



Southwest Baptist
UNIVERSITY

2021-2022 Graduate Catalog Volume 105

Southwest Baptist University is a Christ-centered, caring academic community preparing students to be servant leaders in a global society.

“The greatest of you will be your servant.”
(Matthew 23:11)

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(417) 328-5281

<https://www.SBUniv.edu>

Executive Cabinet

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Vice President for Administration

Chief Financial Officer

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Provost

*SBU*life: Graduate Catalog Edition, 2021-2022

Preface: 2021-2022 Undergraduate Catalog

This catalog is designed primarily for the faculty and students of Southwest Baptist University and for students planning to enter SBU. Its pages contain the objectives of the University; outlines of the programs of study; admission and graduation requirements; and information regarding costs, living conditions, scholarships, counseling services, and student life.

This catalog is a description and official register of Southwest Baptist University and is a working agreement between a student and the University. A student is responsible for being fully aware of and fulfilling all regulations and conditions contained or referred to herein or as such regulations and conditions may hereafter be amended by the University if and when it deems necessary.

As conditions of admission, the University reserves the right and power to discipline or dismiss any student who fails to comply with said regulations and conditions, and each student agrees that the University shall have such right and power of discipline or dismissal.

Copy for the descriptive chapters and the list of officers for this catalog issue were prepared as of June 1, 2021. Information about fees and expenses, financial aid, and scholarships applies to the academic year 2021-2022. Plans of study, course titles, fees, expenses, and other matters described herein are subject to change at the discretion of the University.

Southwest Baptist University is approved for the training of veterans and the dependents of veterans under Title 38, U.S. Code.

Non-Discrimination

Applicants for admission and employment, students, parents of students, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding collective bargaining or professional agreements with Southwest Baptist University are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, disability, or marital status in employment, admissions or access to, or treatment in its programs and activities, except to the extent permitted by religious exemptions recognized by law.

Any person having inquiries concerning Southwest Baptist University's compliance with the regulations implementing Title VI, Title VII, Title IX, or Section 504 and the Age Discrimination Act of 1975 is directed to the Director of Human Resources and Title IX Coordinator, Southwest Baptist University, 1600 University Avenue, Bolivar, MO 65613, (417) 328-1512. Any student having inquiries concerning Southwest Baptist University's compliance with the regulations implementing the American Disabilities Act or Section 504 of the Rehabilitation Act is directed to the Provost, 1600 University Avenue, Bolivar, MO, 65613, (417) 328-1689. Any person may also contact the Office for Civil Rights, U.S. Department of Education regarding the institution's compliance with the regulations implementing Title VI, Title IX, Section 504, or the Age Discrimination Act of 1975. Office of Civil Rights website is www.ed.gov/about/offices/list/ocr/index.html.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The University will comply with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." Any questions related to the implementation or the compliance of this public law (34 CFR Part 668) should be directed to the Vice President for Administration, located in the Sells Administration Building, or the Vice President for Student Development, located in the Student Union Building. The Vice President for Administration has been designated by the University to coordinate the

institution's efforts to comply with the regulations effecting the implementation of this act. The branch campuses will follow the same procedures, unless otherwise specified. Copies of the full report are available from The Department of Safety and Security, (417) 328-1556, or on the website at www.SBUUniv.edu/safety.

Drug-Free Schools and Communities Act

The University is required by the Drug-Free Schools and Communities Act to adopt and implement a program to prevent the use of illicit drugs and the abuse of alcohol by students and employees. Every student shall receive a copy of the program annually as printed in the *SBU Student Handbook*. Additional copies of the handbook may be obtained in the Office of Student Life. Questions concerning the Drug-Free Schools and Communities Act may be directed to the Vice President for Student Development, who is designated by the University to coordinate the institution's efforts to comply with the Act.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These student rights are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, dean, head of the academic division, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes to be inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why that part is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Southwest Baptist University to comply with the requirements of FERPA. The name and address of the offices that administer FERPA are:

- a. Tara Parson, SBU Vice President for Administration
1600 University Ave., Bolivar, MO 65613
Office: (417) 328-1510; Fax: (417) 328-1514; Email: tparson@SBUniv.edu
- b. Roberta Rasor, SBU Registrar
1600 University Ave., Bolivar, MO 65613
Office: (417) 328-1607; Fax: (417) 328-1514; Email: rrasor@SBUniv.edu
5. **Directory Information.** The University designates the following items as Directory information: student name, address (permanent and college address), telephone number (permanent and college), email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The University may disclose any of those items without prior written consent, unless notified in writing to the contrary by the end of the first week of classes of each semester. Student directory information will be released internally to be used for University purposes only. Student directory information will not be released to third party groups for external use without prior approval by the Executive Cabinet.

Affiliations

The University is a member of the Council for Christian Colleges and Universities, the Missouri Baptist Convention, the Consortium of Global Education, the International Association of Baptist Colleges and Universities, National Council for State Authorization Reciprocity Agreements, and the National Association of College and University Business Officers.

Accreditation

Southwest Baptist University is accredited by:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
(312) 263-0456
www.ncahlc.org

Specific Programs at Southwest Baptist University are accredited by:

Commission on Accreditation of Athletic Training Education
6836 Austin Center Boulevard, Suite 250
Austin, TX 78731
(844) 462-2283
www.caate.net

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356
www.acbsp.org

Accreditation Board for Engineering and Technology
415 North Charles Street
Baltimore, MD 21201

(401) 347-7700

www.abet.org

Missouri Department of Elementary and Secondary Education

Jefferson State Office Building

205 Jefferson Street

P.O. Box 480

Jefferson City, MO 65102-0480

(573) 751-4212

dese.mo.gov

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, VA 20190

(703) 437-0700

nasm.arts-accredit.org/

Accreditation Commission for Education in Nursing (ACEN)

The Master's, Baccalaureate, and Associate nursing programs at Southwest Baptist University at the Mercy College of Nursing and Health Sciences located in Springfield, Missouri is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326

(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Master's, Baccalaureate, and Associate nursing program is Continuing Accreditation

View the public information disclosed by the ACEN regarding this program at

<http://www.acenursing.us/accreditedprograms/programSearch.htm>

Commission on Accreditation in Physical Therapy Education

1111 North Fairfax Street

Alexandria, VA 22314

(703) 706-3245

www.capteonline.org

Council on Social Work Education

1701 Duke Street, Suite 200

Alexandria, VA 22314

(703) 683-8080

www.cswe.org

The Joint Review Committee on Education in Radiologic Technology

20 North Wacker Drive, Suite 2850

Chicago, IL 60606-3182

(312) 704-5300

www.jrcert.org

ASN Program in Nursing holds full approval and the Pre-Licensure BSN Program in Nursing holds initial approval granted by:

Missouri State Board of Nursing
3605 Missouri Boulevard
P.O. Box 656
Jefferson City, MO 65102-0656
(573) 751-0618

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University Calendar, 2021-2022

Fall Semester 2021

Date	Event
August 2	New Faculty Workshop
3-5	Teacher's Camp, 8 a.m.-noon daily
7	Adjunct Faculty Orientation (Mountain View & Salem)
9	Division Head Workshop
11	Faculty/Staff Workshop a.m., Faculty Workshop p.m.
11	Last day to add online undergraduate courses for the first 4, 8, and 16-week sessions
12	Faculty work day in offices
13	Move-In Day for new students
13	Faculty help students move into dorms (a.m.)
13-15	Welcome Week for new students
15	Returning students arrive
16	Fall classes begin (8 a.m.) – including online courses
16	Last day to add online graduate courses for the first 4, 8, and 16-week sessions
18	Formal Convocation – 10 a.m.
19	Last day for adding seated or hybrid classes for the first 8-week session
24	Last day for adding seated or hybrid classes for fall semester
26	Fall Employee Picnic, 5:30 p.m., McClelland Dining Facility, Bolivar
27	Last day for adding classes for international students and students returning from active military duty
September 6	Labor Day – no classes
10	Undergraduate & Graduate deadline for online Graduation Application (December)
14	Last day to withdraw from course for first 8-week session without academic penalty
14	Midterm grades due for first 8-week session undergraduate courses – 12 p.m.
16	Online Admission Event
21	Five-week grades due for 16-week general education and graduation req. courses
25	Fall Preview Day (Admissions event)
October 1-30	General Education Assessment window for any student graduating Fall 2021 or Spring 2022
1-2	Homecoming
6	Last day to add online undergraduate courses for the second 8-week session
6	Last day of classes/final examinations for first 8-week session
7	Fall Break – Classes in session
11	Classes begin for second 8-week session
11	Last day to add online graduate courses for the second 8-week session
11	Online Admissions Event
12	Academic Honors Night
12	Final grades due for first 8-week session undergraduate courses
12	Midterm grades due for fall semester – 12 p.m.
13-November 12	Enrollment for Winterfest and Spring classes
14	Last day for adding seated/hybrid classes for second 8-week session
22	Last day to withdraw from classes without academic penalty
November 4	Scholarship Appreciation Day

Date	Event
6	Online Admissions Event
8	Last day to withdraw from courses from second 8-week session without academic penalty
9	Midterm grades due for second 8-week session undergraduate courses – 12 p.m.
13	Fall Preview Day (Admissions Event)
22	Thanksgiving Break begins
29	All OLIS work turned into instructor for December graduation
29	Classes resume
30	Employee Christmas Banquet, 6 p.m., Mellers Dining Commons, Bolivar
December 4	Scholars Day (Admissions event)
6	Last day of classes
7-10	Final Examinations
10	Commencement (3 p.m. and 6 p.m.)
14	All final grades due (including OLIS grades) – 4 p.m.
14	Online Admissions Event

WinterFest 2022

Date	Event
December 13	Last day to add WinterFest online courses
27	WinterFest online courses begin
January 3	WinterFest seated/hybrid courses begin – 8 a.m.
4	Last day for adding WinterFest seated/hybrid classes
13	Online Admissions Event
14	Last day to withdraw from WinterFest classes without academic penalty
17	Monday @ Southwest (Admissions event)
21	Final Examinations; Last day of WinterFest classes (including online courses)

Spring 2022

Date	Event
January 17	Last day to add online undergraduate courses for the first 4, 8, and 16-week sessions
23	Returning students arrive
24	Teacher's Camp II
24	Monday @ Southwest (Admissions event)
25	Division Head Workshop – 10 a.m.
25	WinterFest grades due – 4 p.m.
26	Spring classes begin (8 a.m.), including online courses
26	Last day to add online graduate courses for the first 4, 8, and 16-week sessions
February 1	Last day for adding seated or hybrid classes for first 8-week session
3	Last day for adding seated or hybrid classes for spring semester
3	Transfer Visit Day (Admissions event)
4	Last day for adding classes for international students and students returning from active military duty
5	Scholars Day (Admissions event)
9	Last day to withdraw from course for first 8-week session without academic penalty
10	Undergraduate and Graduate deadline for Graduation Application online
21	SBU Premier (Admissions event)

Date	Event
22	Midterm grades due for first 8-week session undergraduate courses – 12 p.m.
March 1-31	General Education Assessment window for any student graduating Spring 2022
March 1	Five-week grades due for 16-week general education and graduation req. courses
4-5	Bearcat Days (Admissions event)
7	Founders Day chapel
14-April 15	Enrollment for Summer and Fall classes
March 7	Transfer Visit Day (Admissions event)
18	Last day of classes/final examinations for first 8-week session
21	Spring Vacation begins
21	Last day to add online undergraduate courses for the second 8-week sessions
22	Online @ Southwest (Admission event)
28	Classes resume (8 a.m.); classes begin for second 8-week session
28	Last day to add online graduate courses for the second 8-week session
29	Final grades due for first 8-week session
29	Midterm grades due for spring semester undergraduate courses – 12 p.m.
	Online Admissions Event
31	Last day for adding seated/hybrid classes for second 8-week session
April 5	Honors Banquet
6	Last day to withdraw from classes without academic penalty
7	Transfer visit day (Admissions event)
8-9	Bearcat Days #2 (Admissions event)
15	Good Friday – no classes
18	Monday @ Southwest (Admissions event)
26	Last day to withdraw from courses for second 8-week session without academic penalty
26	Midterm grades due for second 8-week session – 12 p.m.
28	Online @ Southwest (Admissions event)
May 4	Transfer visit day (Admissions event)
5	All OLIS work turned in to instructor for May graduation
16	Last day of classes
17-20	Final Examinations
20	Last day of second 8 and 16-week online courses
20	Bachelor's Degree Commencement
21	Associate's Degree Commencement
21	Graduate Degree Commencement
24	All final grades due (including OLIS grades) – 4 p.m.
31	Last day to add online undergraduate courses for first 4 and 8-week summer sessions

Summer 2022

Date	Event
June 1	Last day to add online graduate courses for first 4 and 8-week sessions
6	First 4 and 8-week sessions begin, including online courses
6	Summer Orientation (Admissions event)
7	Last day for adding seated and hybrid classes for first 4-week session
9	Last day for adding seated and hybrid classes for first 8-week session
17	Last day to withdraw from first 4-week session without academic penalty
20	Summer Orientation (Admissions event)

Date	Event
27	SBU Summer Showcase (Admissions event)
30	Last day to add online undergraduate courses for second 4-week summer session
July 1	Last day to add seated and hybrid classes for second 4-week session
1	First 4 week session ends, final exams
4	Independence Day – no classes
5	Second 4-week session begins, including online courses
5	Last day to withdraw from 8-week session classes without academic penalty
7	Last day to add seated and hybrid classes for second 4-week session
10	Graduate deadline for Graduation Application (summer)
14	Transfer visit day (Admissions event)
18	Last day to withdraw from second 4-week session classes without academic penalty
29	Second 4-week and 8-week sessions end – final examinations, including online courses
August 2	All final grades due (including OLIS grades) – 4 p.m.
5	Transfer Visit Day (Admissions event)

Deadlines for Cancellation of Courses

January/Spring Semesters: Last regular day of fall semester

June and Eight-Week Terms: Last regular day of spring semester

July Term: June 7 or next business day

Fall Semester: August 1 or next business day

University Profile

Southwest Baptist University is an institution of higher education offering courses that lead to both undergraduate and graduate degrees. Students may choose from a variety of programs of study as they pursue a liberal arts based, career-oriented education. The University is comprised of three colleges: the College of Arts and Sciences, the College of Health Professions, and the College of Professional Programs. Areas of certification and professional areas of study are also offered.

Mission of the University

(Adopted by the Board of Trustees, May 1997)

Southwest Baptist University is a Christ-centered, caring academic community preparing students to be servant leaders in a global society.

Vision Statement

(Adopted by the Board of Trustees, October 2019)

Southwest Baptist University will be the exemplar Christian university, providing a transformative and holistic educational experience.

Statement of Faith

(Adopted by the Board of Trustees, 2020)

The University has adopted the Baptist Faith and Message 2000 as its statement of faith. This information can be found on the university webpage at <https://www.sbuniv.edu/about/mission-values.php>.

Core Values

(Adopted by the Board of Trustees, October 2003)

In fulfilling the University's mission and vision through its strategic planning process, Southwest Baptist University is committed to upholding the following core values grounded in Scripture, guided particularly by I Corinthians 13, to *prepare servant-leaders for a global society*:

Christian Distinctiveness (1 Peter 2:9)

Southwest Baptist University is *Christ-centered*. From its inception, and continuing today, the University is a distinctively Christian and Baptist institution supporting a Christian worldview. Led by the Spirit, following the example of Jesus Christ, the University family seeks to demonstrate commitment to love, mercy, and grace.

Baptist Heritage (1 Kings 8:57; 2 Timothy 1:14)

Southwest Baptist University's academic foundations are built on historical Baptist traditions beginning with the Southwest Missouri Baptist Association and continuing today with the Missouri Baptist Convention. This heritage acknowledges God as the ultimate source of all knowledge and truth. It is committed to scholarly endeavor, under God, seeking a proper balance between academic freedom and academic responsibility.

Compassion and Care for SBU Family (Romans 12:9-10)

Southwest Baptist University is a *caring community*. Scripture teaches that all individuals are worthy in the eyes of God. Therefore, we will honor and serve one another in love.

Academic Excellence (Romans 12:2; Colossians 3:23)

Southwest Baptist University is an *academic community*. The University pursues excellence in teaching, scholarship and service. Students are prepared to meet the challenges of a global society through the integration of faith, Christian liberal arts, research, and professional studies. The University recognizes that academic excellence is achieved through continuously striving for improvement.

Social and Spiritual Development (Colossians 2:6-7)

Southwest Baptist University encourages the social and spiritual development of the University family. Students, faculty, and staff are provided intentional opportunities to grow spiritually, intellectually, and emotionally through exposure and response to the needs of the larger community.

Personal Wellness (Genesis 1:27; 1 Corinthians 6:19-20)

Southwest Baptist University recognizes the body as the temple of the Holy Spirit. Therefore, the University will offer opportunities for education and activities which promote personal wellness.

History of the University

The University first opened its doors in 1878 in Lebanon, MO, as Southwest Baptist College. In 1879 the college was chartered by the state of Missouri and moved to Bolivar. Early writings recount a legacy of sacrificial giving and extraordinary efforts by Baptists in southwest Missouri to establish and maintain the college. The founders, James R. Maupin and Abner S. Ingman, faced many difficulties as they rode horseback seeking funds, students, and an ideal college site.

The college faced many hardships in its early years and actually closed from 1908 to 1913 to regain financial solvency and to recover from a devastating fire that destroyed the college's only building. The efforts and prayers of area supporters and Missouri Baptists brought results, and the college reopened in 1913 as a two-year junior college.

The University has maintained its strong Baptist heritage through its affiliation with the Missouri Baptist Convention, which provides some financial support for the University and elects the 25-member Board of Trustees which governs the institution.

The Missouri Baptist Convention approved plans in 1964 for the college to become a senior liberal arts college. The first baccalaureate degrees were awarded in 1967. Bolivar citizens donated a 102-acre farm on the southern edge of the city that allowed the college to expand physically beyond the small 10-acre campus located near downtown as part of its growing academic expansion.

Another milestone occurred in 1981 when the college name was changed to Southwest Baptist University. In 1995 the University entered a joint nursing education agreement with St. John's Regional Medical Center (now Mercy Hospital) in Springfield, MO, to form St. John's School of Nursing (now College of Health Professions) of Southwest Baptist University and in 2003 this program was elevated to College status.

Today, SBU is a thriving higher education institution with more than 3,400 undergraduate and graduate students on five campuses: Bolivar, Mountain View, Salem, and Springfield and Online. The 158-acre main campus is located in the southern portion of Bolivar, Mo., a community of about 11,000 residents that serves as the county seat of Polk County. There are 38 buildings on the main campus. The University also operates campuses in Mountain View, Salem, and Springfield, MO.

The Southwest Commitment: Statement of Doctrine

(Formulated by a committee appointed by the President in 1979)

For more than a century Southwest Baptist University has been a community of trustees, faculty, staff, and students united in an experience of learning and living. At this time, we affirm our heritage and commit ourselves anew to Christian higher education.

Undergirding the following commitments is our belief that there is only one God, who is creator and redeemer, and that the world is sustained and ruled by Him. We believe that God, the source of all truth, has given us His inspired word, the Bible, as the perfect treasure of divine instruction, the sole authority for our faith and practice. We believe that the revelation of God through the life and teachings of Christ challenges us to become Christlike in all our endeavors.

1. We pledge a continuing commitment to a *liberal arts* program from a Christian perspective, believing that each student needs a broad base of knowledge upon which to build larger concepts, including a Christian value system.
2. We pledge to communicate appreciation for our *cultural heritage*, providing experiences that develop aesthetic sensitivities and skills.
3. We pledge to continue *professional and pre-professional programs*, including those for both church-related and secular vocations.
4. We pledge ourselves to *academic excellence* as a goal. We believe that we have the responsibility for developing scholarly competence and participating in professional activities.
5. We pledge to *worship God* as an expression of personal reverence and public witness to the world because we believe that both private and corporate worship are essential experiences for maturing Christians.
6. We pledge to encourage *spiritual growth* through personal Bible study and through local church and college ministries.
7. We pledge to *share our faith*. We believe that each Christian during and after college years is charged with making disciples.
8. We pledge to support *mission outreach* in the local churches and throughout the world.
9. We pledge to practice and teach *stewardship* of time, talent and material resources.
10. We pledge to promote the development of *individual responsibility* to equip one for making academic, social, financial and spiritual decisions.
11. We pledge to be a *caring people*, a community in which students form lasting friendships and learn principles upon which to build Christian homes, because we believe in the dignity and worth of the individual.
12. We pledge to emphasize *physical and emotional well-being*. We regard a balanced diet, exercise, personal cleanliness, recreation, and rest to be important to physical and emotional health.
13. We pledge to train our students in *community leadership*.
14. We pledge through *prayer* to seek God's guidance and strength to fulfill these commitments.

Because we are not only a Christian university, but also a Baptist university, we pledge to continue our support of the Southern Baptist Convention and Missouri Baptist Convention programs and Baptist principles.

Principles and Expectations

(Adopted by the Board of Trustees, February 1994)

As a distinctively Christian and Baptist institution, Southwest Baptist University believes it should demonstrate how the life-values commanded in Scripture can be integrated with academic instruction. These values include a sensitivity to the needs of the larger community; a commitment to justice, mercy, and personal integrity; a desire for moral growth; and a sense of mutual accountability. The moral values of the University are expressed as ethical standards and are guided by an understanding of Scripture and a commitment to its authority regarding all areas of Christian faith, learning, and living.

Because of the prevailing moral confusion in our society, the University must speak clearly about Christian ethical standards. Five statements of ethical standards have been adopted by the Board of Trustees for the University family, which is composed of students, faculty, staff, administrators, and trustees. These standards concern Academic Integrity, Christian Lifestyle, Sexual Conduct, Marriage and Family Responsibility, and Respect for People and Property.

These statements of ethical standards guide the University in its obligations to students and others in the University family who are involved in an honest pursuit of the truth by requiring integrity in academic pursuits, by encouraging a Christian approach to sexuality, by supporting a stable family life, and by modeling responsible Christian interpersonal relationships. The University is committed to providing education and counsel to those of its community; to extending Christian love to those involved in strife, marital discord, or the struggle for proper sexual expression; and to demonstrating the acceptance of the forgiveness for human failure, which is available through Jesus Christ.

Statement on Academic Integrity

Principle: Truthfulness, diligence and commitment are part of the very nature of God. God's plan for believers is that their nature will become like His. Because of this, our lives should demonstrate these qualities. Scripture commends personal integrity and condemns that which undermines it.

Expectation: Academic integrity is based on truthfulness and is the responsibility both of faculty and students. Faculty members are responsible for maintaining integrity in their academic pursuits. Faculty members also have the responsibility for setting and clarifying academic requirements for the work of students. Academic integrity is a personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to present honestly. Academic integrity also includes the collective responsibility of faculty members and students to ensure that all uphold the spirit and letter of this principle. Conduct which violates academic integrity includes cheating in any form on examinations and presentations of the ideas or writings of others without proper credit.

Statement on Christian Lifestyle

Principle: Scripture teaches that believers are set apart to God's purpose through sanctification, but will sin. Scripture also demands that believers demonstrate a lifestyle that is distinctively different from that of non-believers.

Expectation: A Christian lifestyle is expected of all members of the University family. It consists of demonstrating those attitudes produced by the gift of the Spirit, practicing truthfulness in all relationships or activities, and exhibiting our dedication to Christ through our commitment to excellence in daily work or academic activities. A Christian lifestyle avoids such specific sins as greed; jealousy; pride; lust; bitterness; uncontrolled anger; prejudice based on race, sex, or socioeconomic status; use of alcohol as an intoxicant; substance abuse; stealing; profanity; dishonesty; occult practices; illegal activities; use of pornography; and sexual sins, such as pre-marital sex, adultery, and homosexual behavior.

Statement on Sexual Standards

Principle: Scripture teaches that heterosexual union is the only acceptable expression of sexuality and must be reserved for marriage and insists on sexual abstinence for those who are unmarried.

Expectation: All members of the University family should abstain from unbiblical sexual practices and from behavior which may lead to a violation of God's standards on sexual activities.

Statement on Marriage and Family

Principle: God's ideal for marriage is a lifelong covenant between one man and one woman. Scripture views marriage as a witness to the permanent relationship between Christ and His Church and the family as God's first institution.

Expectation: The University has a concern over the increasing pressure being placed by external and internal forces on the institution of marriage. It recognizes the struggle of those within the University family who strive to keep their marriages stable under these pressures. Nevertheless, members of the University community should not enter into divorce except under the most severe circumstances and then only after pursuing all possible options, including counseling, and after considering the impact of divorce on their families, their personal lives, and their professional responsibilities at SBU.

Statement on Respect for People and Property

Principle: Scripture teaches that all people, regardless of their socioeconomic, physical, mental or spiritual condition, are individuals of worth in the eyes of God. Scripture also teaches that ownership of property is to be respected. It exhorts Christians to look out for the welfare of other people, to be good stewards of the possessions God has given, and to be honest with one another.

Expectation: The University expects behavior from all members of the University family that demonstrates the highest standard of respect for people and property and that exemplifies the Christian commitment to loving one another. Certain behaviors are not acceptable according to this ethical standard. These include sexual harassment, disrupting the rights of others to pursue appropriate University activities, depriving individuals of the use of their property or depriving the University of the use of its property.

University Buildings and Facilities

- **Art and Doris Allen Walk of Life**, named in honor of Art Allen, trustee, and his wife Doris, major contributors to its construction, was completed in the fall of 2000. It provides a beautiful landscaped walkway from the Awad Memorial Garden to Ingman Avenue. It also offers a fitting memorial to SBU students who have died since 1994.
- **M. Michael Awad Memorial Garden**, named in honor of M. Michael Awad, who served SBU as Provost from 1993 until his death on March 11, 1999, was completed in the fall of 2000. It consists of a fountain and several planters and provides a beautiful setting on the west side of the Sells Administrative Center.
- **John A. Bryant Tennis Center**, named in honor of John A. Bryant, longtime SBU tennis coach, was completed in the fall of 2000. It provides the SBU tennis teams, faculty, staff and students as well as the Bolivar community six excellent, lighted, tennis courts.
- **The Merrill Burnidge Memorial Forum** is an open-air plaza adjacent to Goodson Student Union, Mellers Dining Commons and Mabee Chapel on the Shoffner Campus.
- **Geneva Casebolt Music Center** houses the Area of Music. The center contains studios, practice rooms, classrooms and the 300-seat **Jane A. Meyer Recital Hall**.

- **The John D. Clement Memorial Amphitheater and Prayer Garden** was completed in 1988. The amphitheater accommodates 250 to 300 people for outdoor concerts and dramas. The small garden area is for private meditation.
- **Colvin Center for Instructional Technology**, located in Wheeler Science Center, includes the main offices for the information and technology services area and faculty technology support areas. The center was named in honor of Marie Colvin, a longtime supporter of the University.
- **The David and Betty Cribbs Athletic Practice Facility** was completed in 2016 and offers an indoor practice field and batting cages for the University athletic programs. The facility was named in honor of longtime University donors David and Betty Cribbs of Bolivar, MO.
- **The Warren B. Davis Family Physical Therapy Center** was dedicated in 2011 and is named in honor of former local businessman and current entrepreneur Warren B. Davis. The center currently houses the Division of Physical Therapy, and its faculty practice clinic.
- The SBU baseball team has one of the finest home fields in the area, as the result of a gift from James W. Dodson. **Dodson Field**, situated on the south side of the Shoffner Campus, has a grass infield, spacious dugouts and major league dimensions. Adjacent to Dodson Field is the **Virginia R. Heer Facility**, which provides rest rooms, concessions and dressing rooms for the baseball, softball, soccer and intramural participants.
- **Founders Hall** on the University's Mountain View campus was dedicated in 1998 and houses three classrooms and a science lab.
- The **Felix Goodson Student Union** houses the bookstore, Kaldi's Café, student lounge, and game room, as well as the 250-seat **Grant Davis Theater** and **White Chapel**, which is the conference room for the University Ministries and Missions Center and is used for a variety of meetings including Bible studies and Mission team training events. Offices for Student Life, Residence Life, Missions and ministry programs, Student Government Association, student publications, intramurals, Habitat for Humanity, and Welcome Week are an integral part of this building.
- The **Myrtle Glass Learning Center** on the University's Mountain View campus was opened in 2003 and was renovated in 2017. It houses faculty and administrative offices, classrooms, the library, and a computer lab. The campus offers bachelor's degrees in business administration, criminal justice, elementary education, psychology and sociology, as well as associate degrees in business administration, general studies and health science. Master's degrees in education also can be pursued through the Mountain View campus.
- The University's Salem campus operates out of the **Gott Center for Christian Higher Education**, which opened in 2001 and is named in honor of longtime University donors Wayne and Betty Gott of Salem, MO. The campus offers associate, bachelors and master's degrees in subjects ranging from business administration, elementary education, criminal justice and social sciences such as psychology and sociology. The basement of the Gott Center houses the Dr. Tracy and Debbie Dobbs Nursing Program, which offers an associate's degree in nursing and features a learning resource center and simulation lab with observation room.
- **The Wayne and Betty Gott Educational Center** was renovated and reopened in 1998. It includes state-of-the-art classrooms and teaching laboratories for the Divisions of Education, Graduate Education, and Behavioral Sciences. The center is named in honor of longtime University donors Wayne and Betty Gott of Salem, MO.
- **Hammons Center for Facilities Excellence**, named in honor of Dwain and Donna Hammons, business leaders from Stockton, MO and major contributors to its construction, was completed

in the spring of 2000. It houses the SBU Physical Plant staff and equipment and the Safety and Security staff.

- The **Wayne and Diana Hutchins Center for Nursing Education** was purchased in 2015 and renovations were completed in 2016. It is a state-of-the-art training facility on the Springfield campus featuring a learning resource center, simulation lab, nursing stations, task training rooms and a 50-seat classroom. The center is primarily used by the College of Health Professions and is named in honor of longtime University donors Wayne and Diana Hutchins of Springfield, MO.
- The **Jester Learning and Performance Center**, named in honor of Bill and Nancy Jester, business leaders from Springfield, MO, and major contributors to its construction, was completed in 2001. It houses Online Learning, Area of Art, Division of Language and Communication, the 299-seat **Davis-Newport Theater**, the **Driskill Art Gallery**, and the Pre-Licensure BSN classrooms, learning resource center and simulation labs. The **Harriett K. Hutchens Library** is located on the first floor of the east side of the building (completed in 1996). Mrs. Hutchens was a Springfield, MO businesswoman, a community leader, and an active member of the South Haven Baptist Church in Springfield.
- The **Keathley Lifewalk** is a 15-foot wide walkway that connects Mabee Chapel, the Randolph Meditation Chapel and the Jim Mellers Center.
- **Killian Health Center**, named in honor of Bob Killian, trustee, and his wife Betty, major contributors toward its construction, was completed in the fall of 2000. The building in which it is located served as the president's home at one time. The center provides ample room for the University nurse to minister to the health needs of the University family.
- **Mabee Chapel** was completed in the spring of 1979 and completely renovated in 2011. It is located on the north side of the Burnidge Memorial Forum. The chapel seats 1,300 people in Pike Auditorium, which has a complete professional stage for dramatic and musical productions. The chapel houses the offices for the Ed & Theo Clark University Success Center, the Gordon & Judy Dutille Honors Program, Career Services, and Special Services.
- **McClelland Dining Facility**, named in honor of Dr. and Mrs. R.S. McClelland, includes an 84-seat executive dining area and a large 200-seat dining room. Both campus and community events are held in this facility.
- **Jim Mellers Center** was completed in 1984 and named in honor of Jim Mellers of Springfield, MO. The building houses the Courts Redford Division of Christian Ministry.
- **Marietta Mellers Dining Commons**, dedicated in 1977, adjoins the Felix Goodson Student Union. The dining commons was designed to serve up to 1,200 students, with seating capacity for 600. The Parents Association Room provides facilities for small dining and meeting functions.
- The **Jane and Ken Meyer Wellness and Sports Center** houses the state-of-the-art Intramural and Wellness Center and the University's **Sports Arena**. The intramural and wellness center houses intramural basketball courts, racquetball courts, a rock climbing wall, weight rooms, an aerobics room, an indoor walking/jogging track, health and physical education classrooms, faculty and athletic offices, and the recently renovated natatorium, an Olympic-size swimming pool originally built in 1985. The sports arena features seating for 2,800, the Athletic Training Room, the Citizens Memorial Hospital Sports Medicine Clinic, and the **John Q. Hammons Court**, named in honor of Springfield, MO businessman John Q. Hammons.
- **Plaster Athletic Center**, named in honor of Robert W. Plaster, a Lebanon, MO, businessman and major contributor toward its construction, was completed in 2001. The facility houses locker rooms, a squad meeting room for the football program, and offices for the athletic administration and football coaching staff. The weight room for the University athletic programs is located here.

- **Plaster Stadium**, named in honor of Robert W. Plaster, a Lebanon, MO, businessman, was completed in 1985. The stadium is the home of the University's football program and the site of other major outdoor functions.
- The **Randolph Meditation Chapel**, built in 1988 and renovated in 2019, will seat 50 to 75 people. It is open 24 hours a day for individual meditation and serves as a center for small group activities.
- Residence facilities for women are **Beasley Hall**, **Leslie Hall**, **Woody Hall**, and **Plaster Lodge**, named in honor of Robert W. Plaster. Residence facilities for men are **Gott Hall**, **Landen Hall**, **Maupin Hall**, **Meyer Hall**, and **Memorial Hall**. **Nichols Commons** connects Woody and Gott Halls. Campus apartment-style facilities are **Casebolt Apartments** for upper-class women, and **Roseman Apartments** for upper-class men.
- **Sells Administrative Center**, completed in 1989, is named in honor of Dr. James L. Sells, former Chancellor of Southwest Baptist University, who served the University from 1966 to 1992.
- **Stewart Track**, named in honor of former athletic director Orlin B. Stewart, who taught and coached at Southwest Baptist for 38 years, was completed in 1988 and rebuilt in 2013. The eight-lane, 400-meter track is constructed of polyurethane and used for both intercollegiate track meets and student and community personal fitness.
- The **Gene Taylor National Free Enterprise Center** was completed in 1981 and renovated and expanded in 2016. The building was named in honor of former Missouri Congressman Gene Taylor. This facility houses a Free Enterprise Center, the College of Professional Programs, the Area of History and Political Science, several faculty offices, computer labs, electronic classrooms, a student lounge, study areas, team presentation rooms, seminar rooms, and an auditorium.
- The **Judy Taylor Physical Therapy Garden** was named in honor of Judy Taylor, First Lady of SBU (1996-2016). The garden serves as a tribute as well as to meet the needs of SBU Physical Therapy students, who benefit from having a place to practice true-to-life therapy experiences on varying outdoor surfaces.
- The **Wheeler Science Center** is named in honor of Clarence and Edna Wheeler and houses classrooms, laboratories and offices for mathematics and science programs as well as the Office of University Effectiveness and the Colvin Center for Instructional Technology

University Libraries

Mission Statement

The University Libraries advances the mission of Southwest Baptist University by building collaborative relationships; nurturing scholarship; providing information access and instruction; encouraging curiosity, exploration, discovery, and knowledge creation; and supporting learning in and beyond the university.

Vision Statement

We bring the library to you. The University Libraries integrates dynamic, user-centered services with the teaching, learning, and researching needs of the University community.

Core Values

The University Libraries:

- embraces the University's Christ-centered mission by serving the needs of its constituents and promoting spiritual growth;
- initiates and nurtures collaborative relationships with its constituents;
- regards academic excellence as the standard in its instruction, information access, knowledge creation, and operational practices;
- promotes lifelong learning: educating users on the successful retrieval and ethical use of information; and cultivating critical thinking skills through information literacy instruction;
- supports scholarly endeavors through the acquisition of information resources and innovative technologies;
- builds physical and virtual infrastructures, organizing information into accessible, user-friendly collections;
- acts with integrity and financial responsibility, modeling academic honesty and intellectual freedom; and
- delivers a user-friendly, welcoming library experience by providing convenient, reliable, and proactive services in a positive learning environment.

Contact Information

Harriet K. Hutchens Library

Bolivar Campus Library, 328-1620

Branch Libraries

Springfield Campus Library: (417) 893-7149

<https://library.SBUniv.edu>

Library Facilities

The University Libraries have a centralized library administration, which integrates library support and services for the four University campuses. There are two campus libraries, the Harriett K. Hutchens Library, located in the Jester Learning and Performance Center on the Bolivar campus, and the Springfield Campus Library. Limited library resources are available at the Mountain View and Salem Campuses.

Library Use

SBU identification cards serve as library cards and must be presented for checkout materials, including media resources and equipment. Professional librarians are available for research assistance. Additional information about library services and support, including student privileges and responsibilities, is included in the *SBU Student Handbook* and in the University Libraries Policy Manual. The Policy Manual is on the University Libraries' website.

Information Access

The University Libraries' website (library.SBUniv.edu) is an excellent source for information. In addition to the University Libraries' catalog and databases, general information about library hours, policies, collections, archives, course related web resources, branch library information, and very useful Research Guides are just a few of the resources available on the site. The University Libraries provide access to a significant number of electronic resources, including full-text articles, e-books and databases. These resources are available via the University Libraries' website on or off campus.

SBU is a member of MOBIUS, a consortium of libraries. SBU faculty and students may request books not available in our collection from MOBIUS libraries. In addition, Interlibrary Loan (ILL) service for books and articles not available within the MOBIUS consortium is available through the OCLC WorldShare.

General Collection

The University Libraries collection includes print volumes, e-books, media titles, microforms, and electronic periodical titles. The collection includes the Library of American Civilization microfiche collection of primary source material; ERIC documents on fiche and online; and a curriculum collection containing K-12 textbooks, juvenile books, and other teaching materials and aids for use by education majors.

Special Collections

- R. Earl Allen Model Pastor's Library – includes a collection of theological and sermonic books, plus other related materials
- Antique/Rare Books Collection – consists of books that are restricted to library use only due to their nature and condition
- Faith Enrichment Collection – collection of materials to assist in the spiritual development of students and staff
- Butler Baptist History – a microfilm collection of older works on Baptist History
- SBU Collection – includes published, bound books by or about SBU faculty, alumni, staff, and trustees

Joyce Sells Heritage Center

The Heritage Center was created as a memorial to the former first lady, Mrs. Joyce Sells. The center provides facilities for the display of SBU heritage materials and space for researchers to study historical documents and artifacts of the University. This is a designated quiet study area in the library.

University Archives

This collection of historical treasures related to the life and times of SBU and SWBC is housed in the Harriett K. Hutchens Library. Access to archival content is by appointment only.

Library Publications

- Research guides are available in each library to provide information about library hours, resources, services, and assistance.
- Southern Baptist Periodical Index (SBPI) is published annually by the University Libraries in both print and electronic format and is used by researchers worldwide, via the Internet.
- Website – the website contains course specific reference guides developed by the faculty to assist students in locating information relevant to a course.

Information and Technology Services

Mission Statement

Information and Technology Services provides leadership in the effective use of information and technology resources as it serves the vision of the university.

Vision Statement

Information and Technology Services' vision is to integrate information technology throughout the academic community, to enhance learning, teaching, access to higher education, productivity, and communication.

Contact Information

Help Desk: (417) 328-1702 or (800) 526-5859, ext. 1702

helpdesk@SBUniv.edu

ITS Offices: (417) 328-1535

The ITS unit is responsible for university-wide information technology support, including such things as administrative systems, the data network, Internet access, online services, multimedia support, telecommunications, help desk and general computing support. The ITS unit assists the various colleges, divisions and programs in acquiring information technology resources for their individual units.

Computing Resources

There are eighteen computer labs located on the Bolivar campus. Six of those labs are available full time for student use. The other twelve are available for classroom/instructional use or are software specific related to a specific degree program i.e.: Art, Accounting, Business, Computer Science, Communications, Education, Music, Physiology, Physics and Physical Therapy. Many of these labs have additional peripheral devices including projectors, scanners, digital video editing and a variety of printing capabilities. Each of the other campuses have a computer lab available for their students.

MySBU Portal

The MySBU Portal serves as the University's internal communication tool with faculty/staff/students. MySBU provides single sign-on access to Blackboard (learning management system), WebAdvisor/Self-Service (grades, registration, financial aid processing, make online payments), Password Manager (self-service password control), and Office 365 (email). MySBU also provides access to university event calendars, university announcements and prayer requests. All students receive an account to access the MySBU portal upon registration.

Graduate Programs

Geneva Casebolt College of Arts and Sciences

Christian Ministry

Master of Arts in Christian Ministry

College of Health Professions

Nursing

Master of Science in Nursing

Physical Therapy

Doctor of Physical Therapy

Robert W. Plaster College of Business

Business

Master of Business Administration

Master of Business Administration – Concentration in Health Administration

College of Professional Programs

Education

Master of Science in Education/Curriculum and Instruction

Master of Science in Education/Instructional Technology Leadership

Master of Science in Education/Teacher Leadership

Master of Science in Education/Athletic-Activity Administration

Master of Science in Educational Administration

Education Specialist in Educational Administration

Doctor of Education in Educational Leadership

Financial Information

A primary goal of Southwest Baptist University is to provide quality Christian higher education at a reasonable cost to the student. The University does not provide banking services on campus. There are, however, several banks in Bolivar, all of which provide for personal banking services. An ATM is available on campus for the convenience of our students.

Graduate Tuition and Fees

Master of Arts in Christian Ministry

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$300
- Technology fee: \$40 per course

Master of Business Administration

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$545
- Technology fee: \$40 per 3-hour course

Master of Science in Nursing

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$495
- Library per credit hour: \$25
- Technology fee per term, based on hours of enrollment:
 - Enrolled in 1-6 hours: \$135
 - Enrolled in more than 6 hours: \$162
- Assessment fee per term, based on hours of enrollment:
 - Enrolled in 1-11 hours: \$20
 - Enrolled in 12+ hours: \$25
- New student fee: \$305

Master of Science in Education and Master of Science in Educational Administration

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$300
- Technology fee: \$40 per course

Education Specialist in Curriculum and Instruction Leadership

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$310
- Technology fee: \$40 per course

Education Specialist in Educational Administration

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$310
- Technology fee: \$40 per course

Doctor of Education

- Tuition per credit hour (Fall 2021, Spring 2022, and Summer 2022): \$445
- Technology fee: \$40 per course

Doctor of Physical Therapy*

- Tuition per semester: \$17,500
- Tuition per credit hour for courses within the regular curriculum is \$1000 and for those *not* in regular curriculum is \$500
- Technology fee per semester: \$162
- Curriculum/lab fees per semester: \$135

- Course fee (PTH 5631, 5641, 6651, 6671): \$500
- Course fee (PTH 5047): \$700

**For students enrolled in the Fall 2021 semester, the tuition rate shown will be locked through graduation.*

Special Fees (Non-Refundable)

Most common fees are identified in this section of the catalog. (Fees are charged to students using the designated service.)

Unique Program Fees

- Application/transcript evaluation fee: Program/location specific
- Student services fee: Program/location specific
- Transcribing fee: \$40/credit hour
- Continuous enrollment fee: \$55
- Health Administration certificate fee: \$70
- MACM new student registration fee: \$100
- MBA application/new student fee: \$100
- MBA Outbound Assessment fee: \$50
- MBA Leveling Module fee (per module): \$50
- MS Athletic/Administration internship fee: \$30
- MS Educational Administration internship fee: \$30
- Ed. Specialist internship fee: \$30
- Ed.D. application/registration fee: \$100
- Ed.D. comprehensive exam fee: \$125
- Ed.D. dissertation editing fee paid by the student to an editor. Cost varies depending on number of edits and paper length.
- Lab/course fees: See course descriptions
- MSN Clinical fees: See course descriptions

Program Completion Fees

- Master and Specialist: \$195
- Doctorate: \$315
- Second degree fee for additional diploma (*if completing two degrees at same time*): \$30

Note: All mandatory fees are non-refundable.

Payment of Accounts

All charges for tuition and fees are due in full at the beginning of each semester. These charges will be reduced by any financial aid (scholarships, federal aid, etc.) and loans for which the student is eligible. Students who are unable to pay their net charges in full at the beginning of a semester are required to select one of the University payment plans available through the MySBU portal.

Students with unpaid balances will not be eligible to enroll for future semesters or to receive transcripts and diplomas unless they are enrolled in and current on payments through a University payment plan. Students will be assessed finance charges on unpaid balances at an annual rate of 9%. Delinquent accounts requiring additional collection efforts will be subject to additional costs including but not limited to outside collection fees, legal fees and other administrative costs.

All students are required to acknowledge and agree to the Student Financial Responsibility Statement once each academic year via the MySBU portal.

Education

Payment of graduate tuition and fees may be made by check, cash, or credit card – American Express, MasterCard, Discover, Visa. Payment may be in full or in installments with a promissory note at the start of the course. All tuition and fees must be paid before a diploma and/or grade reports will be issued.

Physical Therapy

Students must pay a non-refundable \$1,000 deposit upon acceptance into the program (2 installments permitted) which will be applied to tuition. All charges for tuition, fees, room and board are due in full twice a year in February and August at registration. Students waiting on loans to pay their account will be allowed to defer the amount due from the various loan programs until they are received by SBU. However, the out-of-pocket cost to the student must be paid in full before classes begin. Loan applications must be completed and in the possession of the Office of Financial Aid before consideration will be made for deferring that amount. Students unable to pay the full amount at the time of registration may make arrangements through the University’s Office of Credit and Collections at (417) 328-1402.

Tuition Refund Policy

The University has three basic semester terms: (1) Fall/spring semester, (2) Winterfest/four-week summer term, and (3) eight-week summer term. These are generally defined as:

1. **Fall/spring semester:** 16-week semester having 75 class days (15 weeks of five days each) and final exams
2. **Winterfest/four-week summer term:** three or four-week term having 15 class days and final exams
3. **Eight-week summer term:** eight-week term having 31 days of classes and final exams

The following refund policy related to the above structure:

When refund is requested	Amount refunded for Fall/Spring	Amount refunded for Eight-Week terms	Amount refunded for Three or Four-Week terms
Prior to first day of class	100%	100%	100%
During first 5 days of semester/term	100%	100%	75%
During next 5 days of semester/term	75%	75%	50%
During next 5 days of semester/term	50%	25%	0%

Classes may meet on a regular basis throughout the week or on a once-per-week basis. This policy counts class days as if all classes were meeting each week day. If a term or semester begins on a Tuesday then the first five class days are counted as that first Tuesday through the following Monday. If a term or semester begins on a Monday, the first five class days are counted as that first Monday through Friday. If a term or semester begins on a Monday and a student’s first course of the term or semester has its first class on that Friday, for purposes of the refund calculation, by the end of that Friday, the first five days of the term will have expired. Withdrawal dates for online classes are determined by the last date the student logged into the course. For purposes of the refund calculation, if the last log-in date is on a weekend, the last date of attendance is considered to be the previous Friday.

Other classes that meet on a term that is not defined above (one weekend, etc.) will be allowed a 100% refund if the withdrawal occurs before the first class. Withdrawals during the term will be proportionately based on the fall/spring chart.

Special Circumstances Tuition Refunds

Students may request the special circumstances refund withdrawal calculation if they must withdraw for the following reason:

1. Illness, certified by a physician (copy of physician's request to withdraw required)
2. Students called into active military duty (copy of orders required)

The tuition, room and board charges will be refunded based on the percent of the term attended. Financial assistance will be cancelled based on institutional and federal policies. (Students should contact the Office of Financial Aid for further details).

The Special Circumstance Request Form must be submitted prior to the end of classes for the term in which the special circumstance occurs.

Cancellation of Federal Financial Assistance

Students who have been awarded federal financial assistance from the University and withdraw from school or cease to attend classes prior to completing 60% of the term are subject to the cancellation of their federal financial assistance and the removal of the awards previously credited to their accounts. *Non-attendance of classes does not constitute official withdrawal from the University. Students must complete the official withdrawal process through the University. Applicable refunds for students receiving federal and/or state financial aid funds will be calculated in reference to the student's last date of documented attendance, or the last day of class participation. See consumer information on the SBU website for additional information about withdrawing from school.*

Warning: Students who drop classes during the institutional refund period which causes their enrollment to be other than full-time status will be considered ineligible for full federal financial assistance awards. Federal financial assistance credit will be removed from a student's account in accordance to the lower number of credit hours.

Cancellation of federal financial assistance will be made in accordance with current federal regulations and will be processed by the Office of Financial Aid. For information concerning the current federal financial assistance cancellation policies, students should contact the Director of Financial Aid.

Cancellation of Other Financial Assistance and Scholarships

Scholarship and other institutional awards are subject to cancellation and the removal of credit from the students account if they withdraw from school, cease to attend classes or are deemed ineligible due to their status of less than full-time. (Exception: Students attending other than the Bolivar campus may be eligible to receive limited private scholarship awards if attending less than full-time.)

Before dropping a class or withdrawing from school, students should consult with their academic advisor, and contact the Office of Financial Aid to determine the financial impact of their decision.

1. **Dropping Classes:** Students who drop a class during the institutional refund period will lose eligibility for scholarships, should that dropped class put them below the hour requirements as specified for that scholarship.
2. **Withdrawing from School:** Students who withdraw from school during the institutional refund period will have scholarships prorated based on the tuition refund for that semester. Students

who withdraw after the institutional refund period will maintain scholarships that have been awarded for the semester.

Graduate Student Loans

Southwest Baptist University offers Federal Direct Student Loans and limited Perkins loans to assist students in meeting their financial obligations. All assistance is awarded on the basis of financial need and the total amount of assistance cannot exceed that need. Application for assistance is made by (1) filing a Free Application for Federal Student Aid. (2) If selected for verification, supplying additional information as requested. All assistance application forms must be completed before aid can be awarded by the University. All questions concerning the application process, application deadlines or the following available assistance programs should be directed to the offices of Financial Aid or Admissions.

Federal Direct Unsubsidized Loan

Federal Direct Loans are made by the federal government to students who are enrolled on at least a half-time basis and who demonstrate financial need. Graduate students may borrow up to \$20,500 per year. Repayment begins six months after half-time enrollment status ceases at a minimum rate of \$50 per month plus interest. For the interest rate and other information, visit the SBU financial aid website. No in-school interest subsidies are provided by the federal government.

Direct Plus Loan

As with Plus loans made to parent borrowers, eligible graduate and professional students may borrow under the Plus program up to their cost of attendance, less other aid offered. For the interest rate and other information, visit the SBU financial aid website. No in-school interest subsidies are provided by the federal government. Some deferment opportunities are available.

Financial Assistance Academic Progress Policy for Graduate Students

Southwest Baptist University is required by law to establish Satisfactory Academic Progress (SAP) standards to gauge the progress of students receiving financial assistance through federal, state or institutional aid programs by applying both qualitative and quantitative measurements to academic work. [34 CFR 668.16(e)] These measurements shall be used to determine a student's eligibility for all federal Title IV aid and for other need-based financial assistance, unless the terms of a particular grant or funding source states otherwise. Degree seeking students in all graduate programs are covered under this policy. (SAP) will be reviewed at the end of each academic year, and you must be meeting SAP standards or you will either be placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension. Students on Financial Aid Suspension may be eligible to appeal their suspension.

The academic policy at Southwest Baptist University is designed to enable students to achieve the degree requirements for graduation. Degree requirements for graduation include a minimum grade point average (GPA) of 2.0 at the time of program completion. Satisfactory academic progress (SAP) is, therefore, measured by qualitative and quantitative standards to promote this outcome. All students must meet the requirements of both quantitative and qualitative satisfactory academic progress listed below to receive financial aid.

Quantitative Satisfactory Academic Progress – Students must complete 67% of the number of credit hours for which they have enrolled to remain eligible for federal financial aid. To establish a quantitative measure, a time frame is set for students to finish a program of study.

Qualitative Satisfactory Academic Progress – At the end of the academic year, the student must have achieved a cumulative GPA of 2.000 or greater to maintain SAP.

Additional SAP Information

Maximum Time Frame – Regulations require the maximum time frame to not exceed 150% of the published length of the program, measured in the required academic credit hours.

Withdrawals, Repeats and Incomplete Grades – Courses dropped after the drop/add period will count towards attempted hours. Repeat courses for which the student has previously earned credit will not count towards hours completed. However, they will count towards hours attempted even if credit was not previously earned. The highest grade will be the grade that counts towards the GPA calculation. Credit hours for courses for which an incomplete or deferred grade is granted will not count as hours completed but will count towards hours attempted.

Transfer Students – Transfer students are accepted from regionally accredited colleges and universities on the basis of transcripts and satisfactory student records. Credits may be granted upon the approval of the Academic Division and the Office of the Registrar. Transfer students who are admitted and do not meet our quantitative and/or qualitative standard will be notified that they are on probation for their first semester.

Evaluation Period – A student's academic progress will be evaluated at the end of each academic year. Academic years for Graduate students include fall and spring terms. Summer is only included if the student is taking a summer course.

Financial Aid Warning – A status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal. This status may only be used by schools that check SAP at the end of each payment period and only for students who were making SAP in the prior payment period they were enrolled in or who were in the first payment period of their program.

Financial Aid Suspension – Once a student has been placed on Financial Aid Warning, failure to meet SAP will place them on Financial Aid Suspension. Students on Financial Aid Suspension may be eligible to appeal their suspension.

Financial Aid Probation – A status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.

Academic Dismissal – Students under academic dismissal are not eligible to receive financial aid and are not eligible to appeal until they have been reinstated to the University. Reinstatement to the University does not guarantee financial aid eligibility or appeal approval.

Appeal – A process by which a student who is not meeting SAP standards petitions the school for reconsideration of his eligibility for FSA funds.

Automatic Termination of Aid Eligibility – Default on a federally funded student loan will result in automatic termination of aid eligibility.

SAP Appeal Process

- Students who have been notified that they are on Financial Aid Suspension will be required to complete a financial aid appeal.
- The first appeal, if approved, places the student on financial aid probation status and they are eligible to receive financial aid.

- A second appeal places a student on financial aid probation and they must complete the appeal process again with supporting documentation. The student is eligible to receive financial aid for an additional semester but must meet stipulations outlined in the appeal decision (e.g., limited hours or repeating course to raise GPA).
- Students who fail to meet SAP requirements for three consecutive semesters are no longer eligible to receive financial aid.
- If a student is making progress on their academic plan but is still below the SAP requirements, a student can be granted extended probation status and continue to receive financial aid as long as appeal stipulations are being met. Failure to make progress and/or failure to follow the academic plan will result in an appeal being denied and loss of financial aid eligibility.
- Extenuating circumstances include the death of a family member, illness or injury, or other circumstances beyond the student's control. Appropriate supporting documentation of the circumstance must be provided. Students may not use the same extenuating circumstance for multiple appeals without sufficient documentation of ongoing issues.
- Appeals must include a statement from the student explaining why they did not meet the SAP requirements, what has changed to allow them to meet the requirements in the next semester, an academic plan completed by the student and the advisor, and a statement from the advisor.
- Students who have reached the maximum timeframe due to switching majors, second majors or additional degrees, will be evaluated on a case by case basis through the appeal process.
- Incomplete appeals will not be reviewed.

Reestablishing Financial Aid Eligibility

Students may reestablish eligibility by enrolling in one or more semesters and successfully completing the course(s) without the assistance of financial aid. When a student's cumulative SAP progress is at or above 67% and they have met the required GPA for hours earned, then he or she will once again become eligible to receive financial aid.

Disbursement of Funds Policy

Acceptance and authorization to credit Federal funds to the student's account is given by the award letter process. Funds are credited to the student's account on or as soon as possible after the first day of class assuming the student has been determined eligible and completed verification if necessary.

Work Opportunities

Graduate Assistantships

As a service and commitment to graduate level education on the SBU Campus, the university supports the placement of quality graduate students in employed campus positions to secure real life work experience. Graduate assistants will be employed using campus employment student guidelines as directed by human resources. Graduate assistants will work no more than twenty hours per week and will receive appropriate remuneration in the form of an hourly wage and/or tuition concessions. For more information about Graduate Assistantship availability please contact the Office of the Provost for further detail.

Student Life

All graduate students are required to abide by the following University regulations and expectations. Students should contact the appropriate graduate division head for clarification of student life regulations.

Student Responsibility

The goal of campus life at Southwest is to provide a Christian community of faith and learning. Life in such a community brings many privileges, but it also carries responsibilities. By virtue of their enrollment at SBU, students agree to accept responsibilities of membership in the University community. As conditions of admission, the University reserves the right and power to discipline or dismiss any students who fail to accept this responsibility. Each student agrees that the University shall have this right and power of discipline or dismissal.

Upon using the University Libraries or other libraries with which agreements are maintained, students agree to accept certain responsibilities. Students are responsible for knowing these responsibilities and policies. Each year the *SBU Student Handbook* is updated and a library guide describing services and regulations is available at the Hutchens Library reference desk.

Discipline

Any member of the University community may assume responsibility for upholding University standards of conduct. Normally, the first approach should be to advise or counsel students about the alleged misconduct. When counseling is unfeasible or ineffective or in cases of serious violations, referral will be made for more formal counseling or disciplinary proceedings. Guidelines for disciplinary action, along with the procedure for disciplinary appeals, are outlined in the *SBU Student Handbook*.

Misconduct

Students should refer to the *SBU Student Handbook* (www.SBUniv.edu) for information regarding misconduct.

Student Housing

The University provides student housing in campus dormitory and apartment facilities during the summer sessions and regular semester sessions. In order for a student to request dormitory or apartment housing, a housing contract must be completed and returned to the Office of Student Life by the student prior to arrival on the Bolivar campus. Housing accommodations will be provided on a first-come first-serve basis.

Housing information is available through the Office of Student Life. Prices for room and board are for actual school days and do not include holidays or periods between terms.

Graduate students must make a \$100 housing/enrollment deposit if they are full-time fall or spring semester students. Any damage for which the student is responsible will be charged to his/her account or deducted from the housing/enrollment deposit.

Cancellations must be made 14 days prior to the beginning of the semester. If the cancellation is received after this time the housing/enrollment deposit will be subject to forfeiture. Students who cancel housing reservations before the fifth day of classes during the fall or spring semesters will receive a 90% refund of semester housing charges. Students who cancel housing reservations after the fifth day of classes will not receive a refund of semester housing charges.

Local motels are available in the Bolivar area for those students not wishing to stay on campus during short summer sessions. Students are responsible for making their own hotel arrangements.

A variety of meal plan options are available for those students not living on campus but desiring to eat in the Mellers Dining Commons, Sports Café, and/or Kaldi's Coffee Shop. For more information, contact the Office of Student Life (417-328-1885) and/or the Fresh Ideas office (417-328-1542) or visit <http://www.sbuniv.edu/campus-life/living/food-services.php>.

Automobiles

The State of Missouri requires motorists to carry public liability and property damage insurance. Students from other states who bring automobiles to campus are urged to carry this insurance. Each student operating an automobile must display the University vehicle permit and obey University and community regulations regarding the care and use of an automobile.

Parking permits may be picked up from the Safety/Security office. There is no charge for a parking permit. Parking permits are issued each academic year beginning with the fall semester. The permit may be used during the fall, spring, and summer terms. Parking permits must be displayed on the left side of the rear window of a vehicle. Tickets are issued for unidentified cars parked on campus.

Disabled or otherwise handicapped persons may obtain a handicap parking decal, good for any authorized parking space, provided that approval is documented by the University Health Center. Disabled permits may be obtained from the Physical Plant office.

For more information concerning parking on campus, please see the brochure "Motor Vehicle Regulations" available at the Safety/Security office or in college/division offices.

Student Identification Card

Each student is required to obtain a student identification card from the Office of Safety and Security. No charge will be made for the original card. The card is revalidated each semester of enrollment.

If a replacement identification card is needed, the student will be assessed a \$25 replacement fee and may pick up the replacement card at the Office of Safety and Security during regular office hours.

Student identification cards are important for library use, CLW attendance credit, dormitory access, meal authorization at campus dining facilities, and access to the campus computer network.

Student Services

Counseling and Testing

Students at Southwest Baptist University have available to them one part-time and one full-time Licensed Mental Health Professional to assist with personal and emotional issues. This service is offered without direct cost to students of Southwest Baptist University. The Counseling Center offices are located within the Behavioral Sciences Division on the second floor of the Gott Education Center.

Career Services

The office of Career Services is available to assist students and alumni with career coaching, career assessments, resumes, cover letters, mock interviews and guidance through the job search process. Career Services is located in the office suite of Mabee Chapel.

Student Health Services

Southwest Baptist University offers a student health service which provides medical services for minor illnesses or injuries on a walk-in basis during the hours of operation. This service is extended to all

undergraduate students through the health fee (optional for all graduate students not in the Physical Therapy program). The only charge made to the student is for laboratory work. The health center uses a referral system with local doctors when necessary. SBU offers no student health services for students at the Branch Campuses.

The student is responsible for expenses incurred for ambulance service, calls at a local physician's office, emergency services, and other services provided by any local hospital where students may be taking classes.

All international students accepted for admission to Southwest Baptist University are required to purchase a 12-month medical insurance policy from a United States based company prior to campus arrival. Once medical insurance is purchased, the student must provide documentation verifying the health policy to the University Health Center. A 12-month medical insurance policy must be maintained while the international student is attending SBU.

Academic Advising

Each graduate student is assigned a faculty advisor in the degree program the student chooses. The advisor will assist the student in planning his/her program of study and adjusting to the academic demands of graduate studies.

Goodson Student Union

The Felix Goodson Student Union is a center for student activities available for graduate and undergraduate students. Included in the Union are the Kaldi's Coffee, game room, student leadership offices, bookstore, the Office of Student Life, University Ministries, and Davis Theatre.

University Bookstore

The University Bookstore, located in the Goodson Student Union, carries a complete stock of textbooks, selected trade books, supplies, and many items for personal use. Sales are mainly on a cash basis, however, checks and major credit cards are accepted.

Student Organizations

Education

Students in the Master's Certification program are encouraged to join the Student Missouri Student Teacher Association. Information is available in the Office of Teacher Education.

Physical Therapy

Students in the physical therapy program are encouraged to join the American Physical Therapy Association. The SBU Student Physical Therapy Association is a student organization open to all students in the professional physical therapy program.

University Life and Ministry

Graduate students are not required to fulfill the Community Life and Worship requirement. However, graduate students are invited to participate in this spiritual experience. A listing of Community Life and Worship and Global Connections opportunities may be seen at <http://www.sbuniv.edu/campus-life/spiritual-life/clw.php>

Academic Regulations

Grades

A graduate student completing a graduate course at Southwest Baptist University will receive a final grade in the course of A, B, C, F, P, IP, or I.

A student must receive a grade of C or higher in each course on the approved program of study.

Graduate students completing the M.S. in Education or Educational Administration or the Education Specialist may only have six (6) hours of C on a graduate-level transcript. Students with more than six (6) hours of C must retake these courses with Southwest Baptist University.

Incomplete Grades

An incomplete (I) grade may be given when a student is doing passing work or has the possibility of earning a passing grade but is unable to complete all of the course requirements because of unusual circumstances acceptable to the instructor (such as illness or accident). In no case may an “I” be agreed to unless the student has completed at least eighty percent of the class. An “I” may not be used to permit a student to repeat a course or to improve a grade. The instructor must complete the Application for Incomplete Grade form and it must be signed by the instructor and submitted to the appropriate division head and college dean for approval. The completed and signed form must then be filed in the Registrar's Office; additional copies of the form will be given to the student, instructor, academic advisor and the college dean. Requirements for completing the course and appropriate grade designations are to be specified on the application by the instructor.

It is the responsibility of the student to satisfactorily complete all of the course requirements within 120 days. If the incomplete is not cleared within this specified time limit the “I” will be changed to an “F.”

In-Progress Grades

An In-Progress (IP) grade may be given for courses that usually require more than one semester to complete; e.g., readings, projects, internships or practicum courses. Requirements for completing the course are to be specified by the instructor on the application. The In-Progress Grade form must be signed by the instructor and submitted to the appropriate division head and college dean for approval. The completed and signed form must then be filed in the Registrar's Office; additional copies of the form will be given to the student, instructor, academic advisor and the college dean.

It is the responsibility of the student to satisfactorily complete all course requirements, under the supervision of the instructor, within 120 days of the posting of the in-progress grade. If the In-Progress grade is not cleared within this time limit, the IP will be changed to an appropriate letter grade based on the completed work. If there are extenuating circumstances beyond the student's control, the student may request a time extension through the special academic request process.

Academic Integrity [Conduct and Academic Integrity Policy (adopted 01.31.13)]

Graduate level education is a rigorous and exciting challenge. It brings with it many requirements for which the student is ultimately responsible. By accepting a position in a graduate program at Southwest Baptist University, the student voluntarily agrees to uphold the ideals, standards, and regulations set forth by the University and to respect the principles and traditions it upholds as a church related institution of higher learning. The student is responsible for all published academic integrity standards in the respective handbooks and catalogs of the division and the university. It is expected that the student will uphold the highest level of integrity and submit original work(s) for evaluative purposes. The graduate programs collectively recognize established university conduct policies with special emphasis on class “C” violations (See SBU Student Handbook). Sanctions for conduct violations, depending on

severity of the individual case, may include reprimand, disciplinary probation, suspension, immediate dismissal, and/or denial of privilege to re-enroll at the university.

Dishonesty hurts everyone and it should be a concern for the entire university community. Confronting and reporting academic dishonesty should be done in a manner most appropriate to the circumstances. Acts of dishonesty that occur within the online or seated graduate course and/or program should be reported to and managed by the appropriate person within the graduate division (instructor, division head, dean).

Academic dishonesty is a class "C" offense and is subject to faculty sanctions which should be included in the course syllabus and may include any of the following: 1) Denying or reducing credit for an assignment or examination; 2) Requiring additional assignments and/or examinations, 3) Lowering the student's course grade; and/or 4) Issuing a failing course grade.

Grade Appeal

In a case in which a student has a grievance regarding a final course grade, the student should first attempt to resolve the matter with the instructor. If the grade dispute is not resolved at this level, the student may initiate a formal written appeal with the following provisions and/or guidelines:

1. Only the final overall course grade may be appealed.
2. No one may substitute personal judgment for that of the instructor in regard to the quality of the student's work; therefore, evidence must be shown of any deviation from established procedure that adversely affects the student in the assignment of the letter grade for the course. Deviation from established procedure is defined as assignment of a grade on a basis other than the student's performance in the course, assignment of a grade to a student by more stringent or different standards from those that were applied to other students in the course, or the assignment of a grade that does not align with the grading scheme outlined in the syllabus.
3. The appeal must be initiated within six weeks of the start of the succeeding regular academic semester (fall or spring) from the end of the course that is being appealed.
4. Any grade appeal must be submitted in writing using the Grade Appeal form obtained from the Registrar's Office.
5. The formal appeal begins when the student presents the Grade Appeal form to the instructor for his/her signature.
6. The chain of appeal is:
 - i. The student meets with the instructor to discuss the grade. If agreement cannot be made the course instructor should sign the grade appeal form for the student who will then submit the form to the division head.
 - ii. The division head/program director and dean shall collect information related to the grade appeal and meet separately with the instructor and the student. If the division head/program director and dean are in agreement that the grade should be overturned for the reasons outlined above then they should change the grade and submit the form to have the grade changed immediately to the Registrar. If the division head/program director does not agree that the grade should be overturned then they should sign the form and give a copy to the student.
 - iii. If the student wishes to pursue the appeal further, they should submit the form to the Provost with a request for a full grade appeal panel.

The first two of the above stages should occur within 20 school days (days must occur within a regular semester, fall or spring) of the initiation of the appeal.

If the instructor of the course is the division head or program director, the student may elect to initiate the formal appeal directly to the appropriate dean. In unusual cases in which the course is taught by the dean, the student may elect to submit the grade appeal to the Provost who will convene the Grade Appeal Panel.

Any request for a review by the Grade Appeal Panel should be made within 20 school days (within a regular semester) of the most recent appeal decision. This request is made by taking the Grade Appeal form to the Office of the Provost. The Provost will send the form and any related written statements to the Chair of the Academic Advisory Committee.

7. The Grade Appeal Panel is to consist of three faculty members selected at random from the current Academic Advisory Committee; however, faculty members from the division or college being affected are not to be members of the panel. If the grade appeal is for a graduate level course then a member of the graduate council will also serve on the Grade Appeal Panel in lieu of one member of the Academic Advisory Committee. The chair of the panel is to be selected at random from the panel chosen. The Grade Appeal Panel will meet in closed session after the formal hearing for further discussion as necessary. The Grade Appeal Panel will make its final recommendation to the Provost by simple majority secret ballot.

Both the instructor and the student should be prepared to appear before the Grade Appeal Panel to present their cases formally. Witnesses may be called to support any evidence presented. A faculty member from the division affected may be called to answer any procedural questions.

The instructor and the student will appear separately before the Grade Appeal Panel to present their cases formally. Additional parties attending the hearing will be limited to those who were witnesses to any pertinent events or can provide first-hand testimony of the essential facts of the case. In addition, a faculty member from the instructor's division may be called to answer any questions related to the standard operating procedures of that division. At the discretion of the chair, the panel may separately recall either the student or the instructor to clarify any discrepancies in their respective testimonies. In extenuating circumstances, as determined by the current chair of the Academic Advisory Committee, previous chairs of the Academic Advisory Committee may be called upon to serve on the Grade Appeal Panel. *NOTE:* This is the highest level of appeal. No further appeal is possible.

8. The recommendation of the Grade Appeal Panel will be forwarded to the Provost for action, with the understanding that there will be no grade change without the explicit recommendation of the Grade Appeal Panel. If the grade is changed, the Provost will complete and sign the Change of Grade form, which will be sent directly to the Registrar.
9. All of the appeal decisions are to be made within 24 hours of the conference or hearing. The results of the grade appeal will be put in writing and sent to the student and the instructor within two school days. The Change of Grade form will be sent directly to the Registrar. The entire grade appeal process should be completed within 60 school days of its initiation, unless they span over summer or Christmas break.
10. An initiated formal appeal that is withdrawn may not be resubmitted.
11. Confidentiality is maintained at all times in accordance with the Family Educational Rights and Privacy Act.

Appeal of Academic Probation and Dismissal

A graduate student desiring to appeal the academic standing designation of probation or dismissal by a respective graduate unit should send a letter (either hard or electronic copy) to the Office of the Provost. The appeal letter must clearly state and explain:

- Any unexpected, unavoidable, or otherwise extenuating circumstances that prevented the student from attaining or maintaining necessary academic progress.
- What has been done by the student to prevent further academic difficulties?
- Any non-academic grounds by which the appeal should be considered.

Appeal letters must be received at least two weeks prior to the beginning of the upcoming semester. The Graduate Council will review appeals normally within six weeks of confirmation of receipt of the appeal letter to Provost and prior to the start of the upcoming semester. The Provost will preside at the review session. The head of the graduate unit will provide background information for each student's appeal. The student may be invited to attend the review session. A final decision by the Graduate Council will be made in closed session. The Graduate Council may uphold or rescind the original decision and specify the new academic standing placed upon the student. The advisor of the student, the head of the graduate unit, and the student will be notified in writing of the decision of the Graduate Council. This is the final level of appeal available within the University related to academic probation and dismissal.

Graduation

In Absentia

Students must participate in commencement unless absence is approved by the Provost prior to the ceremony. The reason for not participating in commencement must be explained in writing to the Provost who will grant or deny permission to be excused from commencement.

Walking Early

In order to participate in a formal commencement ceremony, all the established components of a graduate degree plan must be completed as is established in the respective course catalog. Exceptions may be granted based on the following:

1. The *Graduate Student Request to Walk Early form* is submitted to the Graduate Division Head by the submission deadline (March 10 for May graduation).
2. The outstanding hours are limited and may be completed in the term immediately following the formal commencement ceremony. To Walk Early in the Spring Commencement, the outstanding hours must be completed in Summer.
 - a. Physical Therapy may have 9 hours outstanding (specifically related to Clinical Education).
 - b. Education students may have 6 hours outstanding.
 - c. Nursing students may have 6 hours outstanding.
 - d. Business administration students may have 9 hours outstanding.

Transcripts

Requests for Official Transcripts must be made in person or on the web via the National Student Clearinghouse. Official Transcript requests can be found on the SBU website at:

<https://www.sbuniv.edu/academics/academic-resources/registrar/>.

Requests for Unofficial Transcripts must be made in person or via email. Instructions for requesting Unofficial Transcripts can be found on the SBU website at:

<https://www.sbuniv.edu/academics/academic-resources/registrar/>.

No transcript will be released until all accounts at the University have been paid in full. Additionally, Perkins/National Direct Student Loan repayments must be current and student loan exit interviews must be completed.

Transcript fees are as follows: Official Transcripts in person are \$10.00 for first-class delivery; \$40.00 for express delivery. The official transcript is printed on security paper with the University Seal and the signature of the Registrar.

Geneva Casebolt College of Arts and Sciences

Dean: Kevin Schriver

Office: Gott Educational Center 104

(417) 328-1710

Mission Statement

The Geneva Casebolt College of Arts and Sciences (CAS) is comprised of diverse disciplines focused on the appreciation, discovery, and understanding of the traditional liberal arts and sciences as they intersect and enhance our human experiences within the context of our Biblical worldview and Baptist heritage.

Vision Statement

The vision for CAS is to equip and prepare students for people-oriented and service-minded careers and vocations with the encouragement to embody Christ-like character in such vocations. This endeavor will be highlighted by the following:

- Providing theoretical and practical experiences necessary for each field of study;
- Challenging students to strive for academic excellence;
- Integrating the Christian faith into each academic discipline and co-curricular experience;
- Encouraging positive and healthy mental, physical, social, and spiritual well-being; and
- Fostering critical thinking, discernment, communication, and creativity in students so they may make positive contributions to society and advance the kingdom of God.

Master of Arts in Christian Ministry

Division Head: Matt Kimbrough

Office: Jim Mellers Center 200G

(417) 328-1767

Mission of the Program

The mission of the Master of Arts in Christian Ministry program is to provide essential ministry training that is Biblical, contextual, and relational in order to prepare men and women who are called to local church ministry.

Vision of the Program

The Master of Arts in Christian Ministry is a two year, 36-hour program of distance-friendly advanced ministry training with competitive tuition for the sake of the local church. Coursework includes three key elements: core courses, concentration courses, and a practicum. Six core courses emphasize the comprehension and communication of Biblical and theological truths, adaptability in light of the variety of potential ministry contexts, and the relational and personal skills needed to minister to broken people. Concentrations allow students to gain advanced experience in a sub-field of ministry, whether Biblical and theological studies, missions, pastoral ministry, family ministry, or general studies. Finally, the practicum requires students to put their classroom learning into practice in local church ministry.

Admission Requirements and Academic Regulations

Students may be admitted to the Master of Arts in Christian Ministry program according to the following classification categories:

1. **Fully Admitted** – The student meets all admission standards, has completed all prerequisites, and has been admitted to the program of study.
2. **Conditionally Admitted**
 - a. **Conditional Admission** – Students who have not completed the academic program prerequisites are conditionally admitted to graduate study. All students admitted to the 4+1 track will be conditionally admitted. Students conditionally admitted to the program will have their status changed to “Fully Admitted” if/when their prerequisites are completed. Students may take no more than twelve hours of graduate courses without satisfying program prerequisites.
 - b. **Academic Probationary Admission** – Students whose grade point average is less than 2.75 overall or 3.00 in their undergraduate majors, or whose bachelor’s degrees are from institutions lacking regional accreditation are conditionally admitted to the program. At the end of their first semester, or the completion of nine hours of graduate work (whichever comes later), students probationally admitted to the program will have their status changed to “Fully Admitted” if the grade point average for their graduate coursework is 3.00 or higher. Students who fail to meet this benchmark may be dismissed from the program. The final decision either to dismiss a student from the program or to extend the student’s probational period will be made by the Graduate Director, in consultation with both the Dean and the student’s advisor.
3. **Auditor** – The student desires to take courses in the program without receiving university credit and does not intend to pursue the degree. Auditors are not required to meet admissions requirements. This status will permit the student to attend class but does not allow the student to take tests or have assignments graded by the instructor. Regular class attendance is expected. Auditors should consult with the instructor regarding restrictions and expectations. Tuition for auditing a class is one-half the rate charged for regular enrollment. Students admitted to auditor status may at a later time petition the Graduate Director, in writing, to have their admissions status changed to a degree-seeking status (either Fully Admitted or Conditionally Admitted). Such petitions are not automatically granted, but will be decided by the Graduate Director. Since audited courses do not count for credit, the student will need to take all required courses for credit including those previously audited.

Application Process

The following is required of students seeking admission to the Master of Arts in Christian Ministry program as a traditional or 4+1 student:

1. Completed “Application for Graduate Admission” to the Master of Arts in Christian Ministry Program;
2. Transcripts
 - a. Official transcripts from all colleges, universities, or seminaries attended;
 - b. At least 60 hours of undergraduate coursework completed;
 - c. A minimum undergraduate grade point average of 2.75 overall (on a 4.00 scale).
3. One letter of recommendation from a college professor or local church pastor that speaks to the character and academic ability of the applicant.

4+1 Early Acceptance Program (EAP)

Up to fifteen students each year may apply to the 4+1 EAP (Early Acceptance Program). Eligible students will have completed no more than 59 hours of undergraduate credit. If accepted, the EAP student will guarantee a place in the MACM upon graduation (contingent upon standard 2. above) and will have

access to unique preparation and interactions with Redford faculty while an undergraduate student at SBU.

Applicants to the Early Acceptance Program must submit the following materials:

1. Completed “Application for Graduate Admission” to the Master of Arts in Christian Ministry Program;
2. Transcripts
 - a. Official transcripts from all high schools, colleges, universities, or seminaries attended;
 - b. Evidence of completing at least the sophomore year of high school;
 - c. A minimum high school grade point average of 2.75 overall (on a 4.00 scale).
3. One letter of recommendation from a college professor (or high school teacher) or local church pastor that speaks to the character and academic ability of the applicant.

International Students

International students must meet the admission requirements for the M.A. program. Official records not in English must be accompanied by an official translated record. All records should show the individual subjects studied and the grades received in each subject.

Prerequisites

The Master of Arts in Christian Ministry program requires that students have prior knowledge in Biblical studies and spiritual formation. The purpose of these prerequisites is twofold: (1) to provide a Biblical and spiritual foundation for practical ministry courses; (2) to aid instructors of graduate courses in designing course content (establishing reasonable expectations concerning the background knowledge of students enrolling in the courses). To satisfy each prerequisite, students must have completed the course or an approved equivalent from a regionally accredited institution, having earned a grade of C or better.

- BIB 1013 OT History
- BIB 1023 NT History
- SPF 2032 Spiritual Formation for Ministry *or* SPF 2012 Introduction to Spiritual Formation
- BIB 2093 Methods of Bible Interpretation

Traditional graduate students (i.e., non-4+1) with a status of “conditionally admitted” due to deficiencies in their prerequisite coursework may complete these courses at SBU at the current graduate tuition and fee rate.

Transfer Credit

Nine graduate semester hours completed at another regionally accredited institution may be transferred and applied to the degree. These credits must be comparable to “concentration” courses offered in the M.A. program in Christian Ministry at SBU and must be approved by the Graduate Director.

Academic Probation

Graduate students must earn a grade of C or higher to receive credit for a graduate course towards the completion of the degree. Graduate students whose overall GPA falls below 3.00 will be placed on a status of academic probation. Students placed on academic probation must raise their overall GPA to a minimum of 3.00 by the end of the following semester—or, in the case of a student who is taking less than nine hours per semester, at the completion of nine additional credit hours—in order to be returned

to non-probational status. Students who fail to meet this benchmark may be dismissed from the program. The final decision either to dismiss a student from the program or to extend the student's probational period will be made by the Graduate Division Head, in consultation with both the Dean and the student's advisor.

Degree Requirements

Students are eligible to graduate after fulfilling the requirements described below. Students who enroll in another college or university without prior permission of the Graduate Director are considered to have withdrawn from Southwest Baptist University. Students wishing to transfer work from another institution and not withdraw from Southwest Baptist University must obtain prior approval from the Graduate Director as well as the Dean of the Geneva Casebolt College of Arts and Sciences.

Master of Arts in Christian Ministry

To receive the M.A. degree, a student must:

1. Meet all graduate admission standards, including completion of a baccalaureate degree, and completion of admission application and file.
2. Complete a plan of graduate study consisting of at least 36 semester hours.
3. Maintain a graduate level GPA of at least 3.00 on a 4.00 scale with no grade below a C (2.00). Students receiving two grades of "F" are automatically dismissed from the graduate program. Students may reapply for admission after a mandatory one-year suspension.
4. Complete all degree requirements within four years of being fully admitted to the program (or within five years with special permission from the graduate director).
5. Participate in commencement exercises unless absence is approved by the Provost.

Distance-Learning

In order to accommodate working students, adult learners, and geographically distant students, the Master of Arts in Christian Ministry is designed as a distance-learning friendly degree. The following experiences require in-person attendance:

- New Student Orientation - only required for students who are new to SBU (Friday before each semester begins)
- Graduation
- Two in-person courses, 1 week in January and 1 week in June (MIN 5273 and MIN 5612)

The purpose of the two in-person courses is to facilitate connections between the student, faculty members, and fellow students. Both courses will operate in a 4-week format that requires the completion of reading and assignments outside of the "on-campus" week.

With the exception of MIN 5273 and MIN 5612, students may take all other courses in a hybrid seated format on the Bolivar campus or via live distance learning through Zoom. In consultation with professors, students may attend any hybrid class period in-person or via Zoom. This gives students the flexibility to choose between convenience and connection for each class period.

Program of Study

The Master of Arts in Christian Ministry is a non-thesis, 36-hour degree, culminating in an Advanced Ministry Practicum. The program is designed for students who desire advanced study in ministry training in order to serve the Church more purposefully.

There are two tracks for pursuing the M.A. degree in Christian Ministry: a “4+1” track and a “traditional” track.

The **traditional track** is for students who have already graduated with a bachelor’s degree. On this track, the degree is designed to be completed in two years. The following is a typical program of study for those on the traditional track:

- *First year graduate*
 - Fall - 9 hours: “concentration” courses
 - Spring - 9 hours: MIN 5363, MIN 5513, and 3 hours of “concentration” courses
 - Summer - 3 hours: MIN 5273
- *Second year graduate*
 - Fall - 9 hours: MIN 5113, MIN 5163, MIN 5173
 - Winterfest - 2 hours: MIN 5612
 - Spring - 4 hours: MIN 5714

The **4+1 track** is for incoming or current SBU undergraduate students who anticipate getting both their bachelor’s and master’s degrees at SBU in a span of five years total. Students may concurrently enroll in up to twelve hours of specially designated upper-level “concentration” courses that will count for both their undergraduate and graduate requirements (see Concurrent Enrollment Courses, below). The following is a typical program of study for those on the 4+1 track:

- *Junior undergraduate (at least 60 hours completed)*
 - Fall - 3 hours: “concentration” course
 - Spring - 3 hours: “concentration” course
- *Senior undergraduate*
 - Fall - 3 hours: “concentration” course
 - Spring - 3 hours: “concentration” course
- *First year graduate*
 - Summer - 3 hours: MIN 5273
 - Fall - 9 hours: MIN 5113, MIN 5163, MIN 5173
 - Winterfest - 2 hours: MIN 5612
 - Spring - 10 hours: MIN 5363, MIN 5513, MIN 5714

Concurrent Enrollment Courses

SBU undergraduates who have been admitted to the program (4+1 track/Early Acceptance Program) and have completed 60 hours of coursework and all course prerequisites are eligible to enroll concurrently in the following courses. Students who successfully complete these courses will receive both undergraduate credit (appearing on the student's transcript as a 3000 or 4000 level course credit) and graduate credit (appearing on the student's transcript as a 5000 level course credit). Students may earn up to twelve hours of graduate credit toward their “concentration” through concurrent enrollment. Graduate students currently enrolled in the M.A. program will also take four of the following courses for graduate credit toward their “concentration” (see below).

The list of approved concurrent enrollment courses for the M.A. program is as follows:

- BIB 3033 / MIN 5033 Old Testament Hymnic and Wisdom Literature
- BIB 3043 / MIN 5243 Pentateuch
- BIB 3053 / MIN 5053 Early Pauline Epistles

- BIB 3063 / MIN 5263 Later Pauline Epistles
- BIB 3083 / MIN 5283 Hebrews and General Epistles
- BIB 4023 / MIN 5623 Life and Teachings of Christ
- BIB 4043 / MIN 5243 Old Testament Prophetic Books
- BIB 4053 / MIN 5553 Old Testament Historical Books
- CED 3013 / MIN 5093 Youth Ministry in the Church
- CED 3023 / MIN 5323 Church Administration
- CED 3043 / MIN 5543 Children's Ministry
- CED 4003 / MIN 5503 Adult Ministry in the Church
- CED 4053 / MIN 5063 Youth Discipleship and Evangelism
- CHR 3013 / MIN 5313 Introduction to Ministry
- CHR 3023 / MIN 5723 Introduction to Preaching
- CHR 4003 / MIN 5603 Expository Preaching
- ICS 3023 / MIN 5523 Cross-Cultural Life and Service
- ICS 3033 / MIN 5333 Introduction to Missions
- ICS 4023 / MIN 5023 Indigenous Christian Community
- ICS 4123 / MIN 5253 Urban Ministries
- ICS 4313 / MIN 5183 World Religions
- THE 4003 / MIN 5703 Theological Method
- THE 4033 / MIN 5533 God and Humanity
- THE 4043 / MIN 5043 Christ and Salvation
- THE 4053 / MIN 5353 Church and Last Things
- THE/BIB 4073 / MIN 5373 New Testament Theology

CORE Courses

Students are required to take six CORE courses to complete the 18-hour Christian Ministry Core:

- MIN 5273 Conflict and Crisis in Ministry
- MIN 5173 Disciple-Making in Context
- MIN 5363 Leadership in the Local Church
- MIN 5513 Local Church Counseling
- MIN 5113 Preaching and Teaching the Bible
- MIN 5163 Theology and Practice of the Local Church

Concentrations

Students are required to take four courses to complete a 12-hour "concentration." Traditional students will complete these in the first year of full-time study while 4+1 should completed these during undergraduate work. Students will pursue one of the following concentrations:

- Biblical and Theological Studies Concentration
 - BIB and THE courses (9 hours)
 - CED, CHR, or ICS course (3 hours)
- Missions Concentration
 - ICS courses (9 hours)
 - BIB or THE course (3 hours)
- Pastoral Ministry Concentration
 - CHR and CED courses (9 hours)

- BIB or THE course (3 hours)
- Family Ministry Concentration
 - CED courses (9 hours)
 - BIB or THE course (3 hours)
- General Studies Concentration
 - BIB or THE courses (6 hours)
 - CED, CHR, or ICS courses (6 hours)
- Business Administration Concentration
 - Twelve hours chosen from the following (12 hours)
 - ACC 5113 Managerial Accounting – *ACC 5010 Accounting Proficiency will be required for students to complete prior to enrollment in this course
 - MKT 5023 Marketing Management
 - LDR 5063 Leadership Development
 - BUS 5043 Ethics and Critical Thinking in Business Administration
 - MGT 5043 Organizational Behavior and Servant Leadership

Advanced Ministry Practicum

After completing at least 12 credit hours, fully enrolled students may take the following courses to complete the requirements for their Advanced Ministry Practicum:

- MIN 5612 Preparation for Advanced Ministry Practicum
- MIN 5714 Advanced Ministry Practicum

The purpose of the practicum is to engage in one local church or parachurch ministry for at least 100 hours in which the student can apply a particular insight, theory, or practice. In addition to the assessment of a field supervisor, student grades will be based on a 5,000-6,000 word assessment paper.

Program Summary – M.A. in Christian Ministry (36 credit hours)

- Christian Ministry Core Requirements (18 hours)
- Concentration (12 hours)
- Advanced Ministry Practicum (6 hours)

Course Descriptions

Concentration Courses (Concurrent Enrollment Eligible)

MIN 5023 Indigenous Christian Community – 3 hours (Spring, even years)

A study of principles concerning an indigenous, culturally contextualized, biblical Christian community in terms of its worship, discipling, leadership call and roles, pastoral care, social structures, world-view formation, and cell multiplication.

MIN 5033 Old Testament Hymnic and Wisdom Literature – 3 hours (Spring, even years)

Historical and exegetical study of the hymnic and wisdom literature in the Old Testament: Job, Psalm, Proverbs, Ecclesiastes and Song of Solomon.

MIN 5043 Christ and Salvation – 3 hours

A survey of Christian understandings of Christ and salvation in their biblical, historical and contemporary expressions, including the person of Christ, atonement, justification and other dimensions of salvation.

MIN 5053 Early Pauline Epistles – 3 hours (Fall, odd years)

Historical and exegetical study of Paul's epistles to the Thessalonians, Corinthians and Galatians.

MIN 5063 Youth Discipleship and Evangelism – 3 hours (Spring, even years)

A study of (1) the challenges of youth and their culture (including suicide, pregnancy, parental problems, drugs) and (2) evangelism strategies, events and programs designed to reach unchurched youth.

MIN 5093 Youth Ministry in the Church – 3 hours (Spring, odd years)

A study of the objectives, organization, and methodologies for youth, ages 12-17, and the directing of a youth ministry in the church. Research will be conducted in worship, fellowship, discipleship, ministry, missions, and evangelism. Students will evaluate and analyze a current youth ministry in the church.

MIN 5183 World Religions – 3 hours (Spring)

Exploration of the thought and practice of the major world religions outside the Judeo-Christian tradition—including Hinduism, Buddhism, Confucianism, Taoism, and Islam—as well as animism. Consideration also is given to the issues of religious pluralism, theology of religions, and the appropriate response to each religion.

MIN 5243 Old Testament Prophetic Books – 3 hours (Fall, odd years)

Study of selected Prophetic Books of the Old Testament with attention given to exposition of their content, discernment of their theological significance, and discussion of scholarly issues.

MIN 5253 Urban Ministries – 3 Hours (Fall)

An introduction to the diversity of ministries which meet human needs, make disciples, and develop churches in urban areas.

MIN 5263 Later Pauline Epistles – 3 hours (Fall, even years)

Historical and exegetical study of Romans, Paul's prison and pastoral epistles.

MIN 5283 Hebrews and General Epistles – 3 hours (Spring, even years)

Historical and exegetical study of Hebrews and the general epistles.

MIN 5313 Introduction to Ministry – 3 hours (Fall, odd years)

Study of the work of the vocational ministers of the local church with special attention given to the ministry of all believers.

MIN 5323 Church Administration – 3 hours (Fall, odd years)

A functional study including duties of church officers and committees, constitutions, by-laws, and parliamentary procedure.

MIN 5333 Introduction to Missions – 3 hours (Spring)

This introductory course in missions seeks to develop in the student an understanding of missions as practiced in an international context. Emphasis will be given to helping students understand their own future ministry and how it can relate to global missions.

MIN 5343 Pentateuch – 3 hours (Spring, odd years)

Study of the first five books of the Bible with special attention given to introductory problems related to the Pentateuch.

MIN 5353 Church and Last Things – 3 hours

A survey of Christian understandings of the church and last things in their biblical, historical and contemporary expressions, including the nature and mission of the church, the ordinances/sacraments, death, resurrection and eternal life.

MIN 5373 New Testament Theology – 3 hours

An introduction to the discipline of biblical theology as it is undertaken in relation to the New Testament. Included is a discussion of methods, attendant methodological and hermeneutical problems, and possible results in a survey of the theology of the New Testament. Can also be taken for biblical studies credit.

MIN 5503 Adult Ministry in the Church – 3 hours (Fall, odd years)

A study of the development tasks of adulthood and ministries with adults in the church.

MIN 5523 Cross-Cultural Life and Service - 3 hours (Spring)

Life-style development provides an important foundation for cross-cultural service. This includes spiritual formation, life skills, and ministry competencies. This course is required for Intercultural Studies major and recommended for other students interested in cross-cultural life and service.

MIN 5533 God and Humanity – 3 hours

A survey of Christian understanding of God and humanity in their biblical, historical and contemporary expressions, including revelation, scripture, Trinity, creation, providence, humanity in God's image, human nature and sin.

MIN 5543 Children's Ministry – 3 hours (Fall, even years)

A study of ministries involving children from birth through sixth grade to include but not limited to Bible study methods, vacation Bible school, children's worship, child care facilities in the church, and child care during church events.

MIN 5553 Old Testament Historical Books – 3 hours (Fall, even years)

Study of the Historical Books of the Old Testament with attention given to exposition of their content, discernment of their theological significance, and discussion of scholarly issues.

MIN 5603 Expository Preaching – 3 hours (Spring, odd years)

A study is made of the expository method of preaching. Sermons by recognized expository preachers are considered. Each student develops expository sermons and presents one sermon for video-taping and review.

MIN 5623 Life and Teachings of Christ – 3 hours (Spring, odd years)

Study of life and teaching of Christ as presented in the four gospels.

MIN 5703 Theological Method – 3 hours

An introduction to issues in the method of a constructive Christian theology, including but not limited to issues in religious epistemology, religious language and theological hermeneutics.

MIN 5723 Introduction to Preaching – 3 hours (Fall, even years)

A study of the task of preaching the Christian message to today's world including practice in preparing and delivering sermons. Some attention may be given to other types of religious communication.

Christian Ministry Core and Practicum Courses

MIN 5113 Preaching and Teaching the Bible – 3 hours (Fall)

An historical, biblical, and clinical study of preaching with the goal to communicate the meaning and significance of the Bible accurately, clearly, and persuasively to the contemporary audience.

MIN 5163 Theology and Practice of the Local Church – 3 hours (Fall)

This course explores the biblical and theological basis for the local church as well as church's mission

and ministry in the contemporary setting. The goal is to prepare students for ministry in a local church in a way that will contribute to the transformation of the surrounding community.

MIN 5173 Disciple-Making in Context – 3 hours (Fall)

A study of the theology and practice of individual and corporate disciple-making in the context of both the local church and community. The purpose is to move students toward the development and application of a disciple-making process contextualized for a specific community.

MIN 5273 Conflict and Crisis in Ministry – 3 hours (Summer)

This course aims to discuss common sources of interpersonal conflict in ministry and various types of ministry crises in order to approach them Biblically and wisely. Students will also develop patterns to equip them to deal with intra-personal conflict.

MIN 5363 Leadership in the Local Church – 3 hours (Spring)

This course aims to discuss the nature of leadership in various church contexts, including rural church ministry, bi-vocational ministry, multi-staff churches, church plants, and global churches. Students should learn to anticipate the unique challenges of these contexts.

MIN 5513 Local Church Counseling – 3 hours (Spring)

This course will equip students with the basic skills of non-professional counseling, including setting expectations, conducting counseling sessions, issuing homework, and referring to professional counselors.

MIN 5612 Preparation for Advanced Ministry Practicum – 2 hours (January)

This course will allow the student to write an advanced ministry practicum proposal. Prerequisite: completion of at least 12 credit-hours and a fully enrolled status.

MIN 5714 Advanced Ministry Practicum – 4 hours (Spring)

The practicum's purpose is to apply the insights of the MACM in a local church or para-church setting. Students will engage in one local church or parachurch ministry for at least 100 hours in order to apply a particular insight, theory, or practice. In addition to the assessment of a field supervisor, student grades will be based on a 5,000-6,000 word assessment paper. Prerequisite: MIN 5613.

College of Health Professions

Dean: Brittney Hendrickson

Office: 4341 South Fremont St, Springfield MO 65804

(417) 820-2069

Master of Science in Nursing

Division Head: Cindy Todd

Faculty: Suzie Morrow

Program Description and Outcomes

The MSN program is designed for the registered nurse who has a bachelor's degree in nursing. Candidates for this program must be graduates of a nationally accredited nursing program. It is an online program for nurses who want to attain a master's degree. The program prepares nurses for advanced nursing roles with a sequence of core courses plus additional course work that allows students to specialize in one of two concentrations:

- Nursing Education
 - Nurses are prepared to function in academic, staff development, or patient education roles. The program provides an excellent foundation in nursing knowledge, leadership and research skills, and adult educational theory and strategies. For individuals who plan to teach nursing at a baccalaureate or graduate level, this program will prepare them for doctoral study.
- Nursing Administration
 - Nurses develop knowledge and skills to influence effective change in health care systems. The application of nursing and leadership theories, economic and finance principles, business management practices, and interdisciplinary collaborative strategies are explored.

MSN Program Outcomes:

1. Integrate skills in critical thinking, information management, and systematic inquiry into the advanced nursing practice role (Clinical Judgment).
2. Utilize advanced communication processes to influence health care, health care policy, and advanced professional nursing practice (Communication).
3. Synthesize knowledge from concepts, theories, principles and research in nursing in the planning and delivery of holistic evidence based health care that is responsive to changing needs and societal trends for a multicultural population (Evidence Based Practice).
4. Assume leadership, responsibility and accountability for value based decision-making in the advanced practice role (Professionalism).
5. Develop a conscious application and assimilation of the principles of Christian discipleship in the implementation of the advanced practice role (Christian Discipleship).

Assessment

In the Master of Science in Nursing degree program, periodic measurements of student perceptions and intellectual growth are obtained for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students.

All students seeking the Master of Science in Nursing in either education or administration are required to take the Comprehensive Examination and Masters Project and Practicum for the purpose of demonstrating the program and specialty outcomes have been met.

Comprehensive Examination

Each student is required to pass a comprehensive examination in the last semester of their program during NUR 5523 Master's Project and Practicum course. The Comprehensive Exam is a synthesis and evaluation of the MSN Program level student learning outcomes. Each track has measurable student learning outcomes (Nursing Education or Nursing Administration). The exam day includes a professional presentation of the student's Master's Project evaluated by selected faculty.

Admission Requirements

Admission to Unclassified Status

Students who do not wish to pursue a degree but who are eligible for graduate study may take up to six graduate credit hours of graduate level nursing course work. The ability to transfer credit for the courses completed toward the graduate program at SBU, or another college or university, depends upon the course of study provided at the time of transfer by the receiving program. Applicants who have not completed the application process are also placed in this status until requirements are met

MSN Admission Requirements

1. Bachelor of Science in Nursing (BSN) degree from an accredited college or university.
2. Cumulative GPA of 3.0 or better in nursing course work. If the student's GPA is less than 3.0 on a 4.0 scale, submission of Graduate Record Examination (GRE) scores may be required.
3. Submission of the following documents:
 - a. MSN Application
 - b. Official Transcript(s) from all prior nursing programs- must be sent directly to the College of Health Professions (Attn: Admissions/MSN)
4. *Records and/or requirements:
 - a. Current unencumbered RN license in state of residence/employment. Education regulations of the National Council of State Authorization for Distance Education may prohibit acceptance of applicants from certain states. See www.nc-sara.org for further details regarding states that are impacted.
 - b. Current BLS certification
 - c. Photo ID/driver's license
 - d. Background screening including Family Care Registry
 - e. Urine drug screening
 - f. Immunization record (Tdap, TB, Varicella, MMR, annual influenza, Hepatitis B series)

*Students accepted into the MSN program are required to submit the following records within designated time limits. Admission is conditional until records and requirements are met. Admission criteria subject to change.

Transfer Credit

Nine graduate semester hours completed at another regionally accredited institution may be transferred and applied to the degree. These credits must be comparable to courses offered at Southwest Baptist University and must be approved by the MSN faculty and dean.

Degree Requirements

Students are eligible to graduate after fulfilling the requirements described below. Students who enroll in another college or university without prior permission of the Division Head are considered to have withdrawn from Southwest Baptist University. Students wishing to transfer work from another institution and not withdraw from SBU must obtain prior approval from the Division Head as well as the Dean of College of Health Professions.

To receive the MSN degree a student must:

1. Complete all course and clinical requirements outlined in program of study for chosen track;
2. Maintain an overall GPA of 3.0 on a 4.0 scale with no grade below a C (2.0).
3. Earn a passing grade on the MSN comprehensive examination.
4. Complete all requirements within 5 years of the date admitted to the graduate program.
5. Participate in commencement exercises unless absence is approved by the Provost.

Progression in the MSN Program

Students must achieve a grade of “C” or better in all MSN courses. If a student fails a course with a “D” or below, they will be permitted to repeat the course one (1) time. The student is placed on academic probation by the Division Head or Dean of the College of Health Professions. The dean will monitor the student’s progress in the program and may prescribe additional support activities to promote student success in the program. Any MSN student who fails two (2) nursing courses or fails the same course twice will be automatically dismissed from the graduate program. Students have the option to file an appeal through the College of Health Professions. Students may reapply for admission after a mandatory one-year suspension.

Program of Study and Academic Regulations

The MSN degree program will consist of 39-42 credit hours. The nursing education specialty is 42 hours and the nursing administration specialty is 39 credit hours. The MSN program is based on the belief that graduate education builds on previous knowledge, experience and degrees. The following plan of study provides the MSN student with core knowledge and concepts from which to build a specialty practice in nursing education or administration.

Master of Science in Nursing Core Classes – Both Tracks (18 hours)

- NUR 5013 Nursing Science (3 hours)
- NUR 5033 Concepts of Advanced Practice Nursing (3 hours)
- NUR 5043 Ethics and Policy Issues in Advanced Practice (3 hours)
- NUR 5083 Nursing Research (3 hours)
- NUR 5123 Information Systems (3 hours)
- NUR 5533 Statistics and Data Analysis for Nursing (3 hours)

Master of Science in Nursing Education (24 hours)

- NUR 5053 Foundational Perspectives of Nursing Education (3 hours)
- NUR 5213 Teaching and Learning Principles of Nursing Education (3 hours)
- NUR 5223 Evaluation in Nursing Education (3 hours)
- NUR 5313 Advanced Pathophysiology (3 hours)
- NUR 5323 Advanced Health Assessment and Promotion (3 hours)
- NUR 5333 Advanced Pharmacology (3 hours)

- NUR 550(1-3) Nursing Education Practicum (3 hours)
- NUR 5523 Masters Project and Practicum (3 hours)

Nurse Education Specialty Outcomes

1. Utilize critical thinking skills to integrate education theories, technology, and professional standards into the design, implementation and evaluation of curriculum (Clinical Judgment).
2. Determine interventions to evaluate learning and curricular outcomes in nursing education (Evidence Based Practice).
3. Analyze ethical, political, organizational, cultural, technological, and professional influences on nursing education (Professionalism).
4. Develop research based educational strategies for multicultural diverse students (Communication).
5. Integrate the principles of Christian discipleship and a Christian worldview into the development of nursing education systems (Christian Discipleship).

Master of Science in Nursing Administration (21 hours)

- NUR 5023 Health Care Finance (3 hours)
- NUR 5073 Human Resource Management in Health Care (3 hours)
- NUR 5093 Organizational Analysis and Innovation (3 hours)
- NUR 5103 Health Care Organizations (3 hours)
- NUR 5113 Advanced Health Care Leadership and Administration (3 hours)
- NUR 5153 Quality and Safety in Health Care (3 hours)
- NUR 5523 Master's Project and Practicum (3 hours)
- Electives:
 - NUR 5053 Foundational Perspectives of Nursing Education (3 hours)
 - NUR 5213 Teaching and Learning Principles of Nursing Education (3 hours)
 - NUR 5223 Evaluation in Nursing Education (3 hours)
 - NUR 5501-3 Nursing Education Practicum (3 hours)

Nursing Administration Specialty Outcomes

1. Utilize critical thinking skills to determine effective strategies that stimulate change within nursing that lead to a more effective management of health care delivery systems (Clinical Judgment).
2. Collaborate with interdisciplinary teams using advanced communication to promote health care systems growth and effectiveness for diverse populations (Communication).
3. Apply the principles of nursing and leadership theories, economic and finance principles, business management practices, and cultural competency to the delivery of health care (Evidence Based Practice).
4. Demonstrate leadership qualities and administrative expertise in making value based accountable decisions in the management, coordination, and delivery of nursing care (Professionalism).
5. Integrate the principles of Christian discipleship and a Christian worldview into the management of personnel, health care resources, and access to care and attention to vulnerable populations (Christian Discipleship).

Doctor of Physical Therapy

Director and Division Head: Joshua Layman

Office: Davis 105

(417) 328-1672

Faculty: Ashley Boles, Terry Cox, Amber Fleeer, Herb Hamann, Kevin Jones, Sarah Jones, Josh Layman, Connie Matheny, Beverly McNeal, Becky Schoeneberg, Marsha Trantham

www.SBUniv.edu/PT

“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.” - Colossians 3:23-24

Calendar

Fall 2021

Date	Event
August 15-16	Registration/Orientation for first-year DPT students
August 19	Classes begin
September 2	Labor Day – No classes
October 1	Applications accepted for entry-level DPT
November 23 – December 1	Thanksgiving Break
December 10-13	Final examinations
December 14	Christmas break begins

Spring 2022

Date	Event
January 3	DPT classes start – Jan-term
January 22	DPT classes start – Spring term
March 1	DPT 1, 2, & 3 Portfolios due
March 14-22	Spring Break
May 11-15	Final examinations / Clinical education debriefing
May 26	Summer classes begin (tentative)

Program Mission and Outcomes

Entry-Level DPT Program History and Accreditation Status

The entry-level Doctor of Physical Therapy program at Southwest Baptist University prepares students for careers in physical therapy through the development of knowledge and skills needed for patient management, education, consultation, and clinical research. The entry-level DPT program at Southwest Baptist University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone (703) 706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The entry-level DPT is also accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, www.ncahigherlearningcommission.org, (312) 263-0456 or (800) 621-7440.

Program Mission Statement (rev. 11.26.18)

Preparing future doctors of physical therapy to deliver care in a global society while integrating Christian faith.

Program Vision Statement (rev. 11.26.18)

Equip graduates to transform the human experience through physical therapy with a Christ-centered perspective.

Program Goals (est. 11.26.18)

The graduate of Southwest Baptist University Doctor of Physical Therapy Program will be able to:

1. Integrate the Christian faith into the practice of physical therapy.
2. Engage in professional practice expectations on a diverse patient and client population throughout the lifespan.
3. Educate and communicate with appropriate stakeholders in the health care environment.
4. Serve the profession and society to promote and improve health care delivery.
5. Reflectively practice the art and science of physical therapy by critically evaluating, integrating, and contributing to the expanding professional knowledge base.
6. Formulate a plan for life-long learning coupled with professional, personal and spiritual growth.

The faculty of Southwest Baptist University Doctor of Physical Therapy Program strive to:

7. Pursue the development and delivery of a contemporary curriculum.
8. Promote and serve the professional and spiritual community.

The Physical Therapy Program at Southwest Baptist University seeks to:

9. Nurture the current and future doctors of physical therapy in the health care society.

Assessment

Periodic measurements of student perceptions, intellectual growth, clinical performance, and professional behaviors development are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students. Students are required to compile and maintain a formal learning portfolio by which the student demonstrates progress towards and achievement of the established program goals by the end of the final year of the curriculum.

Admission Requirements

Physical Therapy Requirements

The following requirements must be met before being admitted to the physical therapy program at SBU (courses in progress during semester(s) applying must be documented and completed prior to admission):

1. Completion of a baccalaureate degree
2. Completion of current PT application
3. Documented experience / observation in physical therapy; up to 40 hours will be counted and variety of experience is recommended
4. Completion of graduate records exam (GRE)
5. Earn a minimum of 2.75 overall GPA (for all previous course work or highest degree attained) OR for last 60 hours of course work earn a minimum of 3.0 overall GPA
6. Completion of the following prerequisite courses with a minimum of a 3.0 prerequisite GPA and at least a "C" in each. Prerequisites should not be taken pass/fail:

- a. General Chemistry - two semesters in sequence with labs; minimum 8 credit hours is expected
 - b. General Physics - two semesters in sequence with labs; minimum 8 credit hours is expected
 - c. General Biology - one semester with lab; minimum 4 credit hours is expected
 - d. Anatomy / Physiology - one semester each or full year combined sequence with labs from a science-based division; minimum 8 credit hours is expected
 - e. Statistics - one course
 - f. Psychology - three courses from a psychology division (1. General/intro, 2. normal growth and development, and 3. abnormal)
7. Completion of the following support courses (not calculated into prerequisite GPA):
 - a. Medical Terminology - one semester is required at a "B" grade or higher; one credit hour minimum expected
 - b. Pathophysiology - not required, but highly recommended
 - c. Exercise Physiology - not required, but highly recommended; students demonstrating successful completion of an exercise physiology course with a "B" grade or higher will be exempt from completing the exercise physiology component of the DPT program
 8. International student need to contact the division or consult the SBU catalog for additional requirements, including the TOEFL exam

Prerequisite science classes must be current. Completion of each course sequence must be within seven years prior to admission to the PT program. Exceptions may be granted only if the applicant can show that knowledge of the course content is current. Applicants seeking an exception must submit a written petition with rationale for approval.

In the case of repeat prerequisite grades, the division will use the “best case” scenario for determining eligibility; however, an application penalty would be applied by reducing the overall score for each repeat grade that was present on the transcript. The grade for any science courses repeated due to the seven year rule will be substituted for the old class regardless of the first grade received.

International Students

Official records of all higher education, including certificates or degrees with the dates the degrees were conferred must be submitted. All records not in English must be accompanied by an official translated record. All records should show the individual subjects studied and the grades received in each subject. International applicants are required to submit proof of adequate finances for the entire period of study before admission can be granted. Eligible applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and attain a score of at least 550 on the paper-based test or 79 on the internet-based test.

Transfer Students

Students with previous course credit in a professional phase of a CAPTE accredited PT program will be considered for academic transfer into the professional phase of the SBU entry-level DPT program if:

1. the student completes and submits a current application
2. the application meets established minimum application standards for unconditional enrollment (as if they were enrolling for the first year of the program)

and the new student will be subject to the following conditions or standards:

3. No prior PT school earned grades of less than a "B-" will be accepted for transfer credit.
4. The student will automatically be placed on a status of academic probation under the supervision of the PT Review Committee.
5. A maximum of 1 full year of academic credit may be transferred depending on the ability to match historic courses to pending courses in the normal SBU sequence (i.e. the student must successfully complete the second and third year of the normal DPT sequence).
6. All considerations are on a space available basis and by taking a transfer student, it is in the opinion of the faculty, that SBU academic standards are not compromised.
7. Potential transfer student may be required to provide extra or special documentation or interviews as deemed necessary by faculty in order to fully consider the application request.

Students who have not taken the prerequisite courses should be advised to take the specific courses or equivalents. When those courses are not available at the college / university they are currently attending, course substitutions may be allowed under the following guidelines. All substitutions submitted with the application must be made in writing and include a course syllabus or adequate description to determine equivalency. Applicants who have taken the specific prerequisite course but want to substitute another course with a higher grade may be able to do so only when the substitute course is an advanced course covering the same content. Course substitutions may be allowed when the content is met or exceeded.

Specific course substitution considerations will be handled as follows:

- **General Chemistry** – Upper-level chemistry courses (e.g. organic or biochemistry) which require General Chemistry may be substituted assuming higher level sequence is completed (prior approval not required).
- **General Physics** – Upper-level physics courses (e.g. calculus based) may be substituted assuming higher level sequence is completed (prior approval not required).
- **Biology** – General Zoology may also be substituted (prior approval not required). Upper level human- or animal-based biology course(s) containing appropriate content for PT may be substituted pending approval.
- **Anatomy / Physiology** – only human, comparative, or vertebrate anatomy / physiology from a science-based division (e.g. biology, zoology, anatomy, physiology) may be substituted (prior approval not required). Any other course(s) must have prior approval. Applied anatomy / physiology from non-science based divisions may not be substituted.
- **Statistics** – Course meeting or exceeding expected foundational content may be substituted only if from social science, business, or math based division (prior approval not required).
- **Psychology** – Out of division substitutions will only be considered if the university does not have the expected psychology prerequisite courses from a psychology based division.

CLEP/Advanced Placement Considerations

In some cases, college credit is given for coursework (e.g. CLEP, Advanced Placement) and an actual grade is not recorded. Credit will be given if needed to meet an admissions requirement, however, if no transcribed grade can be produced, it will be omitted from GPA calculations.

General Admissions Process

Applicants must apply to the Physical Therapy Program. Students must complete the courses required for entry into the program and complete a Baccalaureate Degree in another field prior to admission to the Physical Therapy Program. Students may have courses in progress in the Spring or Summer semester

prior to enrolling in the physical therapy program but all requirements must be completed prior to enrollment. Important admission dates include the following:

- **July 1:** Begin receiving applications.
- **September 1:** Begin reviewing applications (Early Decision considerations).
- **October 1:** Begin reviewing applications (General Pool)
- **August:** New physical therapy entry-level DPT class begins in mid-August. Students accepted into the entry-level program in physical therapy will be enrolled full-time in professional graduate courses for 33 consecutive months to finish with a Doctor of Physical Therapy degree.

Admission to the University does not guarantee admission into the graduate physical therapy program. Application priority points will be given to SBU undergraduate students and recognized undergraduate articulation school students.

Ranking of applications will consider criteria including as established by the core faculty as follows:

- prerequisite grade point average (30%),
- overall grade point average (8%),
- references (15%),
- observation experience (4%),
- written essay/narrative (5%),
- preferred attendance (8%),
- graduate record exam (30%)

Applicants are strongly encouraged to communicate frequently with the Physical Therapy Admissions Coordinator and schedule an individual visit to campus. Starting with the initial review date, applications will be acted upon on a rolling basis and designated into one of the following categories with appropriate notification to the applicant:

On a rolling basis starting with the initial review date, applications will be acted upon and designated into one of the following categories with appropriate notification to the applicant:

1. selected for unconditional admission into the program (i.e. met all admission criteria);
2. selected for unconditional admission into the program contingent upon outstanding action items (*i.e. has currently met most admission criteria with the exception of a few items, which in the opinion of the committee will not make a major negative impact upon the overall status of the application. Outstanding items must be successfully completed prior to admission in program*);
3. placed on a waiting list to be considered for unconditional admission as space is available;
4. held for subsequent review pending the submission of further requested or outstanding material;
or
5. denied admissions (i.e. does not meet published admission standards)

A student may decline SBU acceptance a maximum of one time. If student wishes to re-enter the pool for another application cycle, they must first appeal directly to the division head establishing appropriate grounds that their new application should be considered.

A student who is dismissed, denied the privilege of re-enrollment, or voluntarily leaves the program for any reason, and wishes to re-enter the program, must first appeal in writing to the division head establishing appropriate grounds that their application and/or re-entry should be considered. The division head will present appeal to core faculty for final decision (2/3 vote needed to approve). This is a

final decision at the program level. If a student wishes to appeal, they may elect to follow procedures set forth in the SBU Graduate Catalog.

High School Early Acceptance Program

Selected High School students are eligible to apply on a competitive basis for early acceptance into the physical therapy program subject to the following parameters and guidelines:

1. Earn a 24 ACT or equivalent SAT score (1160).
2. Submit a completed High School Early Acceptance (HSEA) application with appropriate supporting evidence and documentation.
3. Should be a graduating high school senior or collegiate freshman with less than 30 completed undergraduate hours at the time of application. *Note:* This provision is aimed to not penalize students from taking dual credit courses in advance of regular collegiate admissions as an incoming freshman.
4. Once accepted into the HSEA program, all undergraduate classes must be taken at SBU with the successful awarding of a bachelor's degree. The spirit of this provision is not to prevent the student from taking an occasional summer or correspondence course from a different college or university.
5. HSEA recipients must confirm their intent to matriculate into the professional phase of the physical therapy program by the end of January in their intended enrollment year and pay appropriate deposit.
6. Must submit current overall graduate program application.
7. HSEA recipients must earn an overall GPA of 3.00, a prerequisite GPA of 3.25, and a minimum grade of a "C" in all prerequisite courses or else forfeit their acceptance. The prerequisite GPA will be calculated with the first-time attempted course grade. Withdrawals will be considered an "F" grade. Under special circumstances, a withdrawn course can be petitioned, reviewed by the admissions committee, to be retaken for prerequisite GPA consideration.
8. Document 40 hours of observation or work hours in a physical therapy setting.
9. Participate in 50 hours of community service.
10. Complete PTH 2523 Introduction to Physical Therapy and KIN 3073 Exercise Physiology with a minimum grade of a "B." *Note:* These courses are considered support courses and are not used to calculate prerequisite GPA. Courses may be retaken if needed to earn the required grade level.
11. HSEA *applications* should be submitted to the division for consideration for the upcoming fall semester: 1) on or before the middle of November or January for students participating in SBU Scholars Day, or 2) before the first of April for students not participating in SBU Scholars Day. A maximum of 20 awards will be given during any one academic year. If the 20 slots are not filled during the first selection cycle, a late cycle pool will be considered during February of the academic year just prior to the selection cycle for the next academic year. If slots are not filled for any one academic year, they will not roll over or be extended.

The physical therapy division recommends the completion of one of the following undergraduate degrees: Biology, Exercise Science, or Psychology. Students should carefully plan their undergraduate experience such that most prerequisites are completed prior to their senior (or application) year. Students electing to take non-recommended degree paths should make those considerations for other specific purposes and with the knowledge that those elections may increase the duration of their undergraduate experience prior to entering the physical therapy program. If there are ever any questions about the most effective and efficient undergraduate path toward entering the graduate physical therapy program, please contact the program directly.

Eligibility for awarding the HSEA is established at the point of SBU undergraduate graduation and all normal requirements must be completed at the time of recognized graduation. Successful HSEA participants will receive a scholarship upon entering the professional phase of the physical therapy program subject to the following parameters and guidelines:

1. Students will receive credit for the scholarship by attending and documenting mentoring sessions on a semester basis during their undergraduate semesters (max 8 semesters). The scholarship amount will be earned at a rate of \$375 per regular semester (Fall, Spring) enrolled at SBU in which student attends the mandatory mentoring sessions.
2. The total scholarship is awarded in 3 equal installments upon entry to the SBU physical therapy program (i.e. first year, second year, and third year in equal \$1000 amounts resulting in a “discount” on the annual tuition).
3. The award is not distributed as a cash award.
4. If the student does not accept the HSEA enrollment into the SBU physical therapy program, the award becomes null and void.
5. If the student does not merit entry to the SBU physical therapy program under the established guidelines as a HSEA participant, the award becomes null and void.
6. A deferment of up to 2 calendar years after earning of a bachelor’s degree from SBU may be granted upon request of the HSEA participant who otherwise meets established guidelines. The spirit of this provision is a variance given to HSEA participants who meet unexpected life events beyond their control.
7. Once enrolled in the professional phase of the program, the HSEA participant must meet established unconditional matriculation requirements or the remaining award distributions will be forfeited.

A+ Recruitment Program

The Doctor of Physical Therapy (DPT) program at Southwest Baptist University realizes and appreciates that the cost of earning a valuable degree continues to increase and this cost factor does play a role in the decision-making processes on where students elect to attend college. The program wishes support Missouri A+ students who have a professional goal on becoming a physical therapist by establishing a path by which they can complete their A+ requirements and earn an automatic acceptance into the SBU DPT program.

A+ Recruitment Program Requirements

1. Successfully earn an Associate’s degree based on the existing parameters of the A+ program
2. Earn a Bachelor’s of Science degree from SBU within two years of completing the identified Associate’s degree
3. Have the following prerequisite courses completed by B.S. graduation and present on the transcript with at least a minimum grade of a “C” in each course (combined prerequisite GPA should be 3.25)^#:
 - a. Biology* – one semester, human or animal-based with lab component
 - b. Chemistry* – two semesters with lab component
 - c. Physics* – two semesters with lab component
 - d. Anatomy and Physiology* – two semesters with lab component
 - e. Statistics
 - f. Three psychology courses – general/intro, normal growth and development, abnormal
 - g. Medical Terminology – housed in PTH 2523 Intro to Physical Therapy at a “B” or higher level (does not enter into prerequisite GPA calculations)

- h. Exercise Physiology – KIN 3073 Physiology of Exercise at a “B” or higher level (does not enter into prerequisite GPA calculations)
4. Earn a combined overall GPA of 3.0 and prerequisite GPA of 3.25
5. Complete the GRE with a combined average of “45th” percentile across all content areas
6. Complete 40 hours of professional physical therapy observation
7. Complete 50 hours of community service - international mission trips preferred
8. Complete an application to the PT program during senior year, including an essay and references

^Repeated courses will be reviewed by the admissions committee for evaluation of acceptance. It is the general guideline that courses should not be repeated unless extreme circumstances are presented.

#Course in Pathophysiology is highly recommended, but not required.

*Courses must be taken in sequence from a science-based division.

Program of Study and Academic Regulations

Student Orientation

New students enrolled in the physical therapy program attend two full days of orientation at the beginning of their first year. At this time, they receive a *Physical Therapy Student Handbook* which includes the policies and procedures for the graduate program in physical therapy. Students are responsible for all materials presented in the respective handbooks.

Clinical Education

The purpose of the clinical education component within the physical therapy curriculum is to ensure student carry-over and integration of didactic course work into the clinical setting. To ensure a broad range of clinical experiences, each student will be required to have a clinical experience in acute care, outpatient orthopedics, and neuro-rehabilitation. These experiences appear late in the curriculum totaling 34 weeks in a residency-like format. One of the final clinical education experiences may be in an area of special interest within physical therapy that has not already been experienced by the student in a prior clinical experience. Students are responsible for all expenses for travel and living during the clinical education experiences. Students with a history of criminal actions documented on a background check may have clinical education placement options severely limited or delayed. While student input to the assignment process is valued and considered, we cannot guarantee these requests for clinical assignments will be met. The final decision rests with the Director of Clinical Education (DCE), with input from the Core Faculty, and the student should be readily prepared to attend a rotation that may not have been a top preferred position on the part of the student.

Specific clinical education policies and requirements are delineated in the *Physical Therapy Student Handbook*.

Curricular Schedule

Physical therapy professional courses may only be taken by those students accepted in the program and are delivered in a lock-step fashion. The following schedule may be subject to change.

- Year 1: Fall
 - PTH 5132 Critical Inquiry
 - PTH 5013 Psychosocial Issues of Health Care
 - PTH 5047 Human Anatomy
 - PTH 5066 Clinical Kinesiology
 - PTH 5481 Christian Applications for the Healthcare Professional I

- PTH 5631 Integrated Clinical Experience I
- Year 1: January
 - PTH 5221 Teaching and Learning
 - PTH 5593 Neuroscience for the Physical Therapist
- Year 1: Spring
 - PTH 5423 Therapeutic Exercise
 - PTH 5093 Physical Therapy Science
 - PTH 6273 Physical Therapist Management of Integumentary Disorders
 - PTH 5611 Professional Development Seminar I
 - PTH 5103 Therapeutic Modalities in Physical Therapy
 - PTH 5403 Physical Assessment
 - PTH 6393 Motor Control and Learning
 - PTH 5641 Integrated Clinical Experience II
- Year 1: Summer
 - PTH 6293 Exercise Prescription in Physical Therapy
 - PTH 5233 Foundations of the Musculoskeletal System
 - PTH 6022 Today's Health Care
 - PTH 6082 Human Life Sequences
- Year 2: Fall
 - PTH 5382 Pharmacology for Physical Therapists
 - PTH 6245 Physical Therapist Management of Musculoskeletal Disorders I
 - PTH 6263 Prosthetics and Orthotics
 - PTH 6472 Pathology for Physical Therapists I
 - PTH 6501 Christian Applications for the Healthcare Professional II
 - PTH 6326 Physical Therapist Management of Neurological Disorders I
 - PTH 6651 Integrated Clinical Experience III
- Year 2: January
 - PTH 5412 Diagnostic Imaging for Physical Therapists
 - PTH 6332 Administration and Management
- Year 2: Spring
 - PTH 5151 Clinical Investigations I
 - PTH 6255 Physical Therapist Management of Musculoskeletal Disorders II
 - PTH 7316 Physical Therapist Management of Neurological Disorders II
 - PTH 6603 Pathology for Physical Therapists II
 - PTH 6621 Professional Development Seminar II
 - PTH 6583 Prevention, Health Promotion, Fitness, and Wellness
 - PTH 6671 Integrated Clinical Experience IV
- Year 2: Summer
 - PTH 7283 Physical Therapist Management of Cardiopulmonary Disorders
 - PTH 7343 Pediatric Physical Therapy
 - PTH 7353 Geriatric Physical Therapy
 - PTH 7362 Capstone
- Year 3: Fall
 - PTH 7158 Clinical Education I
 - PTH 7458 Clinical Education II
- Year 3: January/Spring
 - PTH 7158 Clinical Education III

- o PTH 7458 Clinical Education IV

Progression in the Physical Therapy Program

Students are subject to the academic regulations stated in the respective SBU catalogs and handbooks. To be eligible for the clinical education component and/or matriculation to the next year of the program, students must successfully pass all prior courses in the program and maintain an overall GPA of 3.00 (on a 4.00 scale). Students must also submit an individual learning portfolio for formal annual assessment and earn a final passing grade at the end of the curriculum.

Students earning a grade of “F” or “non-credit” in any given course will not be able to enroll in courses listing the failed course as a prerequisite. Any student who is unable to meet these requirements is subject to review by the Physical Therapy Review Committee which will in consultation with the student, determine a plan for further action which may include academic probation with a specific plan for remediation or dismissal from the program (see policy 04-05 Dismissal and 04-10 Academic / Non Academic Probation).

Students will be expected to satisfactorily pass each practical examination and course. Students having difficulty meeting established course standards should meet with course instructor and/or advisor to determine an appropriate plan of action. The Physical Therapy Core Faculty will, as part of the curriculum/program evaluation, monitor the overall curriculum standards.

Graduate level physical therapy repeat courses are permitted only under the supervision and recommendation of the PT Review Committee for remediation purposes. Students passing a physical therapy course will not be permitted to retake the course for academic grade or transcript purposes unless otherwise directed by the PT Review Committee. If the course is successfully repeated (as defined by the PT Review Committee), then the new earned grade will replace the previously earned failing grade for matriculation and transcript purposes and the previous grade will not enter into grade point average (GPA) calculations from that point forward. The Registrar will replace the original earned failing grade with a designation that the original grade was failing, but has now been successfully repeated (e.g. RF).

Course policies and expectations will be stated in writing found in the class syllabus and explained to the class by the course instructor within the first few class sessions. Criteria for projects, papers, and/or assignments will be stated in the syllabus for the students. Exams will be based on course objectives. Criteria and determination of grades for each course will be established by the core or adjunct faculty member who is leading the course. The following grading scales will be used unless otherwise directed in the specific syllabus:

Academic Grading Scale

Percentage	Letter Grade
90.0-100%	A
80.0-89.9%	B
75.0-79.9%	C
0-74.9%	F
Incomplete	I

Clinical Education and Selected Courses Grading Scale

Status	Letter Grade
Pass	P

Status	Letter Grade
Fail	F
Incomplete	I

Individual Learning Portfolio

Score	Letter Grade
Exceeds Expectations	(E) Passing Score
Meets Expectations	(M) Passing Score
Fails to Meet Expectations	(F) Failing Score

Dismissal

A student may be placed on probation, suspended for a specific period of time, or dismissed for either academic issues (i.e. grade-based) and/or professional behaviors issues (i.e. non grade-based) as defined in the Southwest Baptist University Professional Behavior Definitions found in the DPT Student Handbook. All decisions for dismissal, or being denied the privilege of re-enrollment, are made by the Physical Therapy Review Committee and approved by the Division head with appropriate input from the Dean of Students. Students may be dismissed from the program based on the following:

1. A final grade of "F" in any required course prior to PTH 7362 Capstone.
2. A GPA of less than 3.00 if already on probation.
3. An "F" in any course if already on probation.
4. Non-compliance with the requirements stipulated in a remediation plan established by the DCE or Physical Therapy Review Committee.
5. Cheating or plagiarism.
6. Any misconduct listed in the SBU Student Handbook as serious offenses (class C).
7. Serious or repeated breach of professional behaviors found in SBU Professional Behavior Definitions.
8. A second final grade of "F" beginning with PTH 7362 Capstone through the end of terminal clinical education courses.
9. Violation of the SBU Drug and Alcohol Policy.

Attendance

Class attendance is mandatory. The student is responsible for attendance at all class sessions and meetings. A pattern of repeated absence or tardiness will be reported to the faculty advisor and may result in development of a remediation plan by the PT Review Committee. Students must notify the instructor directly in writing via email for any absence. If the student is not able to send an email prior to an absence, the student must communicate with the program as early as is practically possible and then follow up with an email. Additional assignments or documentation may be required. See policy 04-03 Attendance for more details.

Appeals

The faculty of the Division of Physical Therapy realizes that occasionally some circumstances may prevent a student from performing optimally in every course during each term. Any student wishing to appeal a decision by an individual faculty member or by the Physical Therapy Review Committee or Division head must first appeal to the decision maker then to the next level within the division. If the student is not satisfied with the Division's decision, he/she may appeal as described in the SBU graduate catalog. The grade appeal process is described in the SBU graduate catalog. It is plausible that the

successful appeal process creates a natural delay in matriculation due to the lockstep nature of the curriculum. Under rare circumstances, a student who was normally admitted to the program, is discovered to either knowingly or unknowingly mislead, misrepresent, or falsify elements related to admission standards. If this circumstance is discovered, regardless of when it is discovered, the status of an enrolled or admitted student is automatically revoked and the student forfeits any rights to appeal and any claim on monies already paid to the institution in the form of tuition and fees.

Official Communications

All official notices from the division will be sent to the official student local address on file with the university and/or the official SBU email provider.

Course Descriptions

Nursing

NUR 5010 New Student Orientation – 0 hours (Fall, Spring, Summer)

This is a no credit course that outlines the learning management system, technological systems, student resources, and institutional processes. This course is designed to familiarize students with the college's academic expectations, available student support services, and institutional processes during the first semester to promote student success in the nursing program. All students are required to register and participate in the orientation course.

NUR 5013 Nursing Science – 3 hours

This course addresses nursing science and its evolution in the use of models/theories in advanced practice nursing. Emphasis is on the study and critique of nursing and behavioral theory and frameworks, development of a concept analysis, and writing a personal philosophy of the nursing meta-paradigm.

NUR 5023 Health Care Finance – 3 hours

This course provides students with information on the application of financial management techniques in the health care industry. Particular emphasis is placed on understanding the unique problems facing health care in the financial relationships among hospitals, patients, physicians and other providers, insurance, capital suppliers and governmental agencies.

NUR 5033 Concepts of Advanced Practice Nursing – 3 hours

This MSN introductory course presents foundational components of advanced nursing practice including the roles of leadership, advocacy, technology, quality and safety, evidence-based practice, interprofessional collaboration, and scholarship. The history of advanced practice nursing and role acquisition are investigated and a framework for completion of a master's project is introduced. Course Fee: \$100.

NUR 5043 Ethics and Policy Issues in Advanced Practice – 3 hours

This course provides an examination of health care policy processes and issues at organizational and governmental levels, as well as critical analysis of ethics, principal ethical theories and contemporary health care ethical issues relating to individuals and society. Ethics from a Christian moral perspective will be analyzed and their application to public policy discussed. Course Fee: \$100.

NUR 5053 Foundational Perspectives of Nursing Education – 3 hours

This course provides in-depth examination of major philosophies of education and their relation to teaching practice, methods, curriculum, and educational administration. Philosophies examined include idealism, adult learning theory, behaviorism, brain-based theory, constructivism, multiple intelligences, and social learning theory. Their application to nursing education and clinical nursing education are integrated into the course.

NUR/HAD 5073 Human Resource Management in Health Care – 3 hours

This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

NUR 5083 Nursing Research – 3 hours

This course examines methods of problem solving and decision making in nursing and explores research

methodology for nursing practice. Guidance is provided to use research knowledge and methods to identify appropriate solutions and outcomes for clinical situations.

NUR/HAD 5093 Organizational Analysis and Innovation – 3 hours

The purpose of this course is to learn the complex dynamics of organizational process, structure, culture and outcomes, as well as the method of organizational analysis. Also included are large and small organizational responses and resistance to change and innovation, as well as methods of fostering creativity and positive change.

NUR 5103/HAD 5123 Health Care Organizations – 3 hours

This course examines historical perspectives and the current U.S. health care system and health care delivery models. Factors influencing the health care delivery system including managed care, cost, access, and quality of care, health services for vulnerable populations and leadership principles are emphasized. Students analyze the U.S. health care system on a global perspective with countries offering universal health care plans.

NUR/HAD 5113 Advanced Health Care Leadership & Administration – 3 hours

This course prepares leaders who facilitate and integrate complex structures and processes in health care systems. This course provides an understanding of partnerships, accountability, continuum-defined health care systems, self-managed teams and value-based organizations.

NUR 5123/4123 Information Systems – 3 hours

This course is an advanced course that combines knowledge of computer science, information systems, and nursing science to assist in the management and processing of nursing data, information, knowledge, and wisdom to support nursing practice and to improve the delivery of nursing care. Students will learn how information systems design and selection, health care decision support, and clinical guidelines impact the delivery of health care. Students will explore a comprehensive approach to system selection, evaluation, and implementation, project management, and regulatory policies that impact health care. Prerequisite: Undergraduate Informatics course. *This course is eligible for concurrent credit in the BSN program: BSN course number NUR 4123.

NUR/HAD 5153 Quality and Safety in Health Care – 3 hours

The focus of this course is to examine the relationship of patient safety and quality in nursing and the health care profession. The goal is to introduce fundamentals of patient safety, evaluation of quality, quality measures, and concepts of quality improvement. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Improving the quality, safety, and value of health care involves a multi-disciplinary approach and diverse knowledge.

NUR 5213 Teaching & Learning Principles of Nursing Education – 3 hours

The course examines current trends in nursing education, curriculum design and implementation, and the role of the nurse educator in teaching and learning. Students will explore a variety of teaching styles and the influence that technology, distance learning and alternative methods of teaching have on curricular design and implementation.

NUR 5223 Evaluation in Nursing Education – 3 hours

This course focuses on the roles of the educator in evaluating contemporary nursing education. The opportunity to design, refine, and evaluate teaching and learning experiences for settings such as nursing programs, staff development, and/or continuing education opportunities are provided. Emphasis is on

extending an understanding of adult learning principles and evidence-based teaching and evaluation strategies appropriate for nursing education.

NUR 5313 Advanced Pathophysiology – 3 hours

This course focuses on the pathogenesis of human disease based on a molecular and cellular framework. Regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis in response to changes in the internal and external environment are explored. Students are encouraged to apply critical thinking processes of deduction, induction, analysis, and synthesis in integrating pathophysiologic alterations encountered in their clinical practice with the theoretical framework presented in class. Prerequisite: Undergraduate Pathophysiology course.

NUR 5323 Advanced Health Assessment & Promotion – 3 hours

This course is designed to provide the master's prepared nurse with an advanced understanding of principles of physical assessment and health promotion to enhance application in advanced practice settings. Utilizing didactic and clinical practice components, this course will assist the graduate to develop refined analytical skills, connect theory and practice, and articulate viewpoints and positions based on evidence-based research and practice guidelines. This course combines one (1) hour of clinical (=60 clinical hours) with two (2) hours of didactic. Completion of clinical component for the course (60 clinical hours) is required. (\$100 Clinical Fee) Prerequisite: Undergraduate Health Assessment course.

NUR 5333 Advanced Pharmacology – 3 hours

This course is designed to provide the master's prepared nurse with an advanced understanding of pharmacotherapeutic principles to enhance application in advanced practice settings. This course will assist the graduate to develop refined analytical skills, connect theory and practice, and articulate viewpoints and positions based on evidence-based research. Prerequisite: Undergraduate Pharmacology course.

NUR 550(1-3) Nursing Education Practicum – 3 hours

(3 credit hours = 180 clinical hours/1 credit hour = 60 clinical hours)

This course prepares students for advanced nursing roles by providing opportunities to apply clinical skills, knowledge, attitudes, and values of the nurse leader and educator in an organizational context. Students will develop individual practicum goals and evaluate their learning through completion of clinical hours in advanced nursing roles. Completion of 180 clinical hours for the course is required. (\$100 Clinical Fee) Prerequisites: Students must complete one of the following nurse educator courses or be concurrently enrolled to begin clinical practicum experiences. NUR 5053 Foundational Perspectives of Education or NUR 5213 Teaching & Learning Principles of Nursing Education or NUR 5223 Evaluation in Nursing Education.

NUR 5523 Master's Project & Practicum – 3 hours

This course provides an application of nursing skills, leadership principles, and knowledge gained throughout the MSN program into a student centered Master's Project. Students will develop individual practicum goals and evaluate their learning through completion of clinical hours in advanced nursing roles specific to their specialty track of nursing education or nursing administration. At the end of this course, students complete a comprehensive exam presentation as a synthesis and evaluation of the MSN Program level student learning outcomes and the Nursing Education or Nursing Administration specialty student learning outcomes. This class is limited to students who are enrolled in the final semester of MSN coursework and intend to graduate at the end of the semester. Completion of 180 clinical hours for the course is required. One credit hour is equivalent to 60 clinical hours. (\$200 Clinical Fee)

NUR 5533/4533 Statistics & Data Analysis for Nursing- 3 hours

This course examines the analysis and application of statistical methods in the interpretation of biological data. The uses of descriptive and inferential statistics are included with an emphasis on advanced understanding of evidence-based research using chi-square, t-test, multiple regression, correlation, ANOVA/MANOVA, power analysis, factor analysis, and select non-parametric tests. The course focuses on the ability of the student to critically read and understand nursing research.

Prerequisite: Undergraduate Statistics course. *This course is eligible for concurrent credit in the BSN program: BSN course number NUR 4533.

NUR 599(1-3) Independent Study – 1-3 hours

The independent study course provides the student with an opportunity to participate in the creation of academic learning experiences geared to individual needs, interests, or desired outcomes. This could take the form of self-directed reading, research, project, community service, or clinical experiences. The student and faculty mentor must agree on a topic of interest and learning objectives. The student is responsible to meet learning objectives by the end of the course.

Physical Therapy

PTH 2523 Introduction to Physical Therapy – 45 clock hrs (Spring, even years)

Introduces students to the multifaceted role of the physical therapy profession. Topics include the diversity and growth of health care and physical therapy, methodologies used in physical therapy education, and the concept of the health care team. Introduction to medical terminology will also be made, teaching the student to form medical terms, and define medical terms used in medical documents to be able to read and write these documents. Prerequisite: none.

PTH 5013 Psychosocial Issues of Health Care – 45 clock hrs

Introduction to the process of professional socialization through an understanding of the interaction between the student, health professionals, and society as it relates to Christian and worldview biases. Psychological and sociological effects of impairments, functional limitations, and disability resulting from injury or disease, as applicable to the patient, client, family, and therapist. Communication skills are presented including conflict resolution, individual and cultural differences, interview, and group processes. Emphasis on increased awareness of self and interaction with others. Prerequisite: Admission to the PT program.

PTH 5047 Human Anatomy – 105 clock hours

Normal human anatomy with emphasis on the musculoskeletal system and principles of articulation. Cadaver dissection. Prerequisite: Admission to the PT program. Course fee: \$700

PTH 5066 Clinical Kinesiology – 90 clock hrs

Study of biomechanical and kinesiological principles as they influence human movement of the upper & lower extremities and spine with introduction to pathokinesiology; Principles and measurement techniques of goniometry; Principles and performance of manual muscle testing the upper & lower extremity and trunk; Upper & Lower quarter surface anatomy and palpation; and postural assessment of normal and abnormal alignment. Course Prerequisite: Admission to the PT program.

PTH 5093 Physical Therapy Science – 45 clock hrs

This course presents the first-year clinical science and skills including gait analysis, safety, universal precautions, transfer training, gait training, bed mobility, and patient positioning as well as other foundational elements to prepare the student for clinical experiences. Prerequisite: PTH 5047 and 5066.

PTH 5103 Therapeutic Modalities in Physical Therapy – 45 clock hrs

Application of external energy (heat, cold, sound, light, compression, traction, water, electricity, and other forms of electromagnetic energy) to effect therapeutic physiologic changes in human tissues. Concepts of prescription, efficacy, safety, instrumentation, documentation and delegation are emphasized. Prerequisite: PTH 5047 and 5066.

PTH 5132 Critical Inquiry – 30 clock hrs

The principles and foundations of clinical research in physical therapy are presented in this course. Special emphasis will be applied to research methodology, interpretation of statistical techniques, and critical analysis of published literature. Prerequisite: Admission to the PT program.

PTH 5151 Clinical Investigations I – 15 clock hrs

This course will empower the learner to access professional databases, acquire relevant literature, and assess the quality of the published studies. Prerequisite: PTH 5132.

PTH 5221 Teaching and Learning – 15 clock hrs

Teaching and learning theory applied to clinical practice with peers, patient/clients and their families. Special emphasis placed upon teaching strategies and techniques for patient/client education and presenting clinically based in-services. Prerequisite: Admission to the PT program.

PTH 5233 Foundations of the Musculoskeletal System – 45 clock hrs

Foundational concepts and principles for application of the patient/client management model to the musculoskeletal system; basic science issues related to musculoskeletal tissues; introduction of medical/surgical management of musculoskeletal pathology. Prerequisite: PTH 5047 and 5066.

PTH 5382 Pharmacology for Physical Therapists – 30 clock hrs

This course presents the effects commonly used pharmacologic agents have on the body, how the body metabolizes and eliminates these agents, mechanisms of pharmaceutical administration, and pharmacological indications, contraindications and safety concerns as applied to patients/clients typically treated by the physical therapist. Prerequisite: PTH 5047 and 5066.

PTH 5403 Physical Assessment – 45 clock hrs

This course focuses on the physical examination and systems review process in evaluation of musculoskeletal, neuromuscular, cardiopulmonary, integumentary, GI/GU/renal and cognitive/behavioral systems. Hands-on application of assessment skills in health examination of patients. Prerequisite: PTH 5047 and 5066.

PTH 5412 Diagnostic Imaging for Physical Therapists – 30 clock hrs

Introduces diagnostic imaging modalities relevant to physical therapists with correlation to various clinical conditions and emphasis on a systematic approach to analyzing plain film radiography. Prerequisite: PTH 5233.

PTH 5423 Therapeutic Exercise – 45 clock hrs

The principles and techniques of therapeutic exercises are presented. Specific neurological, medical, surgical, and orthopedic conditions are studied. Prerequisite: PTH 5047 and 5066.

PTH 5481 Christian Applications for the Healthcare Professional I – 15 clock hrs

An introduction to the concept of worldview with emphasis on the Christian worldview and related perspectives on current healthcare issues. Prerequisites: Admission to the DPT Program.

PTH 5593 Neuroscience for the Physical Therapist – 45 clock hrs

Human neuroscience foundations and issues are presented as related to the rehabilitation process. Prerequisite: PTH 5047 and 5066.

PTH 561I Professional Development Seminar I – 15 clock hrs

This first-year seminar focuses on the professional responsibilities of a doctoring profession in the context of becoming a servant leader in a global society. Prerequisites: PTH 5013.

PTH 563I Integrated Clinical Experience I – 40 clock hrs

This first semester supervised clinical field experience introduces the doctor of physical therapy student to an integrated and interdisciplinary approach to contemporary health care. Course Fee: \$500.

PTH 564I Integrated Clinical Experience II – 40 clock hrs

This second semester supervised clinical field experience introduces the doctor of physical therapy student to an integrated and interdisciplinary approach to contemporary health care. Course Fee: \$500.

PTH 6022 Today's Health Care – 30 clock hrs

Global factors that impact today's health care systems are presented including discussions on providers, stakeholders, and beneficiaries. Prerequisite: PTH 561I.

PTH 6082 Human Life Sequences – 30 clock hrs

The developmental process from conception to death with emphasis on human motor performance. Sequence of study includes fetal life and infancy through the aging adult including: developmental changes in performance and musculoskeletal development in relationship to the human lifespan, life-span concepts of age-related change in motor behavior and development of posture and movement. Prerequisite: PTH 6393.

PTH 6245 Physical Therapist Management of Musculoskeletal Disorders I – 75 clock hrs

Concepts, principles, and procedures for application of the patient/client management model specific to musculoskeletal disorders of the upper and lower extremities. Prerequisite: PTH 5233.

PTH 6255 Physical Therapist Management of Musculoskeletal Disorders II – 75 clock hrs

The continuation of concepts, principles, and procedures for application of the patient/client management model specific to musculoskeletal disorders. Prerequisite: PTH 6245.

PTH 6263 Prosthetics and Orthotics – 45 clock hrs

This course presents the psychological reactions of limb loss and/or dysfunction. Emphasis is placed upon the patient/client management model for various levels of amputation; selection of prosthetic/orthotic materials and components including alignment; gait analysis and training; and fabrication or modification of various orthotic devices. Prerequisite: PTH 5047, 5066 and 6273.

PTH 6273 Physical Therapist Management of Integumentary Disorders – 45 clock hrs

Concepts, principles, and procedures for application of the patient/client management model specific to integumentary disorders with special emphasis on wound care management. Prerequisite: PTH 5047 and 5066.

PTH 6293 Exercise Prescription in Physical Therapy – 45 clock hrs

Study of appropriate exercise prescription for both healthy and pathologically involved individuals including relevant indications and contraindications. Prerequisite: PTH 5423.

PTH 6326 Physical Therapist Management of Neurological Disorders I – 90 clock hrs

Concepts, principles, and procedures for application of the patient/client management model specific to

neurological disorders with emphasis on spinal cord, demyelinating and lower motor neuron disorders. Prerequisite: PTH 6393 and 6273.

PTH 6332 Administration & Management – 30 clock hrs

This course will focus on the administration and management of physical therapy services. Topics of organizational structure, management theory, practice management, human resource management, motivational theory, medical-legal-political issues and agendas, fiduciary responsibility, budgeting, strategic planning, business communication, and accountability will be presented. Prerequisite: PTH 6022.

PTH 6393 Motor Control and Learning – 45 clock hrs

Basic neurosciences are presented with an emphasis on current theories of motor control and learning and the application of these theories and concepts to the patient/client management model in contemporary physical therapy practice. Prerequisite: PTH 5593.

PTH 6472 Pathology for Physical Therapists I – 30 clock hrs

General pathological conditions are presented with an emphasis on the natural course of musculoskeletal, neurologic, and systemic disorders/diseases managed by the physical therapist. Prerequisite: PTH 5047 and 6273.

PTH 6501 Christian Applications for the Healthcare Professional II – 15 clock hrs

Evaluation of life and professional healthcare purposes from the Christian perspective. Prerequisites: PTH 5481

PTH 6551 Clinical Investigations II – 15 clock hours

This course will focus on the development of a research proposal with applicable paperwork for human subjects review. Course Prerequisite: PTH 5151.

PTH 6561 Clinical Investigations III – 15 clock hrs

This course will focus on the collection and analysis of data related to the research proposal. Course Prerequisite: PTH 6551.

PTH 6583 Prevention, Health Promotion, Fitness, and Wellness – 45 clock hrs

This course presents preventive practice and is offered as a guide for health, fitness, and wellness. The purpose of this course is to broaden the student's perspective of Physical Therapy from a clinical to a community perspective. This course will establish a foundational understanding of the opportunities, obligations, and responsibilities of the physical therapy professional in health promotion. Prerequisite: PTH 5221.

PTH 6603 Pathology for Physical Therapists II – 45 clock hrs

Second part of general pathological conditions is presented with an emphasis on the natural course of musculoskeletal, neurologic and systemic disorder/diseases managed by the physical therapist. Prerequisites: PTH 6472.

PTH 6621 Professional Development Seminar II – 15 clock hrs

This second-year seminar focuses on the professional accountabilities of a doctoring profession in the context of becoming a servant leader in a global society. Prerequisite: PTH 5611.

PTH 6651 Integrated Clinical Experience III – 40 clock hrs

This third semester supervised clinical field experience continues to expose the doctor of physical

therapy student to an integrated and interdisciplinary approach to contemporary health care with an increased focus on application of learned skills. Course Fee: \$500.

PTH 6671 Integrated Clinical Experience IV – 40 clock hrs

This fourth semester supervised clinical field experience continues to expose the doctor of physical therapy student to an integrated and interdisciplinary approach to contemporary health care with an increased focus on application of learned skills. Course Fee: \$500.

PTH 695(1-3) Selected Topics – 15 to 45 clock hrs

Selected issues in physical therapy science or practice. Topics will vary depending on interest and need of student(s).

PTH 7158 Clinical Education I – 8 weeks of full-time clinical education

Each student will spend 8 - 10 weeks in each clinical experience working full time under the supervision of a licensed physical therapist implementing the patient/client management model. Each student will have four clinical experiences one each in OP orthopedics, acute/subacute care, adult neuro rehab, and elective physical therapy area of interest. The total minimum time for clinical education is 34 weeks. The length of time and the physical therapy area of interest will be negotiated with the ACCE. Prerequisite: PTH 7362.

PTH 7283 Physical Therapist Management of Cardiopulmonary Disorders – 45 clock hrs

Overview of cardiac and pulmonary pathophysiology of patients. Discussions to include life-span changes, pharmacological management, and assessment and examination procedures, including ECG, stress testing, exercise prescription, and the implementation of the patient/client management model for cardiopulmonary disorders. Prerequisite: PTH 6293.

PTH 7316 Physical Therapist Management of Neurological Disorders II – 90 clock hrs

Concepts, principles, and procedures for application of the patient/client management model specific to neurological disorders with emphasis on brain and upper motor neuron disorders. Prerequisite: PTH 6326.

PTH 7343 Pediatric Physical Therapy – 45 clock hrs

Systematic, problem solving approach to the pediatric client with emphasis on prevention, etiology, clinical manifestations, and the application of the patient/client management model. Prerequisites: PTH 6082 and 6393.

PTH 7353 Geriatric Physical Therapy – 45 Clock hrs

Biological, cultural, psychological, and sociological changes with aging are discussed. Emphasis is placed upon societal attitudes, support systems, and demographics regarding the geriatric population. Systematic and comprehensive problem solving approach to the geriatric client with emphasis on prevention, etiology, clinical manifestations, and the application of the patient/client management model. Prerequisites: PTH 6255, 7283, and 7316.

PTH 7362 Capstone – 30 clock hrs

Capstone problem solving experience to address physical, emotional, psychosocial, spiritual, equipment, educational, and fiscal needs of patients and clients with complex and/or multi-system deficits. Emphasis on problem solving, professional behaviors, team management, documentation, and effective communication skills. Prerequisites: Successful completion of all prior didactic PT courses.

PTH 7458 Clinical Education II – 8-10 weeks of full-time clinical education

Each student will spend 8 - 10 weeks in each clinical experience working full time under the supervision

of a licensed physical therapist implementing the patient/client management model. Each student will have four clinical experiences one each in OP orthopedics, acute/subacute care, adult neuro rehab, and elective physical therapy area of interest. The total minimum time for clinical education is 34 weeks. The length of time and the physical therapy area of interest will be negotiated with the ACCE. Prerequisite: PTH 7362.

PTH 7459 Clinical Education III – 8-10 weeks of full-time clinical education

Each student will spend 8-10 weeks in each clinical experience working full time under the supervision of a licensed physical therapist implementing the patient/client management model. Each student will have four clinical experiences one each in OP orthopedics, acute/subacute care, adult neuro rehab, and elective physical therapy area of interest. The total minimum time for clinical education is 34 weeks. The length of time and the physical therapy area of interest will be negotiated with the ACCE. Prerequisite: PTH 7362.

PTH 7469 Clinical Education IV – 8-10 weeks of full-time clinical education

Each student will spend 8-10 weeks in each clinical experience working full time under the supervision of a licensed physical therapist implementing the patient/client management model. Each student will have four clinical experiences one each in OP orthopedics, acute/subacute care, adult neuro rehab, and elective physical therapy area of interest. The total minimum time for clinical education is 34 weeks. The length of time and the physical therapy area of interest will be negotiated with the ACCE. Prerequisite: PTH 7362.

PTH 7479 Clinical Education V – 8 – 10 weeks of full-time clinical education

Each student is expected to successfully complete a minimum of 34 weeks for clinical education. At times, students may present with difficulties (e.g. behavior, academic, health) that will prevent successful completion of this expectation. This on demand course is used as a final opportunity for the student successfully earn the minimum expectation of time in the clinic. This course will substitute for PTH 7158, 7458, 7459, 7469 as a degree requirement if needed. The length of time and the physical therapy clinical area will be directed by Review Committee. Prerequisite: PTH 7362.

PTH 7533 Sports Physical Therapy – 45 clock hrs

Prepares the student for a career as sports physical therapist. Issues related to the sports epidemiology, care, prevention and emergency management of sports related injuries as well as effective venue management will be presented. Other elements will be designing and implementing strategies to enhance human performance based in sound physiological principles and issues related to appropriate counseling and education. Prerequisite: PTH 6255.

PTH 7543 Practicum in Physical Therapy – 45 clock hrs

Non traditional physical therapy experiences will be presented. This elective course is negotiated between the instructor and the student to prepare a learning practicum in a non-traditional physical therapy venue. Prerequisite: By permission only.

PTH 7553 Global Learning in Physical Therapy – 45 clock hrs

A service learning experience directed at exposing the student to global healthcare issues and venues. Prerequisite: By permission only.

PTH 7571 Clinical Investigations IV – 15 clock hrs

This course will focus on the preparation and formal presentation of collected and analyzed data from research study. Course Prerequisite: PTH 6561.

PTH 7633 Advanced Orthopedics – 45 clock hrs

Prepares the student for a career as an advanced orthopedic physical therapist. Issues related to current evidence based practice and manual therapy will be presented. Focus on professional development skills and knowledge base to pursue advanced orthopedic credentials. Prerequisites: PTH 6255.

Robert W. Plaster College of Business

Dean: Troy Bethards
Office: Taylor 106
(417) 328-1757

Mission Statement

The Robert W. Plaster College of Business equips students to pursue academic excellence through business programs with a biblical worldview in a caring environment committed to the principles of free enterprise.

Vision Statement

The Robert W. Plaster College of Business strives to be the premier provider of business programs among evangelical Christian universities, preparing Christ-centered servant leaders who leverage their academic experience for Kingdom service.

Core Values

The core values of the College of Professional Programs are:

- Integrity: Practicing the highest moral standards.
- Service: Helping others through academic, professional, and community activities.
- Respect: Honoring others through words and actions.
- Charity: Loving one another.
- Faithfulness: Remaining committed to God and biblical principles.
- Truthfulness: Pursuing honesty through the Word of God.
- Humility: Approaching all situations with a humble attitude.
- Perseverance: Persisting in the face of challenges.
- Professionalism: Exhibiting compassionate competence.
- Excellence: Striving for greatness.

Accreditation

The MBA program at Southwest Baptist University is accredited by the Accreditation Council for Business Schools and Programs.

Faith Integration

Faculty in the College are committed to the University and College mission statements, which explicitly direct instruction of the College disciplines from the context of a Christian worldview. In addition to providing a strong and rigorous curriculum in each of our specialties, our duty as Christian scholars is to help frame both our discipline and the practice of that discipline within a biblical and more specifically, a Christian context. This commitment to integrate discipline with Christian faith and practice occurs throughout the courses taught within the College. Furthermore, the College has adopted Psalm 15 as a guiding principle for our students. The College is specifically dedicated to producing “Psalm 15 Professionals” for servant leadership roles in business and computer science. Using Psalm 15 as a basis, eight character traits that should be hallmarks of students and graduates of the College have been identified. These character traits are highlighted each semester and include: Integrity, Service, Respect, Charity, Faithfulness, Truthfulness, Humility, and Perseverance. Psalm 15 Lectures are held each semester featuring guest lecturers who speak on the specific theme for that semester and relate personal experiences that highlight integrity and a Christian worldview for business leaders.

Assessment

The College faculty believes assessing educational outcomes in business is important. Outcomes assessment is a way to evaluate College programs and academic achievement of students in relation to similar colleges. Therefore, all graduates from the Robert W. Plaster College of Business are required to participate in an assessment instrument. The information obtained is used to measure student competencies and provide feedback to improve the quality of the educational experience for students.

Master of Business Administration

Coordinator: Levi Bridge

Office: Taylor Free Enterprise Center 121

(417) 328-1758

Faculty: Troy Bethards, Levi Bridge, Angie Brown-Peterson, Kristin Hamm, Allison Langford, David Liu, Baochuan Lu, Nathan Wright, John Zietlow

Mission of the MBA Program

The mission of the Master of Business Administration program is to equip graduate students from a Christ-centered perspective, building on foundational business principles, with the interpersonal, critical thinking, and analytical skills to empower them to become servant leaders in a global community.

Admission Requirements

Admission to Unclassified Status

Students who do not wish to pursue a degree but who are eligible for graduate study may take up to six graduate credit hours in the Robert W. Plaster College of Business. Applicants who have not completed the application process are also placed in this status until requirements are met.

Admission to Classified Status

Students may be fully admitted or conditionally admitted to the graduate program. Classified status students are admitted to the program in one of four classification categories:

1. **Fully Admitted** – The student meets all admission standards and has been admitted to the program of study.
2. **Conditionally Admitted**
 - a. **Academic Probationary Admission** – The student meets all admission standards except that the student does not present a 2.75 grade point average. This student may be admitted as a probationary student pending completion of nine hours of graduate level work with grades of "B" or better.
 - b. **Senior Admission** – During the last year of their baccalaureate degree program, a current SBU student can apply for admission to the Master in Business Administration program. During this same timeframe, the individual can begin taking graduate courses as a dually-enrolled student if:
 - i. The total number of hours taken does not exceed 18 semester hours, which includes no more than nine semester hours of graduate courses.
 - ii. The student has a minimum cumulative grade point average of 2.75.
 - iii. The student completes the bachelor degree at the end of a two-semester period.
 - iv. The student meets all other standards for admission.

A student seeking admission to the Master of Business Administration program will need the following:

1. Bachelor or master degree from a regionally accredited college or university.

2. Minimum cumulative undergraduate grade point average of 2.75 on a 4.00 scale.
3. Completed "Application for Admission to the Robert W. Plaster College of Business Master of Business Administration Program."
4. Official transcripts from all colleges or universities attended.
5. Complete the MBA Inbound Assessment.
6. Additional information or interview as requested by the Program Coordinator or Dean.
7. Pay Application/New Student fee.

International Students

International students must meet the admission requirements for the MBA program. Official records not in English must be accompanied by an official translated record. All records should show the individual subjects studied and the grades received in each subject.

Prerequisites

The Master of Business Administration program requires that students have prior knowledge in certain areas of study before fully pursuing the MBA. The prerequisite of prior knowledge is required for three reasons:

- It establishes a baseline level of knowledge for all MBA students.
- Having a baseline level of knowledge helps to ensure SBU offers a quality MBA program.
- Ensuring each student has a given level of knowledge in the vital disciplines related to the MBA translates into a greater likelihood of student success in completing the program.

Each student is required to take the MBA Inbound Assessment comprised of the following subjects: Accounting, Economics, Finance, Management, Marketing, Statistics, and APA writing format. Based on the results of the student's assessment results will determine whether leveling module(s) or prerequisite course(s) will be required. Each student must earn a score of 80 or higher in each of the subject areas to meet the prerequisite requirements.

If a student does not earn a score of 80 or higher in each subject, the student will be required to take the leveling module associated with that subject. If the student earns a score of 80 or higher in the leveling module, they will show sufficient background knowledge to be able to succeed in the MBA program, and meet that subject's prerequisite requirement. If the student does not earn a score of 80 or higher in the leveling course, that student will be required to take the prerequisite course to satisfy the prerequisite requirement.

Transfer Credit

Six graduate semester hours completed at another regionally accredited institution may be transferred and applied to the degree. These credits must be comparable to courses offered at Southwest Baptist University and must be approved by the Graduate Council or the Dean of the Robert W. Plaster College of Business.

Degree Requirements

Students are eligible to graduate after fulfilling the requirements described below. Students who enroll in another college or university without prior permission of the Division Head or Coordinator of Graduate Business are considered to have withdrawn from Southwest Baptist University. Students wishing to transfer work from another institution and not withdraw from Southwest Baptist University must

obtain prior approval from the Coordinator of Graduate Business as well as the Dean of the Robert W. Plaster College of Business.

Master of Business Administration

To receive the MBA degree, a student must:

1. Meet all graduate admission standards, including completion of a baccalaureate degree, and completion of admission application and file.
2. Complete a plan of graduate study consisting of at least 37 semester hours.
3. Maintain a graduate level GPA of at least 3.00 on a 4.00 scale with no grade below a C (2.00). Students receiving two grades of "F" are automatically dismissed from the graduate program. Students may reapply for admission after a mandatory one-year suspension.
4. Complete all degree requirements within a five-year period following admission to the graduate degree program.
5. Participate in commencement exercises unless absence is approved by the Provost.

Outbound Assessment

As part of the degree requirements, each student is required to pass a comprehensive examination at or near the end of their study. The examination will test the extent to which the student can analyze, synthesize, and apply that which has been learned from the various graduate study experiences.

Program of Study and Academic Regulations

The MBA degree program will consist of a minimum of 37 credit hours. Everyone enrolled in the MBA program will complete the MBA core. If no concentration is pursued, a student will complete the additional MBA requirements to finish the degree. An MBA with a concentration will complete the MBA core along with 12 additional credit hours of coursework specific to the concentration. The Master's program of study is based upon the belief that experienced administrators should have a working knowledge of business on which to build. The following programs of study will ensure that administrators have the tools and knowledge to succeed in their careers.

- **MBA CORE Requirements (34 hours)**
 - ACC 5113 Accounting Concepts for Managers (3 hours)
 - ECO 5043 Business Economics for Managers (3 hours)
 - MGT 5043 Organizational Behavior and Servant Leadership (3 hours)
 - MKT 5023 Strategic Marketing (3 hours)
 - FIN 5023 Financial Management (3 hours)
 - BUS 5043 Ethics and Critical Thinking in Business Administration (3 hours)
 - MGT 5111 History of Management Thought (1 hour)
 - CIS 5123 Management Information Systems and E-Commerce (3 hours)
 - MGT 5093 Organizational Strategy (3 hours)
 - MGT 5013 Managerial Communication (3 hours)
 - MGT 5063 Entrepreneurship (3 hours)
 - LDR 5063 Leadership Development (3 hours)
- **Additional MBA Requirements when no concentration is pursued (3 hours)**
 - BUS 5053 Global Business Practice and Opportunity (3 hours)
- **MBA Health Administration Concentration Additional Requirements (12 hours)**
 - HAD 5113 Advanced Health Care Leadership & Administration (3 hours)
 - *(Choose three of the following courses)*

- HAD 5123 Health Care Organizations (3 hours)
- HAD 5153 Quality & Safety in Health Care (3 hours)
- HAD 5073 Human Resource Management in Health Care (3 hours)
- HAD 5093 Organizational Analysis & Innovation (3 hours)
- **MBA Christian Ministry Concentration Additional Requirements (12 hours)**
 - BIB 2093 Methods of Biblical Interpretation – prerequisite for all Masters Ministry courses or equivalent
 - Twelve hours chosen from the following: 12 hours
 - MIN 5273 Conflict and Crisis in Ministry
 - MIN 5173 Disciple-Making in Context
 - MIN 5513 Local Church Counseling
 - MIN 5113 Preaching and Teaching the Bible
 - MIN 5163 Theology and Practice of the Local Church

Dual-Listed Courses

The MBA program has four courses that are dual listed at the undergraduate level. The dual-listed courses offer undergraduate students an opportunity to complete an MBA course before they graduate and earn credit toward their graduate degree.

To take a dual-listed course, the undergraduate student must complete the MBA Application. All other application requirements are to be completed upon entering the MBA program. Eligible students must be in their last year of undergraduate study to enroll in a dual-listed course. The dual-listed course will be a 4000 level course, but is taught at the MBA level. Prior to the start of the course, if the student wants the course to count as graduate level credit, the student will need to speak with the MBA Coordinator who will coordinate with the Registrar's Office to ensure it is counted as graduate credit.

The four dual-listed courses and times offered are:

- Summer: CIS 4123 Management & Info Systems and E-Commerce
- Fall: ACC 4113 Accounting Concepts for Managers
- Fall/Spring: LDR 4063 Leadership Development
- Fall: MKT 4263 Strategic Marketing

Course Descriptions

Accounting

ACC 5003 Accounting Foundations (cross-listed with ACC 2013) – 3 hours (Fall/Spring)

A study of the basic fundamentals of Financial Accounting, concentrating on the complete accounting cycle for both the service and merchandising business. Included in this study are inventory systems, internal control, financial reporting and financial statement analysis. This course is a leveling course, which meets an MBA prerequisite; it cannot be counted or substituted for another MBA course.

ACC 5010 Accounting Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Accounting for incoming graduate students.

ACC 5013 Accounting Foundations II (cross-listed with ACC 2043) – 3 hours (Fall/Spring)

A continuation of ACC 5003 that addresses managerial accounting and the role of accounting in the improvement of management practices. Particular attention is given to cost accumulation, cost behavior, analysis, budgeting, management decision-making and control, time-value-of-money and capital

budgeting. This is a leveling course, which meets an MBA prerequisite. Prerequisite: ACC 5003 (or undergraduate equivalent).

ACC 5113 Accounting Concepts for Managers – 3 hours (Fall/Spring)

The application of accounting principles and techniques to managerial planning and controlling activities. Areas emphasized will include behavior of cost, budgeting, accounting analysis, and improving managerial tools used in decision-making. Prerequisite: ACC 2043/5013.

Business

BUS 5000 Continuous Enrollment

This course designation provides a mechanism for tracking students who have received a grade of "I" or "IP" in a graduate course and are not currently enrolled in another graduate offering at SBU. The course designation neither carries graduate credit nor requires tuition. The student is assessed a course fee utilized by the University to provide a current student identification card, allowing access to library resources at SBU and other university/college libraries, as well as providing funds to support related program record keeping. Course fee \$50 per eight-week term.

BUS 5003 Statistics Foundations (cross-listed with BUS 2023) – 3 hours (Fall/Spring)

Emphasizes collection, tabulation, graphic presentation and interpretation of business and economic data. Includes measures of central tendency and dispersion, elementary probability, sampling theory and linear correlation, computer applications. A practical research project in business or health administration will be conducted. This course is a leveling course which meets an MBA prerequisite; it cannot be counted or substituted for another MBA course.

BUS 5010 Business Statistics Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Business Statistics for incoming graduate students.

BUS 5043 Ethics and Critical Thinking in Business Administration – 3 hours (Winterfest)

This course will consider biblical, traditional (classic) and contemporary methods in the field of ethics and moral philosophy and will assess their usefulness in everyday organizational life. In analyzing contemporary organizational issues, the learner will be expected to look carefully at the factors within the work environment and society which contribute to ethical dilemmas, to think constructively about how these might be changed, and where the responsibility for such change lies. Using established critical thinking methods, tools, and concepts, learners will explore and analyze the nature of work, the role of ethical leadership, the ethical characteristics of human organization, the relationship of the organization to society, and the development of an ethical organizational culture.

BUS 5053 Global Business Practice and Opportunity – 3 hours (Spring)

This course equips students to deal effectively with the challenges of establishing and managing international subsidiaries. It includes identifying and evaluating international opportunities and risks as well as the fundamentals of international sales and distribution. It also introduces students to the important roles of international organizations such as the World Bank, IMF, WTO, EXLM, PEFCO, OPIC, OPEC, regional development banks and a variety of key trade agreements. Students enrolled in the course will either participate in an extensive course project or a structured one week international business experience. The cost of the trip will vary from year to year and will be an additional expense borne by the students choosing to participate. Prerequisite: MGT 3013/5003 and ECO 2033/5013. Course fee: \$2000.

BUS 598(1-3) Internship – 1-3 hours (Summer/Fall/Spring)

Academically planned and supervised work experience (160 hours) in area(s) of the student's

specialization, approved by a graduate faculty member. A paper will be required related to the internship experience in business.

BUS 599(1-3) Independent Study in Business – 1-3 hours (On Demand)

Independent study of some problem or area not covered in organized courses. The study is under the direction of a division member in whose field of specialization the problem lies.

Computer and information sciences

CIS 5123 Management Information Systems and E-Commerce – 3 hours (Summer)

This course equips students with the knowledge and skill needed to use effectively integrated (ERM, ERP) computer based information systems for planning and decision support and operational control throughout all functional areas of the organization. It also equips students to understand and interact with e-business systems and to keep up with rapidly changing technologies. Prerequisite: computer proficiency.

Economics

ECO 5003 Economic Foundations (cross-listed with ECO 2023) – 3 hours (Fall/Spring)

A study of economic principles with emphasis upon microeconomics. Includes a study of economics of the firm, consumer demand theory and current problems. A practical research paper in managerial economics will be conducted. This course is a leveling course which meets an MBA prerequisite; it cannot be counted or substituted for another MBA course.

ECO 5010 Microeconomics Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Microeconomics for incoming graduate students.

ECO 5013 Economic Foundations II (cross-listed with ECO 2033) – 3 hours (Fall/Spring)

A study of economic principles with emphasis on macroeconomics designed to provide a broad understanding of the economy. Emphasis is on aggregate problems and issues considered important in society. This course is a leveling course which provides a foundation for the MBA program; therefore, it cannot be substituted for another MBA course.

ECO 5020 Macroeconomics Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Macroeconomics for incoming graduate students.

ECO 5043 Business Economics for Managers – 3 hours (Fall/Spring)

Combines basic microeconomic theory with statistical methods to provide a basis for practical application of economics attaining desired objectives. Particular attention is given to using quantitative methods to choose optimal production, marketing, management, and finance options. Prerequisite: BUS 2023/5003 and ECO 2023/5003.

ECO 599(1-3) Independent Study in Economics – 1-3 hours (On Demand)

Independent study of some problem or area not covered in organized courses. The study is under the direction of a division member in whose field of specialization the problem lies.

Finance

FIN 5010 Finance Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Finance for incoming graduate students.

FIN 5013 Finance Foundations (cross-listed with FIN 3053) – 3 hours (Fall/Spring)

Study of the principles of financing short-term and long-term capital needs of business firms in keeping with an objective of maximizing the firm's value to its shareholders, i.e. stock price. Special attention

given to Capital Asset Pricing Model, the various capital budget theories, computer applications, and spreadsheet analysis. A practical research project in Business Finance will be conducted. This course is a leveling course which meets an MBA prerequisite; it cannot be counted or substituted for another MBA course.

FIN 5023 Financial Management – 3 hours (Spring)

The study of management techniques for the effective utilization of the financial resources, personnel, and facilities of a physical resources institution. Topics include analyzing organizational, financial performances, financial management strategies, