt 1
- OMGT320 Managing Group Dynamics
- OMGT415 Integrative Supply Chain Management
- OMGT422 Finance for Management
- CAPS495 Senior Capstone

Programs of Study

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

With the increasing need for security in a changing world, security professionals with expertise in all aspects of security management and operational administration will be in demand. Security professionals enable private and public organizations to strengthen existing security measures and initiate policies and procedures to ensure a safe and secure working environment, as well as to prevent or limit organizational losses. The Security Management major is targeted to those pursuing employment opportunities in private or government security. Moreover, this career-relevant degree engages learners in studies and practices directed toward entering into, or advancing in the growing security industry. With specific Security Management courses concentrating on managerial techniques and leadership, security theories and practices, this degree offers the knowledge required to enter into this competitive field. Those completing the Security Management program are prepared for a diverse group of Security Management and related jobs in physical security, loss prevention, and information security, homeland security, emergency management, and crime prevention.

Major Courses
- SMGT311   Introduction to Security
- SMGT315   Physical Security
- SMGT320   Information Security
- SMGT321   Homeland Security Fundamentals
- SMGT411   Loss Prevention and Crime Prevention
- SMGT415   Legal Aspects of Security
- SMGT420   Emergency Planning
- SMGT424   Terrorism - Motivations and Adversaries
- CAPS495   Senior Capstone

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

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

Major Requirements
- STL 302   Self Awareness and Personality Traits
- STL 307   Leadership Theories and Practical Applications
- OMGT320   Managing Group Dynamics
- STL 410   Negotiation Skills
- STL 420   Forecasting and Leading Change
- STL 430   Multi-Cultural Perspectives and Global Trends
- STL 435   Strategic Planning
- CAPS495   Senior Capstone

■ **CYBER-CRIME INVESTIGATION CERTIFICATE**

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

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

Programs of Study

■ HOMELAND SECURITY CERTIFICATE

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

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

■ OPERATIONAL LEADERSHIP CERTIFICATE

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

Required Courses
- STL 307   Leadership Theories and Practical Application
- OMGT320   Managing Group Dynamics
- STL 410   Negotiation Skills
- STL 420   Forecasting and Leading Change
- STL 430   Multi-Cultural Perspectives and Global Trends

■ LEAN SIX SIGMA CERTIFICATE

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

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

■ ORGANIZATIONAL COMMUNICATION CERTIFICATE

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

Required Courses
- BQM 310   Team Management
- COM 301   Professional Communication
- HRD 330   Microsoft Office Applications
- OMGT320   Managing Group Dynamics
- STL 302   Self Awareness and Personality Traits

Course Descriptions

ACCT285: Financial Accounting (3 cr hrs)
What are the essential accounting and financial reporting requirements for a business or corporation? Learners explore the answer to this question as they study the accounting cycle from the point of recording business transactions to creating financial statements, and the implications of generally accepted accounting principles (GAAP). Learners translate business transactions into journal entries, post to ledger accounts, examine and develop the components of basic financial statements, and complete the accounting cycle. Learners use financial ratio analyses to evaluate the financial performance of a company. *Prerequisite: MASC115. HCA 306 may be substituted for this course.*

ACCT305: Corporate Finance (3 cr hrs)
A successful accountant is one who is both knowledgeable of the role of accounting and finance from a corporate perspective as well as being an expert in corporate accounting practices and processes. Learners gain the corporate perspective in this course, setting the context for the knowledge and skills emphasized throughout the program. Learners study corporate finance practices such as long-term and short-term investing, capital cash management, and finance decisions required in the financial management of a business. *Prerequisites: MASC115, SSC 110, and SSC 111.*

ACCT320: Ethics for Accounting Professionals (3 cr hrs)
Ethical conduct is a core value for the accounting profession and requirement for accounting professionals. Increasingly, an accounting specific course in ethics is required by states in order to sit for the CPA exam. Learners examine the American Institute of Certified Public Accountant's Code of Professional Conduct, the Kansas Board of Accountancy expectations, and the Sarbanes-Oxley Act requirements. Learners evaluate case studies of some of the most famous accounting scandals and develop an understanding of the ethical issues surrounding those scandals as well as other ethical situations that Accounting Professionals may encounter.

ACCT325: Managerial Accounting (3 cr hrs)
Accounting information provides essential knowledge for effective strategic, operational, and financial decisions. Learners explore the use of accounting information for various management decision-making and budgeting scenarios. Learners differentiate between classification of costs and assign costs to products and services; record the flow of costs through accounts using process, job-order, service, and activity-based costing methods; use variance analysis to compare actual to budgeted costs; and use various managerial accounting methods such as cost-volume-profit and capital investment analysis to evaluate and recommend possible solutions to business issues. *Prior study of accounting principles and professional oral or written communication is recommended.*

ACCT380: Intermediate Accounting 1 (3 cr hrs)
Business transactions must be accurately reflected in journals, financial statements, and other financial reports. Learners study GAAP and financial accounting requirements for different types of business transactions. Learners examine the accounting cycle and the conceptual framework underlying financial accounting; and learn how to recognize, measure, and report receivables, inventories, property, plant, and equipment. *Prerequisite: ACCT285.*

ACCT381: Intermediate Accounting 2 (3 cr hrs)
Accurately assessing and reporting of financial status and performance according to GAAP, International Financial Reporting Standards (IFRS), and Security and Exchange Commission (SEC) requirements, is a critical set of competencies for accounting professionals. With emphasis on complex transactions and activities such as foreign currency transactions, deferred taxes, investments, consolidations, partnerships, liabilities, and corporate equity measurement, learners examine and apply methods and practices for measuring, evaluating, and reporting financial performance for businesses and other corporate entities. *Prerequisite: ACCT380.*

Course Descriptions

ACCT382: Federal Income Taxation-
       Personal (3 cr hrs)
Knowledge of income taxation laws and regulations is essential for accounting professionals, whether actually preparing taxes or assessing their impact on individuals or businesses. Learners study federal income tax law and regulations as it applies to individuals. Learners examine the requirements and implications of filing status, dependents, gross income, itemized deductions, tax credits, cost recovery, and property transactions.

ACCT482: Federal Income Taxation-
       Corporate (3 cr hrs)
Knowledge of income taxation laws and regulations is essential for accounting professionals, whether actually preparing taxes or assessing their impact on individuals or businesses. Learners study the basic principles of business taxation. Learners examine federal tax laws and regulations as they relate to corporations and pass-through entities including partnerships and S-corporations. *Prerequisite: ACCT381*.

ACCT483: Cost Accounting (3 cr hrs)
Cost accounting provides critical knowledge for effective strategic, operations, and financial decision making; and cost control. Learners explore cost accounting methods and practices with emphasis on costing for forecasting, planning, control, and behavior factors. Learners examine the elements of service and product costs, including the application of service, job, process, standard, and variable costing systems and procedures. *Prerequisites: ACCT381 and MASC110.*

ACCT484: Accounting Information Systems (3 cr hrs)
The use of Accounting Information Systems (AIS) and associated information technologies is the norm for accounting operations. Knowledge and skill in AIS use and operations is a core competency for the accounting professional. Learners explore the conceptual foundation of AIS, technologies for information systems, and design models and methods. Successful learners gain the requisite knowledge and skills to access the effectiveness of the processing of accounting data with emphasis on information systems and technology, and to determine the accounting and information system controls that are necessary to ensure accuracy and reliability of the data processed by the accounting system. Learners apply the knowledge and skills gained in this course to the auditing field. Prerequisite: ACCT285.

