

Southwestern College

Professional Studies

Graduate Programs

Catalog for 2011 – 2012

**Southwestern College
2040 South Rock Road
Wichita KS 67207
888.684.5335**

www.southwesterncollege.org

The Mission of Southwestern College

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

Southwestern College:

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

History

Southwestern College was chartered June 19, 1885, by the Methodists of Kansas as “an institution of learning of full collegiate powers.” It opened its doors for forty-three learners 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 Winfield, Kansas; Wichita, Kansas; McConnell AFB, Kansas; Midwest City, Oklahoma; Ft. Riley, Kansas; and online.

Southwestern is a learning community of approximately 1900 learners, 50 full-time teaching faculty members, and 175 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 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.

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This catalog contains information and announcements about Southwestern College's Professional Studies programs. It does not constitute a contract. Additional institutional policies can be found online at SouthwesternCollege.org.

Notices

Accreditation

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

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

Title II Compliance

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

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 master's program but re-enroll having missed no more than three full semesters (e.g., fall, spring or summer) may follow the catalog under which they were previously enrolled.

Graduate Studies Council

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

Notice of Nondiscrimination

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

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 www.sckans.edu/registrar on the college's Web site.

Graduate Admissions

Admission With Full Standing

All applicants must have completed a baccalaureate degree from a regionally accredited institution and a minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale for the M.A.C.C., MBA and the M.Ed. in Special Education programs and a 2.5 on a 4.0 scale for all other graduate programs.

Conditional Admission

Some applicants may be granted conditional admission if grades do not meet the above standards or there are other deficiencies, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. In such cases, the appropriate academic administrator will advise of conditions to be met to attain full-standing admission. Full standing is required after completion of 9 credit hours of graduate coursework with a cumulative grade point average of 3.0 on a 4.0 scale for the M.A.C.C., MBA and MED programs, and a 2.5 for all other graduate programs with no grade below a C, and upon the removal of any condition that was specified at the time of the admission. Full standing is required for graduation.

Non-Degree Graduate Learners

Learners who do not plan to work for an advanced degree or a graduate certificate may be admitted as non-degree learners. Non-degree learners need special approval from the appropriate academic administrator prior to enrolling in their first course and evidence of a conferred bachelor's degree. A maximum of 12 non-degree graduate credits may be earned. A non-degree seeking learner who later wishes to enter a degree program or apply completed course work to a graduate certificate must undergo the full application and admission review process.

International Learners

Learners who study online with Southwestern College Professional Studies programs from a country outside the USA follow the same policies and procedures outlined in this catalog.

Admission decisions for international learners who are planning on studying in the US 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 has not been 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 in 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. An international learner who enrolls as a degree-seeking learner at Southwestern and who has taken courses outside the United States must pay a \$50 fee to have these credits evaluated.

In addition, international learners 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. To be admitted to Southwestern College, international learners should take these steps:

1. Write, e-mail call or visit the center to become acquainted with the college community and to discuss the admission process with an appropriate SC representative.
2. Complete an admission application form and return it to the college with a written essay.
3. Have the official transcripts of all previous college credit translated into English and sent to the Registrar's Office.
4. Take the Test of English as a Foreign Language (TOEFL) and have the scores sent to the coordinator of the center the learner wishes to attend. The TOEFL code for Southwestern College is 6670. If applying for English proficiency through other means, forward documentation such as transcripts accompanied by an explanation to the coordinator of the center the learner wishes to attend.

5. Forward three letters of recommendation, translated into English, from teachers or professors, who are familiar with the learner's academic ability.
6. Complete the certification of finances form documenting amounts of financial support from sources other than Southwestern College. If sponsored by the learner's home government, send a certified letter indicating amount of support and billing information.
7. Upon acceptance for admission, the learner will be forwarded a Form I-20. This should be presented to the learner's local United States consular officer to obtain a learner F-1 visa.

Application Process

Learners applying for a Professional Studies graduate program may obtain a formal application packet from:

Graduate Admissions
Southwestern College
2040 South Rock Road
Wichita, Kansas 67207

Application forms are also available electronically at:
www.southwesterncollege.org.

Applicants are required to submit application forms, two letters of professional reference, official transcript from the institution where the candidate obtained his/her undergraduate degree, a current resume, and a written essay addressing why the candidate decided to enroll in the specific program and explaining how the candidate hopes to use this knowledge to further develop his/her career. Applicants must have a 3.0 cumulative GPA for all previous college coursework to be admitted into the M.A.C.C., MBA and M.Ed. Special Education program. Applicants must have a 2.5 cumulative GPA for all previous college coursework to be admitted into all other graduate programs.

Transfer Learners

Learners may be able to transfer hours earned in other accredited graduate programs if the grade point average of those total hours is 3.0 or higher for the M.A.C.C. and MBA or 2.5 or higher for the MSL, MSSA, MASM, and MSM graduate programs (see section below for details regarding transfer for the M.Ed. programs). Requests for transfer should be made through the learners' individual academic success coach.

Typically, no more than six semester hours (with grades of A or B) may be applied to the Southwestern College graduate degree, unless by specific articulation agreement or under special circumstances with approval by the

appropriate academic administrator. Transfer credits from a Southwestern College graduate program to a second graduate program are limited to six semester hours for equivalent courses from the prior degree. It is required that there will be sufficient remaining unique courses to satisfy the total credits for the second degree. The decision to accept transfer credit will be made by the appropriate academic administrator. Official transcripts showing graduate coursework will also be required.

Transfer learners must also meet these requirements:

1. Regardless of grade points earned in graduate study at other institutions, have at least a grade point average of 3.0 for all work taken in the M.A.C.C., MBA, and M.Ed. programs, and a 2.5 for all other graduate programs at Southwestern College.
2. Accept the judgment of appropriate academic administrator in substituting transfer credits for courses in the Southwestern College graduate catalog.

Transfer Courses for M.Ed. and M.A.T.

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

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

- course substitution form as well as the official transcript is required once the course is completed to include it in the program of study.
- e. Graduate credit for education workshops may be available if prior arrangements are made to include the workshop in an independent study under EDUC 555x (A, B, C, etc.) Topics in Education. Additional readings, activities or assignments may be required to assure that the independent study meets standards for a graduate level course.

Orientation

All Professional Studies graduate learners are given access to a Blackboard course with continuous enrollment for Orientation and Resources. This site contains helpful information for all graduate learners, including detailed explanation of information regarding the portfolio process and capstone projects as well as program information and helpful resources for graduate learners.

Academics

Academic Integrity

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

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

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 paper for one class that was originally written for another class (when original work is requested), 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.
7. Sabotage is the damaging or impeding of the academic work of another learner. Examples: ruining another learner's lab work, destroying another student's term paper, etc.

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

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

POLICIES FOR DEALING WITH ACADEMIC DISHONESTY

The instructor shall determine if the infraction is intentional or unintentional. Violations of the academic integrity policy will result on the first offense with:

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

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

Any subsequent intentional violation of the policy by that student during his/her academic career at Southwestern will result in a disciplinary hearing before the Graduate Studies Council and possible suspension from the institution. Any learner so suspended has a right to an appeal. If a learner wishes to appeal, the request should be made in writing, and must be received in the academic director's office by the date determined by the director in consultation with the academic affairs committee.

Any violation of the policy not under the supervision of a faculty member will be handled by recommendation of the Academic Director to the Academic Council.

Adapted and used by permission from Tabor College.

General Academic Policies

Academic Forgiveness. Individuals who have accumulated a grade point average of less than 2.00 at Southwestern College may petition the appropriate academic administrator and the Graduate Studies Council to have their prior Southwestern College academic record "forgiven." To qualify, the petitioner cannot have been enrolled as a degree candidate at Southwestern College for a period of two years. A request is to be judged

by the Graduate Studies Council in terms of the learner's readiness for academic success. A learner may receive academic forgiveness 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 GPA 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 to another institution must follow the receiving institutions policy.

Academic Probation. After completing 6 credit hours of coursework, a learner must have a minimum CGPA of 3.0 for the M.A.C.C., MBA or M.Ed. programs (2.5 for all other graduate programs), no grade below a C, and positive recommendations by faculty or the learner will be placed on academic probation. The learner will receive notification from the appropriate academic administrator. Any learner placed on probation is subject to the conditions prescribed by the Graduate Studies Council.

Academic Suspension and Expulsion. Learners who fail to make minimum progress toward the degree and who fail to maintain defined academic standards set by the Graduate Studies Council may be suspended from the college. Additionally, after completing 12 credit hours of coursework, a learner must have a minimum CGPA of 3.0 for M.A.C.C., MBA and M.Ed. programs (2.5 for all other graduate programs) with no grade below a C or the learner will be suspended from the graduate program.

- ✓ Learners may expect to have their academic status reviewed more frequently, if the appropriate academic administrator so requests.
- ✓ Learners who violate professional standards of conduct may also be subject to suspension or expulsion.
- ✓ Professional Studies reserves the right to suspend or expel a learner from graduate study for the good of the program and the college, regardless of any published criteria.

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

Any learner who is suspended has a right to an appeal. A request for appeal should be made by the learner in writing and must be presented to the appropriate academic administrator within two weeks of the date of suspension. All written appeals should be provided in a letter document format which should include any relevant information. Appeals can be submitted electronically via email with documents as an attachment. Supporting material should be submitted by the learner prior to the appeals meeting. The appeal will be heard by the Graduate Studies Council and the Council's decision will be final.

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

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 appropriate academic administrator in writing, who will render a decision. If the learner disputes this decision, the final step would be to submit a written request for an appeal of a grade to the Graduate Studies Council. All written appeals should be provided in a letter document format which should include any relevant information. Appeals can be submitted electronically via email to the appropriate academic administrator with the documents as attachments.

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

The appeal process is also followed for appealing sanctions placed on a learner as a result of the academic integrity policy as well. All written appeals should be provided in a letter document format which should include any relevant information. Appeals can be submitted electronically via email to the appropriate academic administrator with documents as an attachment.

Attendance Policy. In on-ground classes learners are expected to attend all classes for the full length of the class period. Tardies may be counted as absences at the discretion of the instructor.

In online classes regular, systematic, weekly participation is required by all online learners. More than two weeks of nonparticipation in one six week period is considered unacceptable and may result in a lower grade for the course.

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

Course Authorization. Courses carrying graduate credit are listed in this catalog. Additional graduate level elective courses may be developed and announced in other publications.

Credit for Prior Learning. ACE (American Council on Education) recommendations for graduate credit will be reviewed for credit and applied to degree requirements like other transfer credits.

Degree Requirements.

1. Complete the specific program requirements for the master's program.
2. Have an overall grade point average of 3.0 (B average) for the M.A.C.C., MBA and M.Ed. or a 2.5 (B- average) for all other graduate programs, with no single grade below a C (2.0).
3. Have Southwestern College graduate course credit of at least 30 hours, or special permission from the appropriate academic administrator for fewer credit hours.
4. Complete the Application for Degree by stated deadline.
5. Be elected to the degree by the faculty and by the Board of Trustees.

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

- A Superior work (A+ or A, 4 points; A-, 3.67)
- B Above average work (B+, 3.33; B, 3; B-, 2.67)
- C Average work (C+, 2.33; C, 2)
- C- Below Graduation Standards (1.67)
- D Below Graduation Standards (D+, 1.33; D, 1; D-, 0.67)
- F Failure (0 points)
- WF Withdrawal Failure (0 points)

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

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

Incompletes. 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 fifty 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 appropriate academic administrator for approval. If the incomplete is acceptable the form will be filed with the registrar. If an incomplete is given, learners 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 can 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 which prevent completion of the class by the scheduled ending date.

Extension of the deadline may be allowed by special permission of the appropriate academic administrator 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 considered. During the period in which a learner holds an incomplete, the grade point average will be calculated without counting the incomplete. An instructor may not give an incomplete unless the learner has requested it. If the signed incomplete 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.

Failure to Meet Course Requirements. 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 "WF" will be the result when grades are submitted. 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, the learner may withdraw and receive a grade of “WD”. After that date the grade will be “WF”. A copy of the notification letter will be sent to the appropriate academic administrator. Any exemption from this policy must be discussed with the instructor personally, and the final judgment is the instructor’s.

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

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

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. Courses shown in the catalog as repeatable for credit do not fall under this rule.

Validation of Credits by Examination. This option is currently available only in Southwestern College undergraduate programs.

Learner Services

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. Education courses are offered in a combination of 12-week and 6-week sessions. Enrollment is completed online or at any on ground location and is open three weeks prior to each semester, closing by session the first Friday of the session.

Fall Semester

Fall Session 1: August 15, 2011-September 25, 2011

Fall Session 2: September 26, 2011-November 6, 2011

Fall Session 3: November 7, 2011-December 18, 2011

EDUC courses may combine session 2 and 3 for one 12 week session

Spring Semester

Spring Session 1: January 2, 2012-February 12, 2012

Spring Session 2: February 13, 2012-March 25, 2012

Spring Session 3: March 26, 2012-May 6, 2012

EDUC courses may combine session 1 and 2 for one 12 week session

Summer Semester

Summer Session 1: May 7, 2012-June 17, 2012

Summer Session 2: July 2, 2012-August 12, 2012

EDUC courses may combine session 1 and 2 for one 12 week session

General Learner Service Policies

Academic Success Coach. Prospective learners are invited to discuss their specific goals and interests with a graduate academic success coach. To contact an academic success coach, e-mail graduate@sckans.edu.

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

Complaint Policy. Southwestern College tries to be sensitive to learner concerns. Learners should first attempt to resolve conflicts regarding a course directly with the instructor. Other concerns can be communicated to a professional studies staff member. If such an attempt fails, the learner should report the complaint to the appropriate academic administrator. If the

learner is not satisfied, a written complaint may be filed in the appropriate academic administrator's office. The academic administrator will review the complaint and attempt to resolve the issues among the parties.

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

Course Load. Full time status is nine (9) hours per semester (fall, summer, spring). Three-quarter time is six (6) hours, while part time is four and a half (4.5) hours per semester. It is recommended that one course per session is the preferred course load in Professional Studies graduate programs. Enrollment in more than three credit hours in a session requires a review by and approval from the Director of Academic Success Coaching. A learner may be dropped from a course at the discretion of the Director of Academic Success Coaching if the learner has not received prior approval for more than three credit hours and if the learner has not provided sufficient evidence to demonstrate successful completion of the extra course(s).

Library. Learners are expected to make use of the Southwestern College Deets Library, where useful resources are held and access to online resources provided. Learners can also access reference materials and e-books through the library. Access to the library is provided by using the Southwestern College ID and designated password from the College.

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 withdraw 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 notice to the Director of Learner Services. 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 learners who have not participated in their courses 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.

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

Learners with disabilities need to provide specific written documentation of their disabilities to the appropriate academic administrator. Learners will meet with appropriate personnel (e.g., program director, academic administrator, academic success coach, faculty) to discuss appropriate accommodations.

Southwestern College does not provide assessment testing, although referrals can be made by the Director of Learner Services. Learners are responsible for all expenses related to testing.

- ✓ *Responsibilities of Learners with Disabilities* The learner is responsible for informing instructors of his or her specific needs and providing documentation.
- ✓ Learners may choose not to tell instructors of their disabilities. Learners with disabilities are expected to meet all academic requirements for their courses. All accommodations will be for the purpose of helping the learner meet these requirements.
- ✓ It is highly recommended that learners with disabilities keep their instructors informed on whether the accommodations are meeting their needs.

Responsibilities of Faculty

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

Registration Change (Add/Drop). Learners may enroll online or in person at one of our physical locations. Learners wishing to drop a class must give written

notice and/or may use the link at <http://w3.sckans.edu/ps/withdraw/> for their convenience.

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 learner services specialist at (888) 684-5335.

Charges and Fees

Charges

The following charges apply to Professional Studies graduate programs. Military tuition discounts are available for active duty military and spouses, military reservists, guard members, and DOD civilians.

Master of Accountancy	\$525/ credit hour
Master of Arts in Specialized Ministries	\$378/ credit hour
Master of Arts in Teaching	\$378/ credit hour
Master of Arts in Theological Studies	\$378/ credit hour
Master of Business Administration	\$525/ credit hour
Master of Education (C&I, Spec. Ed.)	\$378/ credit hour
Master of Science in Leadership	\$450/ credit hour
Master of Science in Management	\$450/ credit hour
Master of Science in Security Administration	\$450/ credit hour
Transcript Fee	\$7 per copy
Faxed Transcript Fee	\$10 per copy

Payment of Accounts

Payment Policy

Learners Payment Obligation: All tuition and fees from each semester are due and payable before a learner may enroll in a 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 and dropping classes 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. Disagreement with an administrative decision may be presented for appeal through the Learner Complaint and Appeals process. (See p.29)

Payments

Statements: Billing statements will be available online through Self-Service by the 1st of the month for any learner with a balance due. Statements will reflect anticipated financial aid until the time of disbursement of funds to 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 paid 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 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 semester. (Aug.-Dec. for Fall; Jan-May for Spring; and Jun.-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 a current status. Missed or late payments will be subject to a finance charge based on the unpaid balance for the semester.

Direct Company Billing: If a 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 Billing Office at Southwestern College, 2040 S. Rock Road, Wichita, KS 67207. Learners will be responsible for paying the Third-Party Billing fee if not paid by their sponsor. The letter should be printed on company letterhead and must specify the following:

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

Company Reimbursement: For tuition reimbursed by an employer, the learner must provide the billing office a copy of the employer's tuition reimbursement letter or voucher authorizing tuition and fee reimbursement. Payment will be deferred for 90 days from the end date 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 letter should be printed on company letterhead and must specify the following:

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

Military TA

All Active Duty Air Force: After registering for courses with Southwestern College, all active duty 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 Tuition Assistance approval, they will then need to fill out a TA form and return to the billing office.

All Active Duty Navy, Marines, Coast Guard, and DoD: After registering for your courses with Southwestern College, all Navy, Marines, Coast Guard, and DoD learners who wish to use Tuition Assistance (TA) as payment for their courses(s) and fee(s) will need to submit their approved TA form to the billing office.

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).

Reservists: Please contact the Billing Office for details on tuition assistance.

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.

Past Due Accounts

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

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

Final Payment Notices: Any account with a balance at the end of a semester will receive a 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 their credit report.

Finance Charges

A monthly finance charge of 1.5% (annual rate, 18%) with a minimum of \$1 is assessed on the unpaid balance of an account.

Withdrawal Policies

Charges. Learners who officially withdraw from courses will be assessed fees based upon the date of written notification of withdrawal by the learner. An official withdrawal request must be submitted in writing either via e-mail, online at <http://w3.sckans.edu/ps/withdraw/>, or by mail to Learner Services, Southwestern College, 2040 S. Rock Rd., Wichita, KS 67207. Notification can also be faxed to 316.688.5218. 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:

- No charge when withdrawal notice is given before midnight Sunday the end of the first week of class.
- Thirty percent of tuition assessed for the course when notice is given before midnight on Sunday at the end of the second week of class.
- Full tuition assessed for the course when notice is given after midnight on Sunday at the end of the second week of class.
- No withdrawals are allowed after the fifth week of class.

For courses lasting twelve weeks or longer:

- No charge when withdrawal notice is given before midnight on Sunday the end of the first week of class.
 - Thirty percent of tuition assessed for the course when notice is given before midnight on Sunday at the end of the fourth week of class.
 - Full tuition assessed for the course when notice is given after midnight on Sunday at the end of the fourth week of class.
- No withdrawals are allowed after the tenth week of class.

Transcripts

For a fee, transcripts are available through the registrar's office when a learner's account is paid to date. Credits are recorded on transcripts at the end of each session of classes.

Financial Aid and Fellowships

Financial Aid

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

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). For details, inquire at the financial aid office or visit the financial aid website (www.sckans.edu/finaid.)

Refunds

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

Graduate Learner Fellowships

Two graduate fellowships are awarded on a competitive basis. Tuition waivers depend on the terms of the fellowship. Please obtain information about these fellowships directly from the Associate Vice President of PS.

How to Apply for Financial Aid

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

1. Complete the confidential Free Application for Federal Student Aid (FAFSA), using Southwestern College’s school code. The form is located online at: www.fafsa.org. Priority application receipt date for financial aid for all returning students is April 1.
2. Complete the student data form.
3. If the learner’s FAFSA is selected for verification, complete and submit a verification worksheet with supporting documents if required.

Financial Aid Regulations

The following regulations govern Southwestern College scholarship and grants:

1. Southwestern College scholarships are awarded on application for the scholarship.
2. Students in the professional studies and graduate programs are not eligible for main campus Southwestern College institutional aid.

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

1. **Successful Completion of Courses** At the end of the fall, spring, and summer semesters, 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.
2. **Cumulative Grade Point Average.** Learners whose work is below level described in the academic suspension policy are failing to make minimum progress toward their degree (see Academic Policies).
3. **Maximum Time to degree.** Graduate learners are eligible to receive federal and state financial aid up to 54 attempted credit hours. Once a student has exceeded the maximum attempted hours, all financial aid will be suspended for subsequent semesters.
4. **Overall Pace toward Degree.** At the end of the fall, spring and summer semesters, 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 – Withdrawal Failure, WM- Military 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 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 meets all four satisfactory academic progress standards. Students on suspension have the option 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 appeal committee's decision is considered final and may not be appealed further.

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 and/or probationary conditions are met.

Master of Accountancy (M.A.C.C.)

Accounting is a field that continues to grow, and can be applicable in numerous industries. Our Master of Accountancy (MACC) program is designed to prepare learners with the key “bodies of knowledge” to sit for the four-part Uniform CPA Examination prepared by the American Institute of Certified Public Accountants (AICPA). With a combination of the M.A.C.C. degree and CPA licensure, you can be set for leadership in a variety of industries.

For More Information

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

Southwestern College
Graduate Admissions
2040 South Rock Road
Wichita, Kansas 67207
Phone: (316) 684-5335 or (888) 684-5335
Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Required Courses

MGMT 510 Financial Accounting

MGMT 515 Managerial Accounting

MACC 511 Legal Aspects of Financial and Commercial Transactions

MACC 518 Governmental and Not-for-Profit Accounting Theory and Application

MACC 521 Ethics and Regulatory Compliance

MACC 531 Federal Income Tax: Planning and Decision Making

MACC 541 Accounting Systems and Analysis

MACC 551 Managing International Standards

MACC 561 Auditing and Forensic Accounting

MACC 601 Master of Accountancy Capstone

Course Descriptions

MGMT 510 Financial Accounting

Concentrates on interpreting financial statement information, using accounting information for decision making and evaluation, and examining current trends in accounting of importance to the manager.

MGMT 515 Managerial Accounting

Examines the use of accounting information to assist management in planning, analyzing, and implementing business decisions and activities. Focuses on strategic and operational performance analysis and evaluation.

MACC 511 Legal Aspects of Financial and Commercial Transactions

This course is designed to provide learners with sufficient knowledge and understanding to identify and manage legal issues in financial and commercial transactions. This type of understanding requires a knowledge of the operation of business organizations, the various provisions in the Uniform Commercial Code that govern commercial transactions, federal securities regulations, and various other pertinent laws. Accordingly, learners examine the relation of the legal, regulatory, and ethical environment to commercial transactions. These topics are viewed in a real world application or case-study approach.

MACC 518 Governmental and Not-for-Profit Accounting Theory and Application

This course examines the foundations and applications of accounting theory, practice and reporting issues as they relate to governmental or not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, financial reporting, and governmental performance measures. An introduction to government and not-for-profit auditing is also provided.

MACC 521 Ethics and Regulatory Compliance

The role of professional ethics is explored in detail and considered in the context of laws, regulatory compliance, and the organization's culture. Current state, national and international regulatory developments are addressed. Analysis of situations of potential and actual ethical conflict, professional responsibility and values, legal requirements, and codes of professional conduct related to the accounting profession will be highlighted.

MACC 531 Federal Income Tax: Planning and Decision Making

This course is a case study-based, problem-oriented examination of fundamental federal tax process, procedures, accounting and planning. Tax consequences of common business and property transactions, issues and controversies are explored in-depth. The course will cover the topics of gift and estate transactions, taxation of property transactions, individuals and entities (which include sole proprietorships, partnerships, limited liability entities, C corporations, S corporations, joint ventures, trusts, estates, and tax exempt organizations). Emphasis is on applying tax laws with regards to taxation of entities and individuals, as opposed to learning individual tax rules.

MACC 541 Accounting Systems and Analysis

A focus on the analytical tools necessary to evaluate users' accounting information needs and to design, implement and maintain an accounting information system to support business processes and cycles. This will include computerized accounting information or relational database management systems, management needs and reporting objectives, transaction trails, traditional flow charts and data-flow diagrams, documentation, application access controls, security and internal controls, internet-related controls particularly in e-commerce environments, and integration of accounting systems in software evaluation and selection.

MACC 551 Managing International Standards

This course examines the International Financial Reporting Standards (IFRS) by leveraging comparisons between US GAAP and IFRS. Key to the course are the links between underlying transactions, the application of reporting standards for those transactions, and the financial reports prepared under IFRS. A theoretical and technical examination of the

implications of IFRS adoption or convergence in the United States will be highlighted and consideration will be given to international organizations and the role of regulators.

MACC 561 Auditing and Forensic Accounting

An in-depth examination of generally accepted auditing standards (GAAS), as well as standards for attestation and other review services. Professional ethical and legal responsibilities are examined as they relate to internal controls, audit risk, risk assessment and audit program planning. Emphasis is on the use of forensic accounting techniques to analyze what is behind the data generated by the accounting system, to detect internal control weaknesses and to map out a fraud investigation program.

MACC 601 Master of Accountancy Capstone

All learners in the Master of Accountancy program will be required to submit a professional electronic capstone portfolio as a requirement in this course. Learners integrate the college's core learning outcomes (e.g., critical thinking, communication, ethical reasoning, leadership, use of technology) relating to both treasury and accounting responsibilities from the perspective of a chief financial officer. For example learners may prepare a set of financial statements for a public company including the quarterly 10Q and the annual 10K. Learners' projects from this course are included in the final capstone portfolio. The capstone portfolio is a tool for learners to document and demonstrate they have met specific institutional and program learning outcomes. Prerequisite: Completion of all courses in the learners' program.

All classes are 3 credit hours unless otherwise indicated.

Master of Arts in Specialized Ministries (MASM)

The Master of Arts in Specialized Ministries program is designed with an emphasis on youth and young adult ministry. This nondenominational program develops key ministry leadership skills and prepares those who minister to and promote spirituality among young people to practically apply core academic and theological principles in contemporary church settings. In addition to the core courses, candidates must also complete all coursework for an area of emphasis, for a total of 36 hours. All courses are delivered online in six-week sessions.

For More Information

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

Southwestern College
Graduate Admissions
2040 South Rock Road
Wichita, Kansas 67207
Phone: (316) 684-5335 or (888) 684-5335
Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Program Requirements

Core Requirements (21 credit hours):

SMIN 501 Introduction to Ministry
SMIN 503 Studies of the Old Testament
SMIN 505 Studies of the New Testament
SMIN 507 Theology
SMIN 509 Survey of Church History
SMIN 596 Practicum in Specialized Ministry Part I
SMIN 597 Practicum in Specialized Ministry Part II

All requirements of area of emphasis below:

**Emphasis in Youth and Young Adult Ministry
Emphasis Requirements (15 credit hours):**

SMIN 530 Theology of Youth Ministry
SMIN 531 Ethical Issues in Youth Ministry
SMIN 532 Faith and Formation in Developing Adults
SMIN 533 Program Design and Development in the Local Church
LEAD 570 Leadership for the Future

Specialized Ministries Courses

SMIN 501 Introduction to Ministry. This course will explore several themes that are foundational to ministry including the notions of call, conversion, prayer, and leadership in the church. Students should be prepared to engage the practical dimensions of spiritual formation and to apply them to a variety of social scenarios. Credit 3 hours.

SMIN 503 Studies of the Old Testament. An introduction to the literature and history of ancient Israel with special attention given to thirty six books of the Hebrew Bible. Ancient and Near-Eastern texts will be considered in light of the context that they provide for understanding early Judaism. Attention will be given to how to utilize Old Testament scriptures in youth ministry. Credit 3 hours.

SMIN 505 Studies of the New Testament. An introduction to 27 books that constitute the New Testament. This course will take into account the Jewish and Greco-Roman milieu in which the New Testament developed. Attention will be given to how to utilize New Testament scriptures in youth ministry. Credit 3 hours.

SMIN 507 Theology. In this course, students learn to link scriptural, historical, and theological sources in order to both create and understand theological constructs for youth ministry. It gives attention to how context (race, class, gender, other) shapes theological convictions. Credit 3 hours.

SMIN 509 Survey of Church History. A survey of the social, institutional, and intellectual history of Christianity. Topics will investigate how various church traditions give shape to ministry. Credit 3 hours.

SMIN 596 Practicum in Specialized Ministry Part I. The practicum involves real work experience in a ministerial setting. Established practicum settings include working at the United Methodist reporter and the campus ministries office on the main campus of Southwestern College. Practicum experiences can also take place in other ministry settings. Approval forms are submitted prior to the Practicum Part I course start date and includes the description of the work to be undertaken during the Part I and Part II schedule, evaluation criteria, and the off-campus supervisor, and the supervising teacher. Credit 3 hours

SMIN 597 Practicum in Specialized Ministry Part II. This course is a continuation of the Practicum Part I and is required to be scheduled consecutively with SMIN 595. The practicum involves real work experience in a ministerial setting. Prerequisite SMIN595. Credit 3 hours

SMIN 530 Theology of Youth Ministry. A survey of root convictions regarding the action of God in the lives of young people. The course will follow the standard systematic categories in theology and challenge students to consider how content in each category gives shape to youth ministry. Credit 3 hours.

SMIN 531 Ethical Issues in Youth Ministry. A survey of legal and ethical concerns affecting youth leaders: boundary awareness, sexual ethics, counseling referral, rights to privacy, crisis response and management. This course will take a case study approach. Credit 3 hours.

SMIN 532 Faith and Formation in Developing Adults. A study of the relationship between psychological development and doctrines of the Christian life as they apply to youth and developing young adults. The course will cover topics such as entry into the Christian faith, the role of the church in spiritual formation, the role of theology in shaping discipleship and the importance of mentoring in faith formation in the years ranging from teen to young adult. Credit 3 hours.

SMIN 533 Program Design and Development in the Local Church. An introduction to and practice in designing and developing a youth ministry in the local church. Attention will be paid to context (i.e. urban, rural, suburban and geographic or regional characteristics), theology of youth ministry, and practical challenges such as fundraising, budgeting and accounting procedures. Credit 3 hours.

LEAD 570 Leadership for the Future. Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives. Credit 3 hours.

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

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

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

For More Information

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Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Program Requirements

The on-ground (main campus) or online (Professional Studies) Master of Arts with a major in teaching includes 36 semester-hours of graduate courses for student seeking to obtain grades 6-12 or P-12 licensure. Enrollment in the program requires a minimum 2.75/4.0 GPA, an

application, and degree-bearing official transcript from a Higher Learning Commission or equivalently accredited college or university. Successful completion of Praxis II content exam associated with the area of licensure. See <http://www.ets.org>. No content area courses below a C are accepted. Once admitted, professional dispositions are assessed. This master's program cannot be completed by a person who already holds a valid teaching license.

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

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

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

M.A.T. Core Requirements (36 credit hours):

- EDUC 512 Action Research
- * EDUC 524 Introduction to Special Education
- * EDUC 549 Race, Class, and Power in Schools
- * EDUC 601 Seminar
- * EDUC 602 Education Foundations
- * EDUC 603 Educational Psychological/Learning Theories
- * EDUC 604 Content Area Literacy
- * EDUC 605 Teaching in the Content Areas
- * EDUC 606 Teaching Methods

- * EDUC 607 Student Teaching Practicum **OR** * EDUC 608 Restricted Licensure Practicum (may be repeated for credit-see course description)
 - * EDUC 609 Teacher Portfolio
 - * EDUC 610 Developmental Psychology **OR** EDUC 518 Educational Practice and Innovation **OR** EDUC 526 Classroom Management
- * Course required for licensure. Equivalent undergraduate courses will substitute for licensure but will not be included toward the master's degree. If developmental psychology is not on the undergraduate transcript, EDUC 610 is required. Otherwise, EDUC 518 and/or 526 can be included in the program to complete the degree

Teaching Courses

EDUC 512 Action Research. This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise. Credit 3 hours.

EDUC 518 Educational Practice and Innovation. Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

EDUC 524 Introduction to Special Education. Designed to provide an overview of the fields of behavior disorders, learning disabilities, and mental retardation for present and future teachers, school psychologists, administrators, counselors, and other professionals preparing to work with students with mild disabilities. Emphasis on causes, identification, classification, characteristics, and recent trends and issues. Credit 2 hours.

EDUC 526 Classroom Management. A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.

EDUC 549 Race, Class and Power in Schools. Students will explore theoretical frameworks for understanding cultural difference as it impacts teaching and learning in the classroom. They will examine ways to provide equity in education for all students. Credit 3 hours.

EDUC 601 Seminar. An introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon use of Blackboard, IQ Web, program assessments, field experiences, Praxis II exams, and personal involvement in planning an effective and successful career in education. Credit hour.

Master of Arts in Teaching (M.A.T) • 41

EDUC 602 Education Foundations. This course explores the historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons as well as guide instruction, educational practices, and decision making to support policies, practices, and legal requirements that promote student welfare and development. Credit 3 hours.

EDUC 603 Educational Psychology/Learning Theories. This course explores concepts and distinctions imperative to apply learning theories from theory to practical application. Each theory is uniquely derived from a time period and vision of the theorist. Each learning theory will allow students to explore how to properly implement the theory and use it as an instructional process. Through the in depth analysis, students will have a better understanding on how to improve classroom practice and student learning. Credit 3 hours.

EDUC 604 Content Area Literacy. A course on content-based literacy designated to encompass study skills, concept development, reading comprehension strategies, and critical thinking. This course presents the area of reading demands of content subjects and the need shown by a diverse population of students. This course will serve as a basis for new teachers to demonstrate their knowledge and enable higher-order thinking to be present in schools today. This course focuses on each aspect of reading, but more specifically on comprehension. Reading, interpretation, and visualization will be key components to have cohesion exist among content areas within education. Credit 3 hours.

EDUC 605 Teaching in the Content Areas. Course will assist prospective teachers in developing the skills necessary for utilizing teaching strategies in the middle and secondary school environment. Students will study new and traditional methods in teaching middle and secondary education. Special attention will be given to research in selecting materials, use of proper strategies, assessment, delineating information, and cooperative learning. Credit 3 hours.

EDUC 606 Teaching Methods. Course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, students complete their professional portfolio and make application for student teaching placement. This course is taken immediately prior to student teaching. Credit 3 hours.

EDUC 607 Student Teaching. Clinical experiences in the public schools for teacher licensure candidates. Student teaching is a 14-week full time teaching experience. Concurrent enrollment with EDUC 609 Teacher Portfolio. Credit 3 hours.

EDUC 608 Restricted Licensure Practicum. This course provides restricted licensure students with supervised practica throughout the teacher education program until they obtain their initial license. Credit 1 hour. May be repeated for credit six times.

EDUC 609 Teacher Portfolio. Course is a collection of candidate assignments over the program aligned with the 13 professional standards. The course also requires candidates to complete a Kansas Performance Assessment during student teaching. Restricted licensure candidates complete this course during their last semester of courses. Credit 3 hours.

EDUC 610 Lifespan Developmental Psychology. Course focuses on human development throughout the lifespan, from birth to death. Students will examine central concepts related to parameters of human development, individual and social, which arise throughout the life span, as well as continuity and change within the developing individual. Credit 3 hours.

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Master of Arts in Theological Studies (MATS)

The Master of Arts in Theological Studies (MATS) degree is a nondenominational program designed for the individual interested in the examination of theological principles and constructs of Christian doctrines. Theological Studies offers an educational path for academic preparation in the fundamentals of theology as a ministry in addition to biblical foundations, historical, and contemporary perspectives of various theologians. This degree is designed for those learners who want an academic alternative to the practical Specialized Ministry degree in Youth Ministry.

For More Information

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

Southwestern College
Graduate Admissions
2040 South Rock Road
Wichita, Kansas 67207
Phone: (316) 684-5335 or (888) 684-5335
Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Program Requirements

Requirements (42 credit hours):

SMIN 503 Studies of the Old Testament.
SMIN 505 Studies of the New Testament.
THEO 511 History of Christianity I
THEO 512 History of Christianity II
THEO 521 Systematic Theology I
THEO 522 Systematic Theology II
THEO 523 Systematic Theology III
THEO 530 Spiritual Theology
THEO 540 Philosophy of Religion
THEO 545 Theological Ethics
THEO 550 Science and Religion
THEO 565 Studies in Theologians
THEO 591 Thesis I
THEO 592 Thesis II

Theological Studies Courses

SMIN 503 Studies of the Old Testament. This course is an introduction to the literature and history of ancient Israel with special attention given to the thirty-nine books of the Hebrew Bible. Ancient and Near-Eastern texts will be considered in light of the context that they provide for understanding early Judaism. (Existing Course in the MASM)

SMIN 505 Studies of the New Testament. This course is an introduction to the twenty-seven books that constitute the New Testament. The course will take into account the Jewish and Greco-Roman milieu in which the New Testament was developed. (Existing Course in the MASM)

THEO 511 History of Christianity I. This course provides an account of the history of the Christian church from its inception in the first century of the Common Era to the time of the Protestant Reformation in the 16th century. Special focus is upon the development of Christian doctrine by major figures and movements, including the Seven Ecumenical Councils.

THEO 512 History of Christianity II. This course provides an account of the history of the Christian church from the Protestant Reformation to the present day. The focus is upon the theological developments that characterize the various strands of Christian tradition in the modern period, and the major figures and groups that are representative of them.

THEO 521 Systematic Theology I. This course begins the systematic study of the Christian faith as articulated in the Nicene Creed. This course focuses on the First Article, which includes Trinity, the divine attributes, the doctrine of creation, the nature of the human person (theological anthropology) and the God/World relationship.

THEO 522 Systematic Theology II. This course continues the systematic study of Christian faith by focusing on the Second Article of the Nicene Creed, which includes the person of Jesus Christ (Christology), sin (hamartiology) and salvation (soteriology).

THEO 523 Systematic Theology III. This course concludes the systematic study of the Christian faith by focusing on the Third Article of the Nicene Creed, which includes the Holy Spirit (pneumatology), the church (ecclesiology), sacraments and the Last Things (eschatology).

THEO 530 Spiritual Theology. This course examines theology as a spiritual discipline, an act of worship undertaken by the Church in service to God for the sake of the world. The focus is upon the affective dimension of the theological enterprise. Major figures and systems of spiritual formation will be examined, such as Hesychasm, Ignatian spirituality and other monastic forms.

THEO 540 Philosophy of Religion. This course is an investigation into the nature and role of philosophy in religion, the relationship of faith and reason, the use of religious language, of the arguments for and against the existence of God, and the clarification and defense of the attributes of God in a particularly Christian theistic perspective.

THEO 545 Theological Ethics. This course is a survey and evaluation of various ethical systems and representatives of those systems from within a Christian framework. Emphasis will be placed on, but is not limited to, Aristotle, Augustine, Aquinas, the Utilitarians, Kant and a study of various issues in meta-ethics and normative ethics, as well as an investigation of ethical decision-making and case studies. The cases will potentially cover various topics currently being debated in ethics, e.g., abortion, euthanasia, genetic engineering, infanticide, surrogate motherhood, business ethics, environmental issues, etc.

THEO 550 Science and Religion. This course is a study of various issues that arise in the potential integration of science and Christian theology (e.g. models of integration, the distinctness of religion, relationship of scientific methodology to theological methodology, the range of positions in the creation/evolution debate) as well as an investigation of selected topics in philosophy of science relevant to a Christian perspective (e.g., the realist/antirealist debate, the nature, formation, use, and confirmation of scientific laws and theories, scientism and the assumptions and limits of science).

Master of Theological Studies (MATS) • 45

THEO 565 Studies in Theologians. This course is designed as a rotating topical course that will examine the major works of influential modern theologians. To be included are such major figures as Karl Barth, Wolfhart Pannenberg and Jürgen Moltmann.

THEO 591 Thesis I. This course is designed to provide the organized research for the forthcoming master's thesis. A proposed thesis topic and a research bibliography will be developed in concert with the thesis advisor. The final product of the course is an annotated bibliography of the research materials and an outline of the thesis and a projected writing schedule.

THEO 592 Thesis II. This course is designed to facilitate the actual writing of the thesis. The course will require regular periodic submissions of chapter/section drafts for professorial guidance/critique. The finished product is a completed master's thesis of 35-50 pages that constitutes an original scholarly contribution to the field of inquiry.

Master of Business Administration (MBA)

Business administration professionals with advanced degrees and industry experience are in high demand. Southwestern College Professional Studies' Master of Business Administration (MBA) program is cutting-edge but grounded in real-world practicality. Solid contemporary management concepts and techniques, not just theory, are stressed. Our MBA program provides you a real education, not just a degree.

Southwestern College's master of business administration program is taught by professional instructors with real world experience that will benefit learners of all backgrounds. Although our programs are flexible, and fit easily into your schedule, they're demanding and practical. We've proactively designed our programs to prepare our graduates to lead today's global organizations.

The MBA program is available completely online and in the classroom.

For More Information

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

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Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Program Requirements

Requirements (39 credit hours):

MGMT 500 Organizational Behavior & Human Resource Mgmt.
MGMT 505 Project Management Fundamentals
MGMT 510 Financial Accounting
MGMT 515 Managerial Accounting
MGMT 520 Managing Organizational Change and Conflict
MGMT 525 Business Law
MGMT 530 Marketing Strategies
MGMT 560 Ethics in the Global Marketplace
MGMT 565 Financial Analysis and Management I
MGMT 575 Financial Analysis and Management II
MGMT 580 Quality Management and Statistical Analysis

MGMT 585 Strategic Management
CAPS 600 Graduate Project

Business Administration Courses

MGMT 500 Organizational Behavior & Human Resource Management. Models and theories of behavior, and human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, motivation, and teamwork. Human Resource management topics include human resources strategy, selection, performance evaluation, reward systems, and employee development. A heavy emphasis will be placed on relationship management. Credit 3 hours.

MGMT 505 Project Management Fundamentals. Concepts, theories, principles and practical application of project management tools will be applied to real business situations. A critical analysis of tools and techniques that are available to aid project managers will be performed, with a view of the potential disconnect between these tools and real-world projects. Specific tools, including the Balanced Scorecard, Monte Carlo simulations, and stop-light charts will be utilized. Credit 3 hours.

MGMT 510 Financial Accounting. Concentrates on interpreting financial statement information, using accounting information for decision making and evaluation, and examining current trends in accounting of importance to the manager. Credit 3 hours.

MGMT 515 Managerial Accounting. Examines the use of accounting information to assist management in planning, analyzing, and implementing business decisions and activities. Focuses on strategic and operational performance analysis and evaluation. Credit 3 hours.

MGMT 520 Managing Organizational Change and Conflict. Techniques for successfully managing and communicating change and conflict in complex organizations. Included will be individual personality, preference and style assessment, interpersonal interaction, and group dynamics. Also covered are implementation strategies for change in organizations as they respond to socioeconomic, technological, ethical, environmental factors and adapt to new competitive conditions. Analyzes forces inducing change; organizational barriers to change; human behavior and demographic diversity; strategies for overcoming resistance to change; and intervention techniques of effective organizational change programs. Credit 3 hours.

MGMT 525 Business Law. This course is a study of legal concepts applicable to business, including forms of business organization, legal aspects of organizing and operating a business, the Uniform Commercial Code, contracts, commercial paper, secured transactions, bankruptcy, securities regulations, antitrust law, consumer protection, torts, criminal business law, social and political influences, management rights, powers, and responsibilities, ethical considerations, and a brief overview of the structure of the judicial system. Credit 3 hours.

MGMT 530 Marketing Strategies. Explores various marketing concepts of importance to managers, including product development and brand management, price determination, distribution strategy, and advertising/promotion management. Emphasis will be on the strategic implications of these topics, rather than the theories themselves. Students will be required to exhibit mastery of the topics through the development of a complete, case-based integrated marketing strategy, which will include a variety of important communication techniques. Credit 3 hours.

MGMT 560 Ethics in the Global Marketplace. Explores the role of business in society. Critical managerial issues from historical, theoretical, and social/ethical perspectives.

Coverage of company values, actions, and outcomes that affect employees, investors, business partners, communities, and the natural environment. Examines business ethics in these relationships and ways that leaders can improve corporate citizenship. Special emphasis is placed on understanding the role of ethics in multi-national corporations. Credit 3 hours.

MGMT 565 Financial Analysis and Management I. Introduces and covers a broad range of financial topics of interest to managers. Included are differentiation between accounting and finance; time value of money; macroeconomics, including supply and demand; forecasting techniques, capital budgeting and investment decisions. Credit 3 hours.

MGMT 575 Financial Analysis and Management II. Applies complex financial analysis tools and their role in managerial decision making. The learner will utilize the techniques learned in Financial Analysis I in practical case studies. Specifically covered are risk measurement, opportunity cost of capital, short and long-term financial decisions, corporate financing alternatives, and financial analysis and planning. Students will be expected to perform hands-on modeling projects in Excel. This course will assume prior familiarity with spreadsheet software such as Excel or Lotus. Prerequisite: Successful Completion of MGMT 565. Credit 3 hours.

MGMT 580 Quality Management and Statistical Analysis. This course explores foundations of quality management. Included are tools and methods for analytic study including basic probability and statistics. Models of quality management are utilized through practical case study application. Students will have the opportunity to apply quality management and statistical analysis to a real-world project of their choice. Special emphasis will be placed not only on the content and statistics of their project but also on how to effectively communicate the value of their project to a variety of organizational stakeholders. Credit 3 hours.

MGMT 585 Strategic Management. Students will be expected to synthesize material learned in several previous MBA courses. Projects are based on computer simulations in which teams compete. Prerequisite: successful completion of at least 27 credit hours in the MBA program. Credit 3 hours.

CAPS 600 Graduate Project. All learners in graduate MBA, Management and Leadership programs will be required to submit a professional electronic capstone portfolio as a graduate requirement in this course. This course includes an applied leadership project designed to demonstrate how to plan, implement, and integrate progressive initiatives for highly successful organizations by using the five practices of exemplary leadership based on Kouzes & Posner's international research on leadership. Learners' projects from this course are included in the final capstone portfolio submitted. The capstone portfolio is a tool for learners to document and demonstrate they have met specific institutional and program learning outcomes. Prerequisite: Completion of all courses in the learners' program. Credit 3 hours.

Master of Education Program (M.Ed.)

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

For More Information

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

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Graduate Admissions
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Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Program Requirements

M.Ed., Major in Curriculum and Instruction

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

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

- are committed to learners and their learning
- know the subjects they teach and how to teach those subjects to learners,
- are responsible for managing and monitoring learner learning,

- think systematically about their practice and learn from experience, and
- are members of learning communities.

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

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

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate learners will have a specified curricular strand that includes: EDUC 520 Instruction and English Language Students, EDUC 540 Creating Community in the Classroom, and EDUC 560 Investigating Learner Work. The content area focus promotes critical thinking skills and helps graduate learners use prior knowledge to gain confidence and independence in posing, exploring, and solving new problems.

Three English for Speakers of Other Languages (ESOL) courses can be included in the program as part of the program and these courses are substituted in place of courses from either the Professional Core and/or Area of Emphasis. Work with your advisor to ensure program expectations are met.

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

The last dimension is the Pathway (Portfolio) Experience. The M.Ed. in C&I degree is a standards-based program grounded in the precepts of the National Boards of Professional Teaching Standards (NBPTS). The program promotes

that assessment as a course of action will provide demonstrated evidence of the graduate learner's growth and development. The vehicle for this assessment is the portfolio. The portfolio will be a purposeful collection of educational artifacts developed throughout the program which are designed to provide tangible evidence of the candidate's academic growth, skill development, and professional dispositions that improve instruction and assessment to enhance learner learning.

EDUC 562 Portfolio

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

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

Reflective statements similar to those in NBPTS licensure processes will connect themes of experiences in the candidate's graduate program to understanding of theory, research, knowledge, skills and dispositions learned.

The electronic presentation of the portfolio to the teacher education faculty has as its main goal an assessment process that incorporates work completed during the program and requires the candidate to engage in critical dialogue on how her/his current self-evaluation processes reflect the thoughtful consideration of knowledge gained through the completion of the program presented in her/his role as a teacher/scholar.

The Master of Education with a major in Curriculum and Instruction incorporates the ideals of the National Board and empowers teachers to become reflective practitioners who will be able to meet the challenge of providing quality educational programs for all learners.

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

M.Ed., Major in Curriculum and Instruction
Major Requirements:

All courses are three semester hours unless otherwise indicated.

In the Professional Core: Select Five Courses.

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

Area of Emphasis: Or Courses in ESOL

EDUC 520 Instruction and English Language Students
EDUC 540 Creating Community in the Classroom
EDUC 560 Investigating Learner Work
or
EDUC 550 Introduction to Language and Linguistics
EDUC 580 Second Language Acquisition and Cultural Identity in Language
EDUC 590 Teaching English as a second Language and Assessing Language Competency

In Research and Assessment:

EDUC 512 Action Research
EDUC 543 Assessments, Tests, and Measurements

Portfolio Experience:

EDUC 562 Portfolio

M.Ed., Major in Early Childhood Education

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

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

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing Documenting and Assessing to Support Young Children and Families
- Teaching and Learning
- Connecting with children and families
- Using developmentally effective approaches
- Understanding content knowledge in early education
- Building meaningful curriculum
- Growing as a Professional

The standards noted are assessed through assignments in the capstone experiences courses: EDUC 626 Professionalism in Early Childhood Education I and EDUC 630 Professionalism in Early Childhood Education II. Students pursuing an M.ED. must earn a grade of "C" or better in each course required for the program.

Major requirements: (33 credit hours)

In the Professional Core:

EDUC 525 Collaboration with Families and Communities

EDUC 612 Advanced Child Development

Area of Emphasis:

EDUC 532 Technology in Special Education

EDUC 614 Advanced Theory and Practice for Early Childhood Education

EDUC 624 Early Childhood Education through Different Cultural Perspectives in Research and Assessment:

EDUC 512 Action Research

EDUC 543 Assessments, Tests and Measurements

Capstone Experience:

EDUC 626 Professionalism in Early Childhood Education 1

EDUC 630 Professionalism in Early Childhood Education 2

M.Ed., Major in Special Education

The master of education with a major in special education is designed for those who wish to earn a license in teaching special education as part of their graduate degree programs. A core of 30 hours followed by additional courses to total a minimum of 36 hours is required for the graduate degree. Licensure in mild disabilities (learning disabilities, mental retardation and/or behavior disorders) may be earned with 30 hours. A minimum of 7.5 hours is required for a provisional license.

Successful completion of a program portfolio equivalent to that of the Pathway Portfolio (described above) will be required for this major. The portfolio will demonstrate that the learner has met the state and national standards (Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers from the Council for Exceptional Children) for special education teaching. Additionally, those desiring to be licensed in Kansas must pass the ETS Praxis II assessments as defined by the Kansas State Department of Education. Passing Praxis exam #543 is a licensure requirement and it is necessary for a learner to be recommended to receive an endorsement to the teaching license in Special Education Adaptive.

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

M.Ed., Major in Special Education

Major Requirements (27 credit hours):

All courses are three semester hours unless otherwise indicated.

EDUC 514 Introduction to Special Education: Individual Educational Plan Development

* EDUC 522 Instructional Strategies: Behavior Difficulties

* EDUC 523 Instructional Strategies: Learning Difficulties

* EDUC 524 Introduction to Special Education

EDUC 525 Collaboration with Families and Communities

EDUC 526 Classroom Management

EDUC 529 Legal Issues in Special Education

EDUC 535 Assessment Strategies

* EDUC 558 Practicum in Adaptive Special Education (initial, 1.5 credit hours)

EDUC 559 Practicum in Adaptive Special Education (capstone, 1.5 credit hours)

*required for provisional licensure

Electives (choose a total of six hours):

- EDUC 532 Technology in Special Education
- EDUC 533 Language Development and Disorders
- EDUC 534 Transitions in Education
- EDUC 549 The Multicultural Classroom
- EDUC 555 Topics in Education (up to three hours)
- EDUC 615 Reading Assessment and Intervention

Research requirements (six credit hours):

- EDUC 512 Action Research
- EDUC 531 Field-Based Research Block 1

Education Courses

EDUC 501 Current Educational Trends. Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development. Credit 3 hours.

EDUC 511 Research Methodologies. Provides the essentials for conducting research, interpreting statistical principles, and quantification. Descriptive and inferential statistics will be surveyed as well as library techniques. Credit 3 hours.

EDUC 512 Action Research. This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise. Credit 3 hours.

EDUC 514 Introduction to Special Education: Individual Educational Plan Development.

Course will provide training in the procedures for developing high quality individual education plans for students with disabilities, based on state curriculum standards and meeting all of the requirements of state and federal special education laws and regulations. This course can be taken in conjunction with EDUC 524 Introduction to Special Education. Credit 1 hour.

EDUC 518 Educational Practice and Innovation.

Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

EDUC 520 Instruction and English Language Students.

Students will investigate different educational models for language minority students, and the instructional methods that work for ELL students. Credit 3 hours.

EDUC 522 Instructional Strategies: Behavior Difficulties.

The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with behavior disorders, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with behavior disorders. Credit 3 hours.

EDUC 523 Instructional Strategies: Learning Difficulties.

The purpose of this course is to study the theories, content, methods, and materials for delivery of instruction to students with academic problems, to utilize evaluation procedures to deliver individualized instruction to students, to modify curriculum materials, and to develop instructional materials for use with students with academic difficulties. Credit 3 hours.

EDUC 524 Introduction to Special Education.

Designed to provide an overview of the fields of behavior disorders, learning disabilities, and mental retardation for present and future teachers, school psychologists, administrators, counselors, and other professionals preparing to work with students with mild disabilities. Emphasis on causes, identification, classification, characteristics, and recent trends and issues. Credit 2 hours.

EDUC 525 Collaboration with Families and Communities.

This course develops an understanding and valuing process relative to the importance and complexity of characteristics of young children's family and their communities. Based on student knowledge and learning, they will support and empower families and communities through respectful, reciprocal, relationships, and involve families and communities in their children's development and learning. Credit 3 hours.

EDUC 526 Classroom Management.

A study of behavior of children and youth with emphasis on the diagnosis and modification of problematic behaviors. Credit 3 hours.

EDUC 529 Legal Issues in Special Education.

The focus of this course is on the legal and professional issues in special education. It will include an in-depth study of special education laws and their impact on programs for exceptional children and youth. Credit 3 hours.

EDUC 530 Curriculum Development.

Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.

EDUC 531 Field-Based Research Block. A cohort experience where students develop and implement action research projects with area schools and service organizations. Special emphasis will be placed on issues related to curriculum and learner outcomes. The importance of building meaningful school and organization partnerships will be explored. All students majoring in curriculum and instruction are required to complete EDUC 531. Credit 3 hours.

EDUC 532 Technology in Special Education. This course will provide an overview of the technology available for students with special needs. Included will be low-tech devices, augmentative devices, and using technology to adapt instruction. Credit 3 hours.

EDUC 533 Language Development and Disorders. This course is designed to provide an introduction to language disorders. Designed for classroom teachers, it provides an overview of language development and language disorders, the development of literacy, the relationship between language disorders and learning disabilities, and language as it affects academic areas. Credit 3 hours.

EDUC 534 Transitions in Education. The focus of this course is on the theoretical constructs and practical considerations in programming for students with disabilities from the preschool through the secondary and post-secondary level. Credit 3 hours.

EDUC 535 Assessment Strategies. Focus on the use of observation techniques and the administration and interpretation of test instruments including screening tests, formal and informal tests, norm and criterion-referenced tests, and diagnostic and achievement tests. Individual assessment of developmental skills, academic achievement, adaptive behavior and processes will be included. Tests will be evaluated for their usefulness in diagnosis, placement, and intervention in special education and remedial programs. Credit 3 hours.

EDUC 540 Creating Community in the Classroom. Students will discuss topics such as the structure and management of the classroom. The curriculum includes: interdependence, cooperation, trust, responsibility, and active participation. Teaching strategies include techniques, and activities that emphasize decision-making, critical thinking, cooperation, responsibility, and empowerment. Credit 3 hours.

EDUC 542 Instructional Design. Students will cover typical instructional design models and learning theories. Students will complete an entire instructional design unit including curriculum, instruction, and assessment of learner learning. Credit 3 hours.

EDUC 543 Assessments, Tests, and Measurement. Provides classroom educators with the knowledge and skills necessary to effectively measure learner achievement and the reflective skills necessary to examine and improve upon practice. Credit 3 hours.

EDUC 544 Characteristics of the Adult Learner. The study of the context of adult learning in the 21st century and major theories on adult development and learning, including andragogy, self-directed learning, and transformational learning. Emphasis will be on the practical application of these theories to the practice of teaching and training adults in post-secondary and organizational settings. Credit 3 hours.

EDUC 545 Teaching Methods for Adult Students. Study and practice in effective teaching techniques for post-secondary and adult education settings. Special emphasis on instructional strategies designed to promote motivation in learning. Credit 3 hours.

EDUC 546 Online Teaching and Training. Explores the communication technologies used in the foundation and delivery of online courses, programs and seminars. Includes topics on

synchronous and asynchronous modes of communication, web-based resources, models of teaching and learning theory, and formative evaluation. Credit 3 hours.

EDUC 547 Assessment and Evaluation in Adult Education. Explores issues in learner-centered assessment and evaluation, including critical thinking, active learning, and principles of good practice, facilitation, and instructor feedback. Focuses on specific classroom strategies for effective evaluation of specific learning outcomes. Credit 3 hours.

EDUC 548 Program Planning. Investigates the theory and research of program planning and development for adults, including processes used to develop educational programs in various settings. Topics include needs assessment, program design and development, implementation, and evaluation. Credit 3 hours.

EDUC 549 Race, Class and Power in Schools. Students will explore theoretical frameworks for understanding cultural difference as it impacts teaching and learning in the classroom. They will examine ways to provide equity in education for all students. Credit 3 hours.

EDUC 550 Introduction to Language and Linguistics. This is an introductory course in language and linguistics, which explores the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Prospective teachers will explore the principals of linguistic systems and major theorists and schools of linguistic thought in anticipation of working with communities of nonnative English-speakers. This course is designed as one in a series of three courses to enable the learner to successfully pass the ESOL praxis. Credit 3 hours.

EDUC 555 Topics in Education. The 555x courses will be available in the summer primarily as topics of special interest or independent study courses with approval of the coordinator of the special education program. Credit 1 hour. May be repeated for credit.

EDUC 558 Practicum in Adaptive Special Education (initial). This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with mild disabilities. Credit 1.5 hours.

EDUC 559 Practicum in Adaptive Special Education (capstone). This is a field-based course relating theory to application. Students will be placed in settings where they will obtain experiences working with students with learning disabilities, mental retardation, or behavior disorders. Credit 1.5 hours.

EDUC 560 Investigating Student Work. Students will investigate ways in which the things students make in and for school can be studied as evidence of teaching and learning. Credit 3 hours.

EDUC 562 Portfolio. The focus of this course will be the development of a purposeful collections of educational artifacts designed to provide tangible evidence of the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance learner learning. It is a capstone experience in the major. Credit 3 hours.

EDUC 580 Second Language Acquisition and Cultural Identity in Language. This course explores the theories and research of second language acquisition in order for the teacher to facilitate ESOL students, acquisition of a new language. In addition; this class will examine the complex relationships among communication, culture and identity as it relates to language learning. This course is designed as one in a series of three courses to enable the learner to successfully pass the ESOL praxis. Credit 3 hours.

EDUC 590 Teaching English as a Second language and Assessing Language Competency.

This course provides the foundation for second language instruction by examining a broad range of methodologies to provide academic experiences for English Language Learners. (SIOP model included.) Application of these “best practice” concepts will be used to plan, implement, and evaluate instruction for ESOL students. An opportunity to volunteer with ESOL students for 8 hours during the course will be included. Credit 3 hours.

EDUC 612 Advanced Child Development (Up through age 8). This course develops an understanding of young children’s development and learning needs to create a healthy, respectful, supportive, and challenging environment for all children. Students will have an in-depth knowledge on the multiple influences on development and learning. Credit 3 Hours.

EDUC 614 Advanced Theory and Practice for Early Childhood Education. This course will provide knowledge and understanding and use effective approaches, strategies, and tools for early education. They integrate their understanding of and relationship with children and families to effectively design a positive learning experience for all young children. Credit 3 Hours.

EDUC 615 Reading Assessment and Intervention. The course develops an overview of the varied pathways of reading development and prepares learners to analyze reading achievement as well as administer and interpret diagnostic measures of reading. Through case studies, learners will use progress-monitoring data processes to analyze specific instructional strategies and interventions. Credit 3 Hours.

EDUC 618 Classroom Management and Organization. Early Childhood Setting. This course will provide knowledge and understanding regarding the importance, central concepts, inquiry tools, and structures of content area or academic disciplines; students will use own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes. Credit 3 hours.

EDUC 622 Teaching Methods and Practice in Early Childhood Education (Field experience). This course develops professional teaching skills for the early childhood instruction and assessment. Credit 3 hours.

EDUC 624 Early Childhood Education through Different Cultural Perspectives. This course develops a high level of competence in understanding and responding to diversity of culture, language and ethnicity. Understanding how different cultures impact children and their development and learning. Credit 3 hours.

EDUC 626 Professionalism in Early Childhood Education 1. This is a capstone experience which develops multiple topics through guided study and early childhood projects, including but not limited to: cultural competence, knowledge and application of ethical principles, communication skills, mastery of relevant theory and research. Credit 3 hours.

EDUC 630 Professionalism in Early Childhood Education 2. This is a capstone experience, which develops several topics through guided study and early childhood projects including but not limited to: inquiring skills and knowledge of research methods, skills in collaborating, teaching and mentoring, advocacy skills, leadership skills and skills in personnel and fiscal management. Credit 3 hours.

Master of Science in Leadership (MSL)

The greatest demand in the world today is not for managers, but for leaders. Southwestern College's Master of Science in Leadership (MSL) program prepares individuals in any industry for leadership positions. Southwestern College's Master of Science in Leadership program is a 36-hour degree program. Courses are six weeks long and are available completely online. The degree may be completed in 1.5 years of continuous part-time study. Learn relationship management and leadership skills to become more effective in any organization, whether military, corporate, government, health care, small business, education or non-profit. The emphasis is on practical application of key leadership principles in contemporary organizations.

For More Information

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

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Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Program Requirements

Requirements (36 credit hours):

LEAD 500 Leadership Styles and Theories
LEAD 505 Organizational Leadership and Ethics
LEAD 510 Leadership in Context
LEAD 515 Leadership Communication and Conflict Resolution
LEAD 520 Leadership Coaching
LEAD 560 Leading Change in Organizations
LEAD 565 Knowledge Based Leadership
LEAD 570 Leadership for the Future
LEAD 575 Organizational Structures and Behavior
LEAD 580 Practical Problem Solving for Today's Organizations
LEAD 585 Leading Quality Improvement Initiatives
CAPS 600 Graduate Project

Leadership Courses

LEAD 500 Leadership Styles and Theories. The course will cover fundamentals of leadership, definitions of leadership, and an introduction to the tools available for research in leadership. Emphasis is on the application of theoretical concepts to actual organizational settings and situations, culminating in the determination of participant's dominant leadership style and articulation of a personal leadership profile. Credit 3 hours.

LEAD 505 Organizational Leadership and Ethics. The course will provide an understanding of the distinction between leadership and management in organizations. Theory is mixed with contemporary examples of the ethical challenges facing today's leaders. Participants consider ethical frameworks (e.g., individual ethical competency, organizational system as an ethical agent) in organizational decision making. Credit 3 hours.

LEAD 510 Leadership in Context. Participants will be able to demonstrate an understanding of how economic, social and/or political events and relationships--whether local, national or worldwide--affect organizations as well as have an impact on culture and community. Participants will develop a plan of action for dealing with that impact. Credit 3 hours.

LEAD 515 Leadership Communication and Conflict Resolution. The course will teach leaders to hone and refine important communication and conflict resolution skills including interpersonal and small group communication, persuasion, media communication, and crisis communication. Credit 3 hours.

LEAD 520 Leadership Coaching. The course will help students coach, mentor and empower future leaders. The course will review coaching theories and models as well as the theoretical and applied aspects of teamwork. Participants will focus on building the skills of collaboration. Participants will articulate a personal leadership development plan. Credit 3 hours.

LEAD 560 Leading Change in Organizations. Participants will learn to navigate the world of needs assessment tools in order to build an organization's ability to operate on the consistent generation of information. Systems used to analyze information and implement change resulting from data will be covered through case studies, individual and group exercises. Participants will develop practical tools for engaging people at all levels of an organization through inevitable change. Credit 3 hours.

LEAD 565 Knowledge Based Leadership. The course will cover the integration and alignment of strategic planning, mission, vision with goals and objectives to position organizations to transition to a knowledge based environment. Participants will develop a plan for capturing "tribal knowledge" and using that knowledge to create and communicate a shared vision. Credit 3 hours.

LEAD 570 Leadership for the Future. Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives. Credit 3 hours.

LEAD 575 Organizational Structures and Behavior. Participants will learn decision making models, principles of organizational hierarchy, and how organizations are impacted by leadership styles. Participants will analyze how their own leadership behavior impacts others through 360-degree feedback. Credit 3 hours.

LEAD 580 Practical Problem Solving for Today's Organizations. Working from current and relevant case studies, students will develop the skills to make real-world, real-time decisions. Credit 3 hours.

LEAD 585 Leading Quality Improvement Initiatives. The course will address the importance of implementing quality principles integral to leadership which will benefit stakeholders, provide an understanding of the philosophies underlying quality, emphasize the importance of employee empowerment, deal with issues surrounding teams and group dynamics, and develop an awareness of process improvement and its role in building solid effective organizations. Students will be qualified to earn the credential of Certified Quality Improvement Associate. Credit 3 hours.

CAPS 600 Graduate Project. All learners in graduate MBA, Management and Leadership programs will be required to submit a professional electronic capstone portfolio as a graduate requirement in this course. This course includes an applied leadership project designed to demonstrate how to plan, implement, and integrate progressive initiatives for highly successful organizations by using the five practices of exemplary leadership based on Kouzes & Posner's international research on leadership. Learners' projects from this course are included in the final capstone portfolio submitted. The capstone portfolio is a tool for learners to document and demonstrate they have met specific institutional and program learning outcomes. Prerequisite: Completion of all courses in the learners' program. Credit 3 hours.

Master of Science in Management (MSM)

Southwestern College's Master of Science in Management (MSM) program focuses on the knowledge and skills necessary for any manager to be successful. Organizations today need very complex and diverse managers and leaders. They are not just expected to be experts in their particular field, but they are expected to understand the many aspects of business as well as how to lead the organization to success. Southwestern College's Master of Science in Management program is a 39-hour degree program. Courses are six weeks long and are available completely online. The degree may be completed in 20 months of continuous part-time study. The program seeks to develop leaders for today's complex and diverse business environments and to prepare them for leading an organization to success.

This program provides learners the necessary skills in important business areas including: project management, human resource management, finance, organizational ethics and statistical analysis. The program also emphasizes relationship management and introduces the learner to a variety of leadership theories and styles, as well as the opportunity to develop personal leadership skills.

The Master of Science in Management program combines courses in business management and leadership to provide a strong foundation for any person wishing to make a positive difference in their workplace, church, community or personal life.

For More Information

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e-mail: graduate@sckans.edu

Program Requirements

Requirements (39 credit hours.):

Core (27 credit hours)

In Leadership (6 credit hours)

LEAD 500 Leadership Styles and Theories

LEAD 565 Knowledge Based Leadership

In Management (15 credit hours)

MGMT 500 Organizational Behavior & Human Resource Mgmt.

MGMT 505 Project Management Fundamentals

MGMT 565 Financial Analysis and Management I

CAPS 600 Graduate Project

MGMT 580 Quality Management and Statistical Analysis

In Leadership OR Management (6 credit hours from this section)

Note: Courses not taken from this section do not count as electives.

LEAD 560 Leading Change in Organizations or MGMT 520 Managing Organizational Change and Conflict

MGMT 560 Ethics in a Global Marketplace or LEAD 505 Organizational Leadership and Ethics

Electives (choose 12 credit hours total)

LEAD 570 Leadership For the Future

LEAD 520 Leadership Coaching

LEAD 580 Practical Problem Solving for Today's Organizations

LEAD 510 Leadership in Context

LEAD 515 Leadership Communication and Conflict Resolution

MGMT 515 Managerial Accounting

MGMT 525 Business Law

MGMT 510 Financial Accounting

MGMT 530 Marketing Strategies

MGMT 575 Financial Analysis and Management II

Course Descriptions

CAPS 600 Graduate Project. All learners in graduate MBA, Management and Leadership programs will be required to submit a professional electronic capstone portfolio as a graduate requirement in this course. This course includes an applied leadership project designed to demonstrate how to plan, implement, and integrate progressive initiatives for highly successful organizations by using the five practices of exemplary leadership based on Kouzes & Posner's international research on leadership. Learners' projects from this course are included in the final capstone portfolio submitted. The capstone portfolio is a tool for learners to document and demonstrate they have met specific institutional and program learning outcomes. Prerequisite: Completion of all courses in the learners' program. Credit 3 hours.

See pages 38 and 49 for remaining MGMT and LEAD course descriptions

Master of Science in Security Administration (MSSA)

The security field is one of the fastest growing in the nation, and demand is high for knowledgeable security administrators. Southwestern College's Master of Science in Security Administration program is a 36-hour degree program. Courses are six weeks long and are available completely online. The degree may be completed in 1.5 years of continuous part-time study. Southwestern College's Master of Science in Security Administration (MSSA) program is designed to prepare mid-to-upper level managers in the security industry to take increasing levels of responsibilities and leadership positions. The program will help you learn problem solving, leadership, critical thinking, and application of theory-to-practice in addition to knowledge in security-related subject matter.

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e-mail: graduate@sckans.edu

Program Requirements

Requirements (36 credit hours):

MSA 500 Contemporary Security Administration
MSA 505 Security Administration Business Strategies
MSA 510 Enterprise Risk Management
MSA 515 Physical Security Planning & Vulnerability Assessment
MSA 520 Administration of Information Security
MSA 560 Security Law
MSA 565 Organizational Security Investigations
MSA 570 Homeland Security Defense and Administration
MSA 575 Best Practices and Special Issues in Homeland Security
MSA 580 Terrorism: Perspectives and Consequence Mgmt
MSA 585 Emergency, Disaster, and Contingency Management
MSA 590 Security Portfolio

Security Administration Courses

MSA 500 Contemporary Security Administration. This course provides leading-edge concepts for Chief Security Officers (CSO) as well as middle to upper-level security management professionals. The principal focus is emerging criminal and terrorist threats that pose serious challenges to professionals throughout the security industry. Core areas of security are also comprehensively covered as well as business management and leadership competencies.

MSA 505 Security Administration Business Strategies. The primary focus of this course is to direct students through the entire continuum of management strategies aimed at achieving personal and professional success. Real world concepts and their application to asset protection are illustrated via situational case presentations. The learner is exposed to concepts of advocacy, continuous quality improvement strategies, and a plethora of helpful suggestions designed to deliver organizational results. Measurable metrics, business needs, effective communication, and how to receive the necessary resources for success are also examined. New risk assessment models and proven strategic planning concepts are discussed as well as the blueprint for business executives and security managers to determine where they are and where they need to be to drive their security program to maximize its contribution to their organization.

MSA 510 Enterprise Risk Management. Students in this course will focus on all risks in which an organization may be exposed. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

MSA 515 Physical Security Planning and Vulnerability Assessment. The focus of this course emphasizes real-world concepts, principles, and processes for building security and safety design including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from the start of planning through final analysis, including senior management briefing, is examined.

MSA 520 Administration of Information Security. This course provides a management review of information security issues and a thorough treatment of the administration of information security. Topics such as planning for contingencies, policy and programs, models and practices, risk management, threats, protection mechanisms, personnel security, law and ethics, and project management are studied.

MSA 560 Security Law. Students in this course will review the legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from employee and customer theft. It also discusses the legal rights of and responsibilities of security personnel and merchants as they pertain to theft and lawful arrest. Negligence, intentional torts, agency, contracts, alarms, damages, authority of private citizens, probable cause, arrest, search and seizure, interrogation, use of force by the private citizen, deprivation of rights, and entrapment are also examined.

MSA 565 Organizational Security Investigations. The primary concentration for this course covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting

improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations.

MSA 570 Homeland Security Defense and Administration. This course provides a comprehensive overview of America's homeland security system, including key federal, state, local, and private organizations. Policy issues, technologies, legislation, preparedness recommendations, and trends are analyzed. Threat assessments, critical infrastructure protection, weapons of mass destruction, cyber-terrorism, business preparedness, and emergency response and public protection are covered as well.

MSA 575 Best Practices and Special Issues in Homeland Security. Students in this course will examine the current ability of national, state, and local agencies to respond to terrorism. Lessons learned and best practices from past emergencies and terrorist events are reviewed to identify preparedness and mitigation methods. Individual and local government preparedness, response, and practices are covered.

MSA 580 Terrorism: Perspectives and Consequence Management. Students in this course will thoroughly examine the complex issues surrounding terrorism via a discussion of theories, domestic and international threats of terrorism, motivations for terrorism, and a review of the various religious, ideological, nationalistic, and ethnic movements taking place around the world. Consequence management is studied with a review of the incident management system, federal response plan, weapons of mass destruction effects, mass casualty decontamination, crime scene operations, and technology and emergency response.

MSA 585 Emergency, Disaster, and Contingency Management. This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

MSA 590 Security Portfolio. All learners in the MSSA program will be required to submit a professional portfolio addressing the competencies and skills they have achieved as a result of their graduate studies in Security Administration. The purpose of the portfolio is two-fold: to serve as a professional tool for the learner and will prove valuable in helping the learner document achievements and knowledge gained through the completion of the program, and will further serve as an assessment tool to ensure the currency and relevancy of the curriculum. Prerequisite: This course should be taken after completion of all courses in the program.

Graduate Certificate in Emergency Planning

Southwestern College's Emergency Planning graduate level certificate is designed to prepare the executive security professional for assessing and designing contingencies for public and private security measures in a global society. Threats to safety and systems are examined and emphasis is given to the analysis of models and practices. Learners will examine the cost-benefit comparisons of contemporary, theoretical, and practical models. Individuals completing the Emergency Planning Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Security Administration.

For More Information

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e-mail: graduate@sckans.edu

Certificate Requirements

Requirements (15 credit hours):

- MSA 515 Physical Security Planning & Vulnerability Assessment
- MSA 570 Homeland Security Defense and Administration
- MSA 575 Best Practices and Special Issues in Homeland Security
- MSA 580 Terrorism: Perspectives and Consequence Mgmt
- MSA 585 Emergency, Disaster, and Contingency Management

MSA 515 Physical Security Planning and Vulnerability Assessment. The focus of this course emphasizes real-world concepts, principles, and processes for building security and safety design including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from the start of planning through final analysis, including senior management briefing, is examined.

MSA 570 Homeland Security Defense and Administration. This course provides a comprehensive overview of America's homeland security system, including key federal, state, local, and private organizations. Policy issues, technologies, legislation, preparedness recommendations, and trends are analyzed. Threat assessments, critical

infrastructure protection, weapons of mass destruction, cyber-terrorism, business preparedness, and emergency response and public protection are covered as well.

MSA 575 Best Practices and Special Issues in Homeland Security. Students in this course will examine the current ability of national, state, and local agencies to respond to terrorism. Lessons learned and best practices from past emergencies and terrorist events are reviewed to identify preparedness and mitigation methods. Individual and local government preparedness, response, and practices are covered.

MSA 580 Terrorism: Perspectives and Consequence Management. Students in this course will thoroughly examine the complex issues surrounding terrorism via a discussion of theories, domestic and international threats of terrorism, motivations for terrorism, and a review of the various religious, ideological, nationalistic, and ethnic movements taking place around the world. Consequence management is studied with a review of the incident management system, federal response plan, weapons of mass destruction effects, mass casualty decontamination, crime scene operations, and technology and emergency response.

MSA 585 Emergency, Disaster, and Contingency Management. This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

Graduate Certificate in Enterprise Risk Management

Southwestern College's Enterprise Risk Management graduate level certificate emphasizes the executive analysis and assessment of organizations' security vulnerability. It is designed to prepare the manager with security administration responsibilities for contingency planning and investigation in addition to systematic assessment of organizational risk. Learners will have an opportunity to examine various models and practices that help the security management professional balance the costs and risks facing today's organizations. Individuals completing the Enterprise Risk Management Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Security Administration.

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 e-mail: graduate@sckans.edu

Certificate Requirements

Requirements (15 credit hours):

- MSA510 Enterprise Risk Management
- MSA515 Phys Security Planning & Vulnerability Assessment
- MSA520 Administration of Information Security
- MSA565 Organizational Security Investigations
- MSA585 Emergency, Disaster, and Contingency Management

MSA 510 Enterprise Risk Management. Students in this course will focus on all risks in which an organization may be exposed. A systematic approach to acquiring and analyzing the information necessary to support decision-makers in the protection of assets and the allocation of security resources is reviewed. The risk management process, asset identification, threat identification, threat assessments, vulnerability identification and assessment, risk management, and cost benefit analysis are also examined.

MSA 515 Physical Security Planning and Vulnerability Assessment. The focus of this course emphasizes real-world concepts, principles, and processes for building security and

safety design including assessing needs and working with security consultants. Security design concepts, security evaluation and planning, building hardening, security technology, and biochemical and radiological protection are covered. Conducting vulnerability assessments of physical protection systems from the start of planning through final analysis, including senior management briefing, is examined.

MSA 520 Administration of Information Security. This course provides a management review of information security issues and a thorough treatment of the administration of information security. Topics such as planning for contingencies, policy and programs, models and practices, risk management, threats, protection mechanisms, personnel security, law and ethics, and project management are studied.

MSA 565 Organizational Security Investigations. The primary concentration for this course covers the essentials of private and public investigations with the comprehensive study of the investigative process, tools of investigations, and types of investigations. A thorough examination of fraud detection, employee theft, embezzlement, accounting improprieties, compliance investigations, internal controls and safeguards to prevent fraud, information access and control strategies, and legal issues in corporate investigations are also reviewed. Other covered areas include surveillance and undercover, violent crimes, property crimes, controlled substances and drug offenses, terrorist activities, computer crime, and private sector investigations.

MSA 585 Emergency, Disaster, and Contingency Management. This course outlines the essential roles of corporate and municipal managers and demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. The emergency response plan, hazards, personnel training, and hazard and risk reduction strategies are covered. Contingency planning to protect vital facilities and critical operations is discussed via an implementation strategy, guidelines for minimizing development costs, and proven plan development methodology.

Graduate Certificate in Executive Leadership

Southwestern College's Executive Leadership graduate level certificate will help prepare managers or future managers to be effective leaders in today's contemporary, global organizations. Emphasis is placed on applied, practical projects while focusing on topics facing today's leaders in human resources management, change management, decision making, communication, and diversity issues that include generational differences. Individuals completing the Executive Leadership Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in Leadership.

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e-mail: graduate@sckans.edu

Certificate Requirements

Requirements (15 credit hours):

MGMT 500 Organizational Behavior and Human Resource Management
LEAD 520 Leadership Coaching
LEAD 565 Knowledge-Based Leadership
LEAD 560 Leading Change in Organizations
MGMT 505 Project Management Fundamentals

MGMT 500 Organizational Behavior and Human Resource Management. Models and theories of behavior, and human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, motivation, and teamwork. Human Resource management topics include human resources strategy, selection, performance evaluation, reward systems, and employee development. Heavy emphasis will be on the strategic implications of these topics.

LEAD 520 Leadership Coaching. The course will help learners coach, mentor and empower future leaders. The course will review coaching theories and models as well as the theoretical and applied aspects of teamwork. Participants will focus on building the skills of collaboration. Participants will articulate a personal leadership development plan.

LEAD 565 Knowledge Based Leadership. The course will cover the integration and alignment of strategic planning, mission, vision with goals and objectives to position organizations to transition to a knowledge based environment. Participants will develop a plan for capturing tribal knowledge, and using that knowledge to create and communicate a shared vision.

LEAD560 Leading Change in Organizations. Participants will learn to navigate the world of needs assessment tools in order to build an organization's ability to operate on the consistent generation of information. Systems used to analyze information and implement change resulting from data will be covered through case studies, individual and group exercises. Participants will develop practical tools for engaging people at all levels of an organization through inevitable change. Credit 3 hours.

MGMT 505 Project Management Fundamentals. Concepts, theories, principles and practical application of project management tools will be applied to real business situations. A critical analysis of tools and techniques that are available to aid project managers will be performed, with a view of the potential disconnect between these tools and real-world projects. Specific tools, including the Balanced Scorecard, Monte Carlo simulations, and stop-light charts will be utilized. Credit 3 hours.

Graduate Certificate in Executive Quality Management

Southwestern College's Executive Quality Management graduate level certificate is designed to prepare the leader in an organization to manage an existing quality program or establish a new quality initiative. Emphasis is given to the behavioral and organizational culture issues that impact quality initiatives. Learners will gain experience with the measurements and processes that can support quality programs in a real-world project. In addition, the certificate is designed to support the efforts of managers to lead through the necessary changes for establishing quality initiatives. Individuals completing the Graduate Certificate in Executive Quality Management at Southwestern College may apply all of these 15 credit hours earned toward a Master of Science degree in Management or a portion of the credit hours towards a Master of Business Administration or a Master of Science in Leadership.

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Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Certificate Requirements

Requirements (15 credit hours):

MGMT 500 Organizational Behavior & Human Resource Mgmt
MGMT 505 Project Management Fundamentals
MGMT 580 Quality Management and Statistical Analysis
LEAD 570 Leadership for the Future
LEAD 585 Leading Quality Improvement Initiatives

MGMT500 Organizational Behavior & Human Resource Management. Models and theories of behavior, and human resources management concepts and processes as they apply to managing individual and work-group behavior in organizations. Organizational behavior topics include leadership, motivation, and teamwork. Human Resource management topics include human resources strategy, selection, performance evaluation, reward systems, and employee development. A heavy emphasis will be placed on relationship management.

MGMT 505 Project Management Fundamentals. Concepts, theories, principles and practical application of project management tools will be applied to real business situations. A critical analysis of tools and techniques that are available to aid project managers will be performed, with a view of the potential disconnect between these tools and real-world projects. Specific tools, including the Balanced Scorecard, Monte Carlo simulations, and stop-light charts will be utilized.

MGMT 580 Quality Management and Statistical Analysis. This course explores foundations of quality management. Included are tools and methods for analytic study including basic probability and statistics. Models of quality management are utilized through practical case study application. Students will have the opportunity to apply quality management and statistical analysis to a real-world project of their choice. Special emphasis will be placed not only on the content and statistics of their project but also on how to effectively communicate the value of their project to a variety of organizational stakeholders.

LEAD 570 Leadership for the Future. Participants will learn to identify trends, implement change initiatives, maximize resources, and develop a response to changing workforce dynamics. This course provides a thorough foundation in the methods used when leading project initiatives.

LEAD 585 Leading Quality Improvement Initiatives. The course will address the importance of implementing quality principles integral to leadership which will benefit stakeholders, provide an understanding of the philosophies underlying quality, emphasize the importance of employee empowerment, deal with issues surrounding teams and group dynamics, and develop an awareness of process improvement and its role in building solid effective organizations. Students will be qualified to earn the credential of Certified Quality Improvement Associate.

Graduate Certificate in Youth Ministry for the Lay Leader

The nondenominational Graduate Certificate in Youth Ministry for the Lay Leader is designed to prepare individuals for working with young adult ministry programs. The learners will explore foundational ministry concepts and examine these foundational concepts in a variety of social scenarios. They will also develop their skills in applying the theological principles and scriptures in youth ministry. Individuals completing the Youth Ministry for the Lay Leader Certificate at Southwestern College may apply all of these 15 credit hours earned toward a Master of Arts degree in Specialized Ministries.

For More Information

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

Southwestern College
Graduate Admissions
2040 South Rock Road
Wichita, Kansas 67207
Phone: (316) 684-5335 or (888) 684-5335
Fax: (316) 688-5218
e-mail: graduate@sckans.edu

Certificate Requirements

Requirements (15 credit hours):

- SMIN501 Introduction to Ministry
- SMIN503 Studies of the Old Testament
- SMIN505 Studies of the New Testament
- SMIN507 Theology
- SMIN533 Program Design and Development in the Local Church

SMIN 501 Introduction to Ministry. This course will explore several themes that are foundational to ministry including the notions of call, conversion, prayer, and leadership in the church. Students should be prepared to engage the practical dimensions of spiritual formation and to apply them to a variety of social scenarios. Credit 3 hours.

SMIN 503 Studies of the Old Testament. An introduction to the literature and history of ancient Israel with special attention given to thirty six books of the Hebrew Bible. Ancient and Near-Eastern texts will be considered in light of the context that they provide for understanding early Judaism. Attention will be given to how to utilize Old Testament scriptures in youth ministry. Credit 3 hours.

SMIN 505 Studies of the New Testament. An introduction to 27 books that constitute the New Testament. This course will take into account the Jewish and Greco-Roman milieu in which the New Testament developed. Attention will be given to how to utilize New Testament scriptures in youth ministry. Credit 3 hours.

SMIN 507 Theology. In this course, students learn to link scriptural, historical, and theological sources in order to both create and understand theological constructs for youth ministry. It gives attention to how context (race, class, gender, other) shapes theological convictions. Credit 3 hours.

SMIN 533 Program Design and Development in the Local Church. An introduction to and practice in designing and developing a youth ministry in the local church. Attention will be paid to context (i.e. urban, rural, suburban and geographic or regional characteristics), theology of youth ministry, and practical challenges such as fundraising, budgeting and accounting procedures. Credit 3 hours.

Southwestern College Professional Studies Sites

Wichita East
2040 S. Rock Road
Wichita, KS 67207-5350
316.684.5335 Fax: 316.688.5218
prostudy@sckans.edu

Wichita West
3460 North Ridge Rd. Suite 50
Wichita, KS 67205
316.946.1116 Fax: 316.946.1079
wwichita@sckans.edu

Winfield
100 College Street
Winfield, KS 67156
620.229.6977 Fax: 620.229.6112
winfield@sckans.edu

Midwest City/Oklahoma City
1401 S. Douglas Blvd. Ste O
Midwest City, OK 73130
405.733.3301 Fax: 405.733.1254
okc@sckans.edu

McConnell AFB
22MSS/DPE
53474 Lawrence Ct.
McConnell AFB, KS 67221-4000
316.681.1467 Fax: 316.681.2837
mcconnell@sckans.edu

Fort Riley
Building 217, Custer Ave.
Fort Riley, KS 66442
785.784.9930
fortriley@sckans.edu

For an up-to-date and complete listing of staff please go to
<http://southwesterncollege.org/directory.cfm>