ACCT490: Auditing Theory and Practice (3 cr hrs)
Ensuring the quality of financial information and systems, and their compliance with internal, GAAP, and governmental standards and regulations is critical to establishing confidence among leadership, shareholders, regulators, and other stakeholders in corporate financial reporting. Learners study the theory, concepts and principles of auditing. Learners examine concepts and practices such as audit evidence, audit risk, fraud detection, ethical conduct and legal restrictions, and professional standards of audit planning and reporting, Sarbanes-Oxley compliance, and audit reporting. *Prerequisites: ACCT381 and ACCT484. Prior study of professional communications is highly recommended.*

Course Descriptions

ACCT493: Forensic Accounting **(3 cr hrs)**
Forensic accounting is an evolving practice and in growing demand within the field of accounting. Successful learners gain knowledge about the root causes of fraud, the characteristics of fraudulent transactions and behaviors, the techniques for executing fraudulent activities, and the vulnerabilities that enable such activities. In addition, leaners further their knowledge of internal control procedures and skill in evaluating whether internal controls aid in fraudulent activities. Leaners examine the methods, techniques, and technologies for fraud detection and investigation; and for valuing the financial and economic impact of fraud on organizations. Leaners also explore the requirements for preparing and presenting expert witness testimony. *Prerequisites: ACCT490 and COM 125.*

ACCT497: Accounting Capstone (3 cr hrs)
Learners engage is two projects that assess their achievements and preparation for pursuit of a professional role in the field of accounting. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as individual responsible citizens, and in encouraging corporate responsible citizenship, and their preparation for accounting leadership. *Prerequisites: all major courses. Prior study of professional communication recommended.*

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

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

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

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

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

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

Course Descriptions

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

BSAD205: Introduction to Business (3 cr hrs)
This course prepares learners for entering the 21st-century business world, providing a general overview of the business world and introducing a broad range of key business topics relevant to a constantly changing field, including entrepreneurship, business ethics, social responsibility, management and other interpersonal business relationships, product development, technology and e-business, managing personal finances, and making appropriate career decisions.

BSAD210: Entrepreneurship (3 cr hrs)
This course surveys the entrepreneurial process. Learners explore the entrepreneurial mindset, how that mindset can benefit large organizations, and the new area of social entrepreneurship. Learners examine how entrepreneurs enter into business ventures, the legal and financial challenges associated with this process, the methods for evaluating ventures, the essentials of a business plan and a strategic plan for growth, and next steps for a mature business.

BSAD218: Business Math (3 cr hrs)
This course focuses on real-world and business applications of math skills, including the management of bank statements, mortgages, credit cards, and financial statements. Learners will perform basic mathematical operations with whole numbers, fractions, decimals, and percents in the context of realistic consumer and business transactions. After completing the course, learners will be able to use basic equations as problem-solving tools for both business and consumer decisions.

BSAD310: Financial Accounting Systems (3 cr hrs)
Accounting information provides essential knowledge for effective strategic, operational, and financial decision making. Learners study the recording, reporting, and interpretation of business transactions from a systems perspective. Applying Generally Accepted Accounting Principles (GAAP) and ethical practices, learners use accounting systems and subsidiary ledgers to collect, classify, summarize, and report business transactions; analyze and prepare financial statements for a variety of real business situations. Learners consider the requirements of external users of accounting information and their dependence on reliable and relevant information for making decisions, as well as legal and regulatory constraints for best practice. *Prerequisites: MASC115 and ACCT285. Prior study of corporate finance highly recommended.*

BSAD320: Managerial Economics (3 cr hrs)
Economic analysis provides essential knowledge for business decision making and the development of business strategies. Given global and regional economic constraints, learners analyze business problems and evaluation solutions by applying micro and macro level economics models and methods. *Prerequisites: SSC 110, SSC 111, and MASC115.*

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

BSAD340: Legal Environment of Business (3 cr hrs)
Legal and regulatory compliance is a critical consideration for all business activities in the United States. Learners examine the relationships among individuals, partnerships, and corporations, as they apply to law. Contracts, consumer law, and the legalities of employer-employee relationships are examined. Legal considerations relevant to global initiatives are explored. *Prerequisite: HUM 201. Prior study of professional communication recommended.*

Course Descriptions

BSAD394: Marketing (3 cr hrs)
Marketing strategies, methods, and practice are experiencing rapid transformation due to the emergence of disruptive technologies and changes in consumer demand. Marketing theories, strategies, ethics, and legal requirements are examined. Learners will also study current and emerging trends in pricing, promotion, distribution, planning, and the product delivery cycle. The impact of these factors on the marketing of different products and services are assessed. *Prerequisite: HUM 201. Prior study of professional communication recommended.*

BSAD395: Corporate Finance (3 cr hrs)
This course provides an introduction to the long-term and short-term investing and financing decisions required in the financial management of a business. Course procedures include quantitative methods, oral and written communication, and group interaction in class. *Prerequisites: MASC110, MASC115, SSC 110 and SSC 111.*

BSAD410: Global Business (3 cr hrs)
The ability to analyze the competitive structures and strategies of global businesses and to formulate effective strategies is an essential competency for businesses in the global marketplace. Competitive strategies, ethical and legal considerations, and management practices for a global business enterprise are examined. Learners evaluate the economic impact of foreign exchange, balance of payments, and the global monetary system on global strategies and operations. *Prerequisite: BSAD320. Prior study of professional communication recommended.*

BSAD415 Negotiation and Conflict Resolution (3 cr hrs)
Effective interpersonal skills are essential for professionals as they communicate, collaborate, and negotiate with other individuals and groups within and outside an organization. Successful learners develop the professional interpersonal, facilitation, negotiation, conflict management, and dispute resolution skills necessary for success in today's complex business environments. This complexity includes elements such as the social, cultural, and economic diversity of the workforce in domestic and global environments. Learners apply these skills in a series of scenarios including those related to personnel, team, contractual, procedural, change, and other stakeholder concerns. *Prerequisite: COM 125.*

BSAD420: Information Systems Analysis and Design (3 cr hrs)
Information systems are the backbone of most business processes and central to the success of many business strategies. Learners examine critical success factors for information systems. These factors include ethical, legal, and regulatory requirements; strategic and operational decision making; employment of effective methods for systems selection, development, and implementation; and the inclusion of key stakeholders throughout the process. Learners select, design, plan development and implementation, and document the system development cycle for a selected information system solution. *Prerequisite: HUM 201.*

BSAD430: Financial Management (3 cr hrs)
Managing financial resources effectively in a complex and disruptive economic environment presents significant challenges for businesses in both the private and public sectors. Learners examine finance concepts and principles; ethical, legal, and regulatory requirements; and financial management best practices. Learners engage in financial analysis and project the impact of potential financial strategies for making decisions. *Prerequisite: BSAD310. Prior study of professional communication recommended.*

Course Descriptions

BSAD440: Strategic Management (3 cr hrs)
Employing successful strategies is essential for private and public sector organizations to be competitive, perform effectively, achieve corporate goals and objectives, and meet the expectations of stakeholders. Learners study strategic management theories and principles and examine best practices for developing and executing successful strategies in complex, disruptive domestic and global markets. Models and methods for leading and motivating employees to effectively execute those strategies are examined. *Prerequisite: Successful completion of all major courses with the exception of the BSAD497. Prior study of professional communication recommended.*

**BSAD490: Essential Economics of
Business** (3 cr hrs)
This course provides the foundation of economic understanding that business leaders need in managerial decision---making. Learners will gain a comprehensive overview of economic theory and analysis, using both qualitative and quantitative tools and techniques. Topics will illustrate the application of economic thinking to a wide variety of practical situations.

**BSAD495: Essential Accounting and
Finance for Business** (3 cr hrs)
This course focuses on the interpretation and analysis of accounting information; how managers can make the best use of accounting information, accounting records, systems, and accountants as essential tools and resources for the purpose of making effective financial decisions; and examining current trends in accounting of importance to the manager. This course has strong emphasis on the use of spreadsheets as tools to examine and evaluate business problems.

**BSAD497: Business Administration
Capstone** (3 cr hrs)
Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of business administration. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as individual responsible citizens and in encouraging corporate responsible citizenship, and their preparation for business leadership. *Prerequisites: Successful completion of all major courses. Prior study of professional communication recommended.*

CAPS495: Senior Capstone (3 cr hrs)
Learners will be required to develop a professional portfolio that demonstrates their knowledge, skills, and abilities in their major discipline. Particular attention will be given to the presentation of evidence and artifacts from their major courses as well as recent research relevant to their major courses and their specific program outcomes. The purpose of the final portfolio project is to document learner achievement and to ensure learning outcomes are met. Additionally, learners will conduct research and report on career potentials within their major field, careers for which they are potentially most qualified, and a specific career and career path of interest resulting from their research. This project is both submitted individual and submitted as part of the professional portfolio. Both projects are required for successful course and degree completion. *Prerequisite: Successful completion of all major courses. Prior study of professional communication recommended.*

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

Course Descriptions

CJUS315: Perspectives in Policing   (3 cr hrs)
This course examines the history, roles, and challenges of law enforcement careers in American society. Learners will develop an understanding of the constitutional, ethical, and workplace expectations of law enforcement professionals, the development of modern police agencies, and the nature of police work. This course also covers contemporary issues, including diversity, discretion, misconduct, use of force, and the dynamics of community policing.

CJUS325: Criminal Investigation Techniques (3 cr hrs)
This course surveys the principles, practices, concepts, and theories applicable to the investigation procedures of law enforcement agents and agencies. Learners assess techniques for collecting, preserving, and evaluating physical evidence. Learners will examine evidence collection relying on interviews and interrogation techniques with a focus on ethical standards and the admissibility of evidence. Learners will also review legal standards associated with criminal investigations and examine the range of evidence that can be collected and admitted in federal and state criminal courts. Finally, learners will examine the elements of crimes against persons and property and the techniques for effectively documenting evidence and information for presentation in court.

CJUS335: Correctional Theory and Practice   (3 cr hrs)
This course surveys the history, philosophy, and structure of the American corrections system. Learners will examine the roles and functions of jails, probation, prisons, parole, intermediate sanctions, and community corrections. Learners will also examine correctional clients and careers, facility management and culture, constitutional guidelines, and the societal and individual impact of prison, probation, and other correctional approaches. Finally, learners will examine controversial issues including the death penalty, the disproportionate incarceration rate of minorities, and the expansion of the corrections industry, including privatization and community surveillance.

CJUS400: Criminology and Deviant Behavior (3 cr hrs)
In this course, learners will explore the origins of criminal behavior and apply criminological knowledge in the effort to understand criminal and deviant behavior. Learners will examine misconceptions and myths about crime as they develop an informed and critical understanding of crime as a function of social and political structures. Learners will also examine how politics and societal attitudes impact policy formation and develop the tools to use data, facts, and evidence to achieve results. Finally, learners will examine the evolution of theories of crime causation, strategies and purposes of crime measurement, and new and future trends in crime.

CJUS425: Criminal Law and Procedure   (3 cr hrs)
This course surveys due process rights of individuals in the criminal justice process. Learners will discuss and analyze the structure and processes of local, state, and federal judicial systems, paying special attention to the impact of the Bill of Rights on the practices of police, prosecutors, and judges, including an examination of the remedies available for the violation of those rights. Learners will explore topics including searches and seizures, interrogations and confessions, and the identification and processing of suspects and defendants throughout the pretrial, trial, and post-trial stages.

Course Descriptions

CJUS425: Criminal Law and Procedure   (3 cr hrs)
This course surveys due process rights of individuals in the criminal justice process. Learners will discuss and analyze the structure and processes of local, state, and federal judicial systems, paying special attention to the impact of the Bill of Rights on the practices of police, prosecutors, and judges, including an examination of the remedies available for the violation of those rights. Learners will explore topics including searches and seizures, interrogations and confessions, and the identification and processing of suspects and defendants throughout the pretrial, trial, and post-trial stages.

CJUS430: Criminal Justice Organizations:

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

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

COM 125: Speech   (3 cr hrs)
This course helps learners majoring in any discipline strengthen communication skills essential for success in academics and the workplace. Learners will focus on listening, evaluating, and delivering spoken discourse based on audience and purpose. Learners will evaluate why some people are more effective than others as public speakers, analyze speeches and audiences, study ethical considerations for speakers, research and organize findings on a topic, and present findings before an audience, and learn techniques for identifying and reducing speech anxiety.

COM 301: Professional Communication   (3 cr hrs)
This course prepares learners to communicate effectively in business settings by helping them develop their written and oral communication skills. The course focuses on traditional and Web-based forms of communication used in business today, including e-mail, letters, memos, reports, proposals, and presentations. The course teaches learners to plan, write, and revise communications for a variety of audiences and in different mediums. It also teaches learners to communicate with greater clarity, economy of language, and vigor, as well as how to communicate professionally with employees, customers, and hiring managers. Learners will participate in interactive online activities and complete real-world assessments that help them produce, evaluate, and improve their own written, oral, and multimedia communication skills. *Prerequisite: ENGL102.*

CORE101: Developing Academic and

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

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

Course Descriptions

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

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

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

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

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

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

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

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

COT 415: Computer Systems Integration (3 cr hrs)
This is a comprehensive, hands-on course that covers basic computer systems service topics as well as more advanced issues pertaining to hardware and operating system configuration, installation and troubleshooting. Additionally, the course expands the learners' practical experience and knowledge in networking maintenance issues, safety and customer service techniques and management.

Course Descriptions

COT 420: Enterprise Forensics (3 cr hrs)
This course surveys the essentials of computer forensics methodology to manage civil, criminal, and administrative investigations. Learners will examine how computer forensics combines elements of computer science and law to collect data from various computer systems. Learners study tools and techniques of obtaining and analyzing digital evidence in legal cases in order to help prepare them to use those tools and techniques to investigate complex digital forensics cases.

**CPT 285: Introduction to Computer
Programming** (3 cr hrs)
Students learn the fundamental logic, design and applications software required to enter the Computer Programming Technology (CPT) degree program. An overview of computer programming logic, structures, documentation, design and the planning process is presented. Students install and configure the required programming tools and software used throughout the CPT programming courses. The course exposes the learner to the general object orientated programming. Concepts required – decisions making, looping, arrays, methods, and data file handling. The course is not language specific and prior programming is not required.

CPT 322: SQL Fundamentals (3 cr hrs)
Using SQL server, learners retrieve information from various relational databases. Beginning with simple queries that retrieve selected data from a single table, the course progresses to advanced queries that summarize data, combine it with data from other tables, and display the data in specialized ways.

**CPT 323: VBA, The Internet and
Microsoft Office Applications** (3 cr hrs)
This course focuses on using Visual Basic for Applications programming to support applications in Microsoft Access and Excel. Learners use the Object Model for both Access and Excel and produce programs that include declaration and assignment of object, string, date and numeric variables, selection statements, repetition statements, custom dialog boxes, and ADO data exchange. *Prerequisite: COT 220.*

CPT 421: Java Programming Principles 1 (3 cr hrs)
This course presents Java object-oriented programming logic and fundamental techniques – from the basic concepts of primitive data types, operations, and control statements, to user defined methods, objects, classes, class inheritance and GUIs – to construct robust business solutions.

**CPT 422: Hypertext Markup Language
(HTML) Programming** (3 cr hrs)
In this course, students will learn the latest HTML5 and CSS3 standards and explore the principles of good Web page design through the creation of real-world Web sites. Technologies introduced include creating fixed and fluid layouts using HTML5 structural elements, using the latest CSS3 styles and pseudo-classes, applying progressive enhancement for cross-browser support and applying the latest standards to create multimedia Web pages, interactive Web forms and web tables.

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

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

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

Course Descriptions

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

ENGL101: Composition 1   (3 cr hrs)
This course helps learners develop writing skills that are transferrable to any academic or workplace writing task. The course guides learners through the process of planning, drafting, revising, editing, and proofreading academic and workplace writing. Learners will develop skills necessary to craft coherent sentences and paragraphs, to edit editing their writing for proper spelling, grammar, and punctuation. They will learn about narrative structure and techniques as well as the elements of successful argumentation and persuasive discourse. This course also guides learners through every stage of the research process. Learners will develop a research plan, conduct research, organize and draft a research paper, and then revise, edit, and proofread that research paper.

ENGL102: Composition 2   (3 cr hrs)
This course builds on the thinking and writing skills introduced in Composition 1. Learners will write critical, argumentative essays based on their interpretations of nonfictional texts, including literary, film, and cultural texts, and in doing so, will recognize the role of rhetoric in the writing situation as they craft persuasive discourse. In doing so, they will learn methods of questioning, analyzing, and evaluating their own beliefs as well as the perceptions and perspectives of others. These methods of critical thinking are intended to improve the quality and organization of learners' writing for any purpose, including academic and workplace purposes. In addition to writing essays, learners will develop more advanced research strategies, as well greater proficiency in APA style. *Prerequisite: ENGL101*

ENGL202: Environmental Challenges in
        Literature and Film   (3 cr hrs)
How are books, movies, and other media telling us about the latest environmental challenges we face? What kind of communication has the most impact? From an in-depth look at the *Deepwater Horizon* disaster to visions of near-future fights for survival in science fiction, this course examines the use of environmental themes in storytelling and how creative narration in literature and film helps us understand and confront problems that are changing the world before our eyes. *Prerequisite: ENGL102.*

HCA 280: The Healthcare Industry   (3 cr hrs)
Knowledge of the healthcare industry's complex environment   equips   those   in   healthcare administration roles for current and emerging roles and   responsibilities.   Learners   study   the   U.S. healthcare industry from a historical perspective to the present.   Learners examine the organization, management, resources, delivery, and financing of health services in the United States. Learners assess the political, cultural, social, behavioral, demographic, economic, and historical factors that shape the U.S. healthcare industry and their potential impact on the future of healthcare delivery in the U.S.

HCA 305: Healthcare Policy, Law
        Regulation and Accreditation   (3 cr hrs)
Healthcare   policies,   laws,   regulations,   and accreditation in the U.S. heavily influence a healthcare organization's   market   and   organizational environment. Knowledge of these factors is essential for effective strategic and operational management of healthcare   organizations.   Learners   explore   the requirements   and   management   challenges   of healthcare   policies,   laws   and   regulations,   and accreditation. Learners examine the ethical, legal, and regulatory compliance requirements and practices for healthcare funders and payers, provider networks and organizations, individual practitioners, and consumers. *Prerequisites: HCA 280 and HUM 201. Prior study of professional communication is recommended.*

Course Descriptions

HCA 306: Accounting in Healthcare   (3 cr hrs)
Accounting for healthcare organizations must address several requirements that are either unique to healthcare or to human services in general. Knowledge of these and other basic accounting practices is essential to effectively use financial analysis tools and reports. Learners explore for-profit, not-for-profit, and fund accounting, Generally Accepted Accounting Principles (GAAP), as well as legal, regulatory, and financial reporting requirements for healthcare organizations. Learners analyze financial statements and the general ledger and explore how the data is used in the preparation of externally required and internally desired financial reports for healthcare organizations. *Prerequisite: MASC115. This course may be substituted for ACCT285.*

HCA 315: Economics of Healthcare   (3 cr hrs)
Diverse factors, such as legal, regulatory, contractual, and reimbursement models and methods, contribute toward a complex economic environment for healthcare organizations in the U.S. Learners explore the economic characteristics of the healthcare industry in the United States. The impact of public policy, laws, regulations, and private sector behavior on healthcare delivery and payment systems is explored. The interplay of economics, healthcare payer, provider, consumer, healthcare utilization, and behavior is analyzed and assessed. Learners compare the economic characteristics of the U. S. healthcare industry to those of other countries. *Prerequisites: HCA 305 and MASC115.*

HCA 340: Managing Healthcare Human Resources   (3 cr hrs)
A key factor of success for an organization is how well its employees are engaged in its initiatives and routine operations while maintaining human resource legal and regulatory requirements and generally accepted practice. Specific considerations for healthcare organizations include clinical governance, credentialing, and licensure. Learners examine the interrelationships of human resource, clinical governance, and the delivery of patient-centric care and services. In addition, they explore staffing and employment functions; training and development; compensation and benefits; labor relations; credentialing and licensure; and legal and regulatory requirements. Management considerations within a multicultural environment are also addressed. *Prerequisite: COM 125. Prior study of healthcare legal, regulatory, and accreditation requirements is highly recommended.*

HCA 405: Healthcare Marketing and Development   (3 cr hrs)
A major challenge for marketing healthcare services is the diversity of customers for the same types of services with differing expectations. Learners study marketing theories, strategies, ethics, legal requirements, and practices applied to multiple healthcare markets including consumers, referral agents, and payers. Learners also explore marketing to and making application for funding from organizations and individuals that grant or donate funds to underwrite services for populations with limited or no financial resources. *Prerequisites: HCA 280 and HUM 201. Prior study of professional communication recommended.*

Course Descriptions

HCA 410: Healthcare Information Systems (3 cr hrs)
Information systems contribute to the quality, effectiveness, and efficiency of healthcare service delivery, management, and administration. The requirements of information systems continue to evolve with integration with health information exchanges, telemedicine and its disciplinary counterparts, and other emerging technologies. Learners examine the ethical, legal, and regulatory requirements for information systems and their integration with strategic, clinical, and operational decision making, as well as routine organizational processes. The methods for assessing feasibility, selecting, implementing, evaluating, and securing the use of information systems and technology to support current and emerging healthcare trends and applications are also explored. *Prerequisites: HCA 280 and HUM 201. Prior study of healthcare legal and regulatory requirements regarding information systems, security, and patient privacy is highly recommended.*

HCA 430: Financial Management in
      Healthcare Services (3 cr hrs)
Managing financial resources effectively in a complex and disruptive economic environment presents significant challenges for healthcare managers. Learners study the financial management of healthcare payer, network, and provider organizations in the U.S. Reimbursement mechanisms, funding indigent care, industry costs and competition, and other ethical, legal, regulatory, and financial management challenges are critically assessed. Learners engage in preparing and managing budgets, using financial tools, and applying financial management best practices. The collaborative role of fiscal management in the delivery of patient-centric care and services is also explored. *Prerequisites: HCA 306 and HCA 315. Prior study of professional communication recommended.*

HCA 438: Quality Management of
      Healthcare Services (3 cr hrs)
Quality and performance improvement are critical elements to the success of a healthcare organization in the delivery of patient care and services. Healthcare organizations are held accountable for ensuring that the quality of care and services meets the expectations of patients, healthcare professionals, the general public, regulatory, and accrediting bodies, payers, and other stakeholders. Learners explore the role of leadership in the success of quality and performance improvement initiatives. Quality management (including patient safety, risk assessment and prevention, peer review, and patient experience and satisfaction) and performance improvement and management concepts, systems, practices, and technologies are examined. *Prerequisites: HCA 280 and MASC110. Prior study of professional communication recommended.*

HCA 480: Strategic Management of
      Healthcare Services (3 cr hrs)
Successful strategy development and execution are essential for an organization to continually meet patient care needs and to fulfill its mission. Learners study strategic management theories and principles and examine best practices for developing and executing successful strategy in a complex, ever-changing marketplace. Learners consider means for leading and motivating employees to effectively execute those strategies. Patient-centric care and services, quality management, collaboration, and partnering with stakeholders and other organizations are emphasized. *Prerequisites: All major courses with the exception of HCA 497. Prior study of professional communication recommended. This course may be substituted for HCA 420.*

Course Descriptions

**HCA 497: Healthcare Administration
Capstone** (3 cr hrs)
Learners engage in two projects that assess their achievements and preparation for pursuit of professional aspirations in the field of healthcare administration. Through application and assessment, learners examine the knowledge and skills gained throughout the program, achievement of the program outcomes, their roles as individual responsible citizens and in encouraging corporate responsible citizenship, and their preparation for healthcare leadership. *Prerequisites: All major courses. Prior study of professional communication recommended.*

HIST332: Kansas History (3 cr hrs)
A detailed investigation of the land, peoples, cultures, and socioeconomic development.

HIS 120: World History (3 cr hrs)
This course guides learners through the roughly 150,000 years of recorded human history, highlighting the eras that were most influential in shaping our current historical context. Learners will use both primary and secondary sources to trace the development of modern nations, cultures, and institutions, and explore the interactions of key world cultures through various lenses: religious, political, social, and economic. In the process, learners will construct an accurate and nuanced understanding of how history is constructed and the role it plays in shaping the present. Learners will also examine the relationship between ideas learned in the course and the events in their own lives and use historical analysis skills to analyze historical events and apply what they learn to an examination of current problems.

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

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

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

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

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

Course Descriptions

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

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

HRD 345: Managing Human Resources (3 cr hrs)
This course introduces learners to human resources management, including human resources functions and the relationship between human resources and business strategy. Learners will explore staffing and employment functions; training and development, and performance evaluations; the strategic importance of compensation and benefits and labor relations; and legal issues that arise in various human resources functions.

HUM 201: Ethics (3 cr hrs)
Ethics introduces learners to moral philosophy, the branch of philosophy that questions what is good and bad. The course surveys a number of important ethical theories—ethical relativism, objectivism, egoism, altruism, utilitarianism, duty-based moral theory, natural law, natural rights, and virtue ethics—as they examine reasons why certain actions are morally right or wrong. Learners will apply ethical theories in the evaluation and analysis of current controversial issues, question ethical matters from a variety of angles, and acquire new tools to assist them in making ethically sound, well-informed decisions throughout their lives.

HUM 202: Ethics in Today's Organizations (3 cr hrs)
This course provides learners with an overview of the ethical decision-making process in the business management context. The course will equip learners with the framework to deal with complex business issues that play a critical role in an organization's success. Learners will analyze real-world cases related to fraud, discrimination, harassment, and other ethical issues that have an impact on businesses. Throughout the course, learners will apply a framework for ethical decision making, explore what makes a successful ethics program, and consider business ethics on a global scale.

HUM 211: Prior Learning Assessment Seminar (3 cr hrs)
This course introduces learners to the concept of experiential learning and to the multiple possibilities for earning college credit for learning acquired in professional, personal, or community contexts. Learners explore their past learning experiences and identify future educational, personal, and professional goals. Learners develop an individual portfolio describing and documenting prior learning. *Prerequisites: CORE101, CORE110, ENGL102. Learners should consult with their Academic Success Coaches before enrolling.*

Course Descriptions

HUM 301: Critical Thinking (3 cr hrs)
This course prepares learners to critically interpret, synthesize, analyze and evaluate information. It is designed to introduce learners to complex problems and help them come to well-reasoned conclusions and solutions.

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

**ISM 200: Management of Information
          Systems** (3 cr hrs)
This course provides an overview of business information systems. Topics include hardware and software fundamentals, use of software packages, and effective use of networks, Internet, and other technologies.

ISM 240: Introduction to Problem Solving (3 cr hrs)
This course introduces techniques for finding solutions to problems through structured programming and refinement. Topics include principles of programming, the logic of constructing a computer program, and the practical aspects of integrating program modules into a cohesive application. Algorithms are used to demonstrate programming as an approach to problem solving.

**ISM 367:   Business Intelligence and
          Analytics** (3 cr hrs)
Learners will develop the skills to use Visual Basic for Applications (VBA) programming, part of Microsoft Excel. VBA provides the process to develop applications, which accept data from data mining packages and present the information the information to others in a consistent format. The course will develop skills in knowing when and how to use pivot tables, macros, automation and integration of downloaded data into reports, graphing, and the use of simulation and decision support models. *Prerequisite: ISM 200. Prior knowledge of Excel required. Prior study of statistics recommended.*

ISM 400: Database Management Systems (3 cr hrs)
This course provides a practical and theoretical introduction to data management focusing on the use of relational database technology and SQL to manage an organization's data and information. Course topics include data warehouses and Web databases. Learners will design and implement a relational database to manage an organization's data. *Prerequisite: ISM 200.*

ISM 401: Managing Innovation (4 cr hrs)
Learners will gain knowledge through an overview of organizational implementation, uses, and impacts of advanced information technology including decision support systems, management support systems, and expert systems. Topics include strategic issues, project management, alternative approaches for building systems, risk management, and emerging technologies. *Prerequisite: ISM 200.*

ISM 421: Digital Security (3 cr hrs)
Learners advance their knowledge in diverse digital security technologies and their application to securing networks, digital devices, and information systems. Learners examine current and emerging digital security technologies, their specific applications, and the function and roles that they each fulfill in securing information, networks, and other digital assets. *Prerequisite: SMGT320.*

**ISM 424: Database Design and
          Decision Support** (3 cr hrs)
Learners explore database design and technologies for the purpose of decision support. Topics include database design and integration, data warehousing, data mining, and on-line analytical processing (OLAP). *Prerequisites: ISM 367 and ISM 400.*

Course Descriptions

**ISM 427: Enterprise Architecture
        Management** (3 cr hrs)
Learners examine the planning, design, development, implementation, and management of the information technology infrastructure for a business enterprise. Topics include design models, planning and design means and methods, and best practices for enterprise architecture development, implementation, and management. *Prerequisite: ISM 200.*

ISM 431: Enterprise Security (3 cr hrs)
This course teaches learners how to apply an information security management plan to an organization's enterprise systems, including integrating physical and digital security technologies into an enterprise security system that meets the requirements of an organizational information security plan and its policies. *Prerequisite: SMGT320.*

ISM 434: Decision Support Modeling (3 cr hrs)
Learners learn business analytics through decision modeling and analysis. Learners gain skills in the use of decision modeling and analytical technologies. Topics include modeling and analytical methods, simulation and statistical software applications, and Web-based decision support systems. *Prerequisites: ISM 367 and ISM 400. Prior study of statistics recommended.*

**ISM 437: Emerging Technologies and
        the Enterprise** (3 cr hrs)
Learners explore emerging technologies and their potential application to enterprise solutions. Topics include the technologies, their features, and the function and roles that they each may fulfill in the enterprise. *Prerequisite: ISM 200.*

ISM 441: Enterprise Incidence Response (3 cr hrs)
Learners develop the knowledge and skills necessary to create an information security incident plan, lead an information security incident response, and conduct and information security incident investigation. Topics include the plan components, security incident response methods, and the investigation process. *Prerequisite: SMGT320.*

ISM 444: Data Visualization (3 cr hrs)
Learners develop the knowledge and skills necessary to use visualization to present and analyze data in a manner that end-users readily understand. Topics will include visualization methods and technologies, and their application to data analysis and presentation. *Prerequisites: ISM 367 and ISM 400.*

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

MASC105: Intermediate Algebra (3 cr hrs)
This course focuses on basic algebra skills, such as simplifying expressions and solving equations using variables for unknowns. Once learners are able to solve problems using basic algebra, they will apply this knowledge to business, consumer, and science contexts. Learners will develop skills necessary to solve real-world problems using more sophisticated mathematical tools. This course is designed to prepare learners for more advanced courses in algebra, as well as business and science courses requiring the application of algebraic principles.

MASC110: Statistics and Probability (3 cr hrs)
This course acquaints learners with the tools and major components of statistics. Learners will apply technology to analyze data. The course also includes the foundational terminology and practices used in contemporary statistics, such as data collection, metrics, score interpretation, and experimental design. Additionally, this course will promote the skills that learners need to be able to take information from the world around them and use it to make sound decisions based on solid evidence.

Course Descriptions

MASC115: College Algebra (3 cr hrs)
This course provides learners with the algebra, reasoning, and problem-solving skills needed for everyday life. The course focuses on simplifying expressions and solving equations in real-world situations using variables for unknowns. Learners will solve problems using algebraic principles and tools and then incorporate these mathematical concepts into realistic business, consumer, science, and statistical contexts.

MASC150: Science of our World (4 cr hrs)
Science is an integral component of our technologically-advanced world. Because science affects many facets of everyday life, including business, politics, civic society, and popular culture, it is important that non-scientists are able to understand, evaluate, and analyze scientific issues. This introductory science course is designed to familiarize learners of all majors with the methods of rational inquiry and problem solving in the sciences, help them become more scientifically literate, while integrated lab component helps bring science to life. Additional laboratory materials are required for this course.

MASC395: Pathophysiology (3 cr hrs)
This is a foundational course in the study of physiologic and pathologic concepts of human homeostasis and alterations in homeostasis. It focuses on rationales for adaptations of human functioning to stressors and altered health states. This course provides a basis for understanding alterations in human functioning imposed by disease processes so that application to understanding clinical presentations can be made. Anatomy and Physiology and other supplementary science courses may provide a foundational knowledge base for this course.

MIN 110 Introduction to Ministry (3 cr hrs)
An orientation course to equip learners with skills for vocational discernment and readiness for ministry education. As they explore the various forms of ministry practice historically and today, learners will investigate their own sense of calling and will develop an understanding of the opportunities and challenges that may arise during the educational process and their chosen career. Course must be taken within the first twelve credit hours of the program.

MIN 124: Introduction to Youth Ministry (3 cr hrs)
In this course, learners will explore foundational concepts and skills related to youth ministry. The course engages the learner in constructing a basic philosophy of youth ministry, and observation in local church and/or para-church youth ministry settings.

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

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

MIN 325: Public Speaking in Ministry (3 cr hrs)
This course introduces learners to the basic questions, concepts and challenges of communication in a variety of ministry contexts. It gives the learners opportunity to develop skills in exegesis and public speaking using a variety of media.

Course Descriptions

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

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

MIN 420: The Church and Mission (3 cr hrs)
This course introduces learners to the concept of *missio Dei* (the mission of God) and helps them think critically about missional practices in the church.

MIN 424: Applications in Youth Ministry (3 cr hrs)
This is a comprehensive youth ministry course, the content of which is foundational to local church work. Emphasis will be placed on equipping learners to practice youth ministry in the local church by exploring a variety of theories, techniques, and resources. Prior study of educational theory is highly recommended. *Prerequisite: MIN 124.*

MIN 425: Church Administration and Finance (3 cr hrs)
This course introduces learners to the theology and practice of administration, financial stewardship, and professional ethics within a ministry setting.

MIN 454: Practicum in Ministry (3 cr hrs)
The practicum involves real work experience in a ministry setting, bringing prior Bachelor Arts in Christian Ministry studies to bear in an on-the-ground ministry context. The course includes both field supervisor-directed practicum work, as well as instructor-directed assignments.

NURS309: Nursing Theories and Professional Practice (3 cr hrs)
As the first course for registered nurses who are pursuing a baccalaureate degree in nursing, this course explores the increasing complexity of healthcare and changes in professional nursing. Through an understanding of nursing theories and the history of the role of the nurse in society, learners develop further knowledge of the evolving healthcare environment and delivery of healthcare, and the developing role of professional nursing in managing, collaborating, and advocating for quality patient care, and forging productive relationships with other key stakeholders as they examine and plan individual career goals.

NURS328: Quality Improvement through Information Technology (3 cr hrs)
Used appropriately, technology can improve quality, reduce cost, eliminate waste, augment access, increase efficiency and productivity, and improve patient safety and health outcomes. Learners will develop leadership and management competencies related to health informatics and the use of information for quality assessment, evaluating performance, decision-making, and other related purposes. Learners will explore effective and ethical information management practices that help to ensure patient confidentiality, information security and integrity, and information accessibility. *Prerequisite NURS309.*

NURS329: Healthcare Systems and Policy (3 cr hrs)
The healthcare system includes hospitals, nursing homes, clinics, school and drugstore clinics, and a variety of other organizational entities. Behavior of individuals and organizations, forms and styles of communication, and cultural values and patterns differ according to the size of the healthcare organization, type, location, purpose, and assumed typical patient. Learners in this course identify organizational theories and models of care that they apply to various healthcare settings in order to understand the relationship between theoretical models and organizational dynamics. Topics for discussion and analysis includes systems thinking, process improvement projects, regulatory requirements, and models for advocacy and collaboration. *Prerequisite NURS309.*

Course Descriptions

NURS330: Nursing Leadership and Management (3 cr hrs)

Learners develop theoretical and practical knowledge of leadership and management components of nursing practice. Through a study of research-based theories and concepts, learners cultivate an appreciation for the roles of leadership and followership. The course also explores the nurse manager's operational leadership and management responsibilities, including effective communication skills, management of personnel, the budgetary process, risk management, and human resource responsibilities. Upon completion, learners will be able to utilize evidence-based research and practice knowledge to impact progressive healthcare improvements. *Prerequisite: NURS309.*

NURS331: Evidence-Based Practice (3 cr hrs)

Learners develop the skills to read, critique, analyze, and determine how to utilize research and existing knowledge bases in nursing practice. The course provides the learner with an understanding of the evidence-based process and its application to nursing care. Developing the skills to access sources of evidence through databases and to utilize a model to translate the evidence to practice, learners increase their knowledge and skills to participate on a team implementing evidence-based care. *Prerequisite: NURS300.*

NURS406: Patient Centered Care Coordination (3 cr hrs)

The approach toward medical care has evolved from considering the patient a subject to treat to inclusion of the patient as a member of his or her care team. This course explores the importance of understanding a patient's genetic profile, the patient's understanding of his or her illness, the patient's culture's values, beliefs, and norms to be considered toward illness and treatment, and the patient's own goal for treatment and its outcome help form the basis for a team-based decision regarding the patient's care. Because each person is a member of a community, the course includes a focus on the social and economic principles that contribute toward the formation of a community's culture. Learners gain knowledge in inter-professional communication and the optimization of expertise. *Prerequisite: NURS309.*

NURS407: The Social and Moral Context of Health (3 cr hrs)

Learners are introduced to the major ethical theories, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health care practice. Particular attention is given to the concepts of social justice, diversity, and socio-economic dislocations in relationship to differential access to care, treatment inequity, and health disparities. *Prerequisite: NURS309.*

NURS408: Community-Based Public Health Nursing (3 cr hrs)

Learners develop an understanding of the concept of partnering with the community as the basis for nursing practice in and on behalf of the community. Epidemiology, illness prevention, health promotion, disease prevention, and disaster preparedness approaches are explored and applied to community settings. Learners apply the practices of community assessment, disease prevention, and health promotion to planning, implementing, and evaluating community health interventions. *Prerequisite: NURS309.*

Course Descriptions

NURS427: Trends and Issues Facing Healthcare (3 cr hrs)

Learners study current political, economic, and social trends affecting nursing and the healthcare system. Learners will integrate knowledge from previous courses to further explore healthcare quality and safety, evidenced-based practice, informatics, and the nurse's role in today's healthcare system. *Prerequisite: NURS309.*

NURS435: Professional Nursing Practicum and Project (3 cr hrs)

Learners explore and reflect upon the application of the program outcomes and the knowledge and skills gained from their coursework as they explore, observe, and further experience nursing leadership and mentorship in a healthcare setting (72 hours in one health care setting is required). While working with a nurse in a leadership role, the nursing learner identifies, assists in providing leadership to, and participates in a clinically focused project that will refine clinical, leadership, analytical, decision making, project and task management, interpersonal, communication, and presentation skills. A project plan with expected outcomes is developed by the learner, Program Director, Field Supervisor (Preceptor), and authorized representative from the healthcare setting, if different from the Field Supervisor. The plan is developed after the completion of 21 credit-hours of professional coursework and is approved by the Program Director and authorized representative before the project begins. The Program Director or designee serves as an advisor throughout the project.

The course will culminate in the preparation of two comprehensive projects: A scholarly, research-based, and comprehensive report on the outcome of the clinically focused project; and a detailed and substantiated presentation on how the learner has achieved the nursing program outcomes through his or her coursework, practicum, and professional nursing project. The presentation's audience is the Program Director and other program and academic staff. (12 week course). *Prerequisite: completion of all NURS courses (concurrent enrollment permitted for NURS427, only).*

NURS435B: Continuing Professional Nursing Practicum and Project (1 cr hr)

This is a 6-week, 1- credit elective course. Students will be required to register for NURS435B in the session immediately following NURS435. Students can enroll in NURS435B a maximum of one time in order to complete the practicum and project.

OMGT305: Operations Quality Management (3 cr hrs)

This course provides an overview of the key elements required in all aspects of operational management utilizing the most accepted techniques for achieving quality, including Malcolm Baldrige, AS9100, and change management principles.

OMGT310: Operations Management 1 (3 cr hrs)

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

OMGT311: Six Sigma Green Belt 1 (3 cr hrs)

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

Course Descriptions

OMGT312: Six Sigma Green Belt 2 (3 cr hrs)
This course is the second in a two-part series and will emphasize the quantitative and problem-solving techniques associated with Six Sigma. Statistical Process Control (SPC) and how it is used for monitoring, analyzing, and improving quality will be covered. In addition, analysis of histograms and machine/process capability will be studied. Proficiency with problem solving tools will be gained through practical application. Methods for achieving continuous improvement will be discussed. The Green Belt candidates must successfully complete a process/quality improvement project in the second of the two course series.
Prerequisite: OMGT311.

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

OMGT410: Operations Management 2 (3 cr hrs)
This course is the second of a two part series. An overview of layout strategy, forecasting, and constraint theory will be covered. A detailed investigation of planning and scheduling strategies that are applicable to a broad range of business situations, and an introduction to simulation are also included. *Prerequisite: OMGT310.*

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

OMGT422: Managerial Accounting (3 cr hrs)
This course provides a basic understanding of the use of accounting information for managerial decision making. Learners will differentiate between classifications of costs and assign costs to products and services, record the flow of costs through accounts using process, job-order, and activity-based costing methods, use variance analysis to compare actual to budgeted costs, and use various managerial accounting methods such as cost-volume-profit and capital investment analysis to evaluate possible solutions to business issues. In lieu of a textbook, this course includes an online material fee. *Recommended prerequisite for ACCT learners: BSAD310.*

PSY 110: General Psychology (3 cr hrs)
This course explores major perspectives, principles, theories, and methods that govern the study of mental processes and behaviors. Learners will trace psychology's historical roots, scientific basis, and major perspectives and consider contemporary and historical theories of how biological, cognitive, and environmental factors underlie and influence human development, sensation and perception, consciousness, intelligence, and social dynamics. Learners will also examine the theories and processes essential to learning, memory, motivation, and personality, identify psychological disorders and their treatments, and discuss application of psychological principles to everyday experiences and real-life examples.

PSY 252: Developmental Psychology (3 cr hrs)
Learners in this course will gain a basic understanding of the biosocial, cognitive, and psychosocial development in humans from birth through adolescence, with additional emphasis on young adult through death. *Prerequisite: PSY 110.*

PSY 262: Social Psychology (3 cr hrs)
The course explores the social factors in behavior of individuals and groups, including attitudes, leadership, personality, and culture. *Prerequisite: PSY 110.*

Course Descriptions

PSY 332: Biological Foundations of Psychology (3 cr hrs)
The course offers an introduction to the study of the anatomy, physiology, and function of the nervous and endocrine systems, and their relationship to psychological issues. *Prerequisite: PSY 110.*

PSY 352: Cognition (3 cr hrs)
This course covers the psychological study of attention, pattern recognition, memory, language, reasoning, problem solving, and creativity. *Prerequisite: PSY 110.*

PSY 362: Personality Theories (3 cr hrs)
The course provides an in-depth examination of the contemporary approaches to the psychological study of personality. *Prerequisite: PSY 110.*

PSY 400: Psychology Research Methods (3 cr hrs)
The course is designed to provide learners the opportunity to study the theory and methodology of psychological research design, execution, and presentation of scientific research in psychology. *Prerequisites: PSY 110 and MASC110.*

PSY 410: Emotion (3 cr hrs)
The course offers a survey of the major historical and contemporary theories of human emotion, including biological, developmental, cognitive, and social perspectives. *Prerequisite: PSY 110.*

PSY 420: Abnormal Psychology (3 cr hrs)
The course provides an introduction to personality disorders and major psychiatric disorders. The emphasis of the course is on theories of pathology and treatment. *Prerequisite: PSY110.*

PSY 430: History and Systems of Psychology (3 cr hrs)
The course is a study of the evolution of psychology as a science through an examination of philosophical and physiological history, major systems and schools of thought, and contemporary approaches. *Prerequisite: PSY 110.*

PSY 440: Psychological Assessment (3 cr hrs)
The course offers an examination of classic and current theories and methods of psychological assessment, including personality assessment, interviewing, projective techniques, and observation and behavioral techniques. *Prerequisite: PSY 110.*

SMGT311: Introduction to Security (3 cr hrs)
The course includes a detailed review of the representative duties of the professionals engaged in private and public security. It focuses on the latest trends, concerns, and issues in the security industry today. This includes specific threat analysis, countermeasures, the security function, and fundamentals of defense. The course will also provide an overview of the historical development of security.

SMGT315: Physical Security (3 cr hrs)
This course examines physical design, risk assessment, security surveys, barriers, locks, lighting, alarms, entry control, closed circuit television, and digital recording systems. The overall process of physical protection system design and integration is also extensively covered.

SMGT320: Information Security (3 cr hrs)
This course introduces learners to the fundamentals of information security management to prepare them to be able to plan, implement, and maintain information security function within an organization. Learners will examine the technical components of information security and security planning, and legal and ethical issues surrounding information security. They will explore various strategies to identify, assess, and mitigate information security risks within an organization. Learners will also be introduced to security technology, intrusion detection, cryptography, and physical security.

Course Descriptions

SMGT321: Homeland Security
Fundamentals (3 cr hrs)
A diverse group of topics related to homeland security are covered. Topics include, but are not limited to, critical infrastructure sectors and protection, weapons of mass destruction, planning and response strategies, national security, and public management. There is also a review of the essential coordination and communication between government agencies and private entities.

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

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

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

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

SOC 131: Sociology (3 cr hrs)
This course will not only explore the major perspectives, principles, theories, and methods that govern the study of people and social structures, but it will also help learners identify ways that sociology can improve their lives and the lives of those around them. Learners will trace sociology's historical roots, scientific basis, and major perspectives, as well as how sociology is changing due to rapid globalization and modern technological advances. Learners will also identify and apply contemporary and historical theories of how people relate, engage in conflict, and form larger structures, such as institutions, societies, and punishment systems; explore how populations shift and how groups form, act, grow, and shrink; and learn about the roles of culture, gender, sexuality, age, class, and other factors that make a person an individual and part of a larger group. Learners will then apply their understanding of these factors to one's role in larger society.

SSC 110: Principles of Microeconomics (3 cr hrs)
Principles of Economics II Micro EXP provide learners with an introduction to fundamental economic concepts and to how these concepts play out in the real world. Learners will apply essential models of economics to concepts such as economic interdependence and market equilibrium and think about how these models contribute to optimal resource allocation. Learners will address classic microeconomic issues such as profit maximization and determining the optimal output. Learners will also discover how decisions are made within companies in different market structures and how the industry within which a company operates affects its competitive efficiency.

Course Descriptions

SSC 111: Principles of Macroeconomics (3 cr hrs)
This course introduces learners to fundamental economic concepts and encourages them to consider how those concepts apply to the real world and to their own lives. Learners will explore the models of economics, how they portray economic interdependence and market equilibrium, and how they contribute to optimal resource allocation. Learners will examine classic macroeconomic issues, such as the effects of government intervention on businesses and individuals. They will evaluate macroeconomic conditions, think about how monetary and fiscal policies affect the corporate world and the overall economy, distinguish between short- and long-run macroeconomic forces and learn how monetary systems influence economic variables.

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

SSC 201: Decision Sciences (3 cr hrs)
This course introduces the learner to utilizing and applying both quantitative and qualitative methods for individual, organizational, and societal decision making. A variety of tools and techniques will be examined as the foundation for the development and interpretation of attributes and variables in addition to the use of data sources for the purpose of improving processes and organizational environments.

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

STL 185: Introduction to Leadership (3 cr hrs)
What does *leadership* really mean? What are the characteristics of successful leadership? What do successful leaders actually do? Learners explore how to improve upon or develop their leadership skills through examination of leadership relationships, organizational behaviors, interpersonal skills, and leadership practices. Learners develop a sound foundation in the fundamentals of leadership with the goal of being better equipped to lead people and projects, handle challenges in the work environment, and add value to their organization.

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

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

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

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

Course Descriptions

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

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

**THEO215: Understanding the
Old Testament** (3 cr hrs)
This course presents a study of the Hebrew scriptures, seeking to understand them in their original context and thus their significance for today. Attention will be given to literary genre, various critical approaches to the text, and the theological narrative.

**THEO216: Understanding the
New Testament** (3 cr hrs)
This course addresses the origin and development of the Christianity as expressed in the New Testament, seeking to understand the meaning of the New Testament in its original context and its significance for today. Attention will be given to literary genre, various critical approaches to the text, and the theological narrative.

**THEO 225: Christian Ministry in a
Pluralist Context** (3 cr hrs)
Exploration of religion and its role in human life, with attention to major faith traditions of the world and the salience of the pluralistic context in which Christian discipleship and ministry are practiced in the twenty-first century.

THEO301: Systematic Theology 1 (3 cr hrs)
This course provides a study of the core teachings of the Christian faith and the means by which the church through the centuries has come to organize these teachings. Learners will study the the deep internal relationships between the various teachings and how they shape both individual and communal Christian life. It is recommended that learners have skill in critical thinking and prior learning in interpreting the Old and New Testament and in history of the church from origins to the present.

THEO302: Systematic Theology 2 (3 cr hrs)
A continuation of THEO301, THEO302 addresses theological method and studies the interplay between Christian theology, ethics, and various aspects of our lived contexts. Learners will learn to organize their own theological reflection and begin to define relationships between faith and culture, theology and society, between Christianity and our surrounding social, economic, political realities. *Prerequisite: THEO301.*

THEO320: Philosophy of Religion (3 cr hrs)
This course is an inquiry into the general subject of religion from the philosophical point of view. Among the specific questions considered are the philosophical aspects of faith, the nature of religious ideas and language, and the intersection of faith, reason, and ethics. It is recommended that learners have a thorough understanding of systematic theology prior to taking this course.

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

Course Descriptions

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

THEO340: Hermeneutics   (3 cr hrs)
This course provides an introduction to the basic principles involved in interpreting and understanding texts. The course will look at such questions as the relationship and understanding between author, the text, the reader(s), and the community in which these materials come together. *It is recommended that learners have a thorough understanding of systematic theology prior to taking this course.*

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

**THEO415: Denominational Heritage
         and Structure**   (3 cr hrs)
This course is designed to help leaners recognize major historical and theological developments of six major Christian traditions and to articulate the historical and theological developments of their own traditions. Independent research and personalized instruction will be part of the learning process.

■ **GRADUATE STUDIES**

Southwestern College offers the following graduate programs. For complete information regarding graduate programs, see the graduate catalog online at http://ps.sckans.edu/catalogs-handbooks or contact:

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

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

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

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

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

Master of Business Administration (MBA)

Southwestern College Professional Studies MBA program is a 39-hour program offered completely online.

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

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

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

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

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

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

Master of Education (M.Ed.)

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

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

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

Graduate Certificate in Emergency Planning

The graduate certificate in emergency planning at Southwestern College is a 15-hour program offered completely online.

Graduate Certificate in Enterprise Risk Management

The graduate certificate in enterprise risk management at Southwestern College is a 15-hour program offered completely online.

Graduate Certificate in Executive Leadership

The graduate certificate in executive leadership at Southwestern College is a 15-hour program offered completely online.

Graduate Certificate in Executive Quality Management

The graduate certificate in executive quality management at Southwestern College is a 15-hour program offered completely online.

Graduate Certificate in Rural Healthcare Administration

The graduate certificate in rural healthcare administration at Southwestern College is an 18-hour program offered completely online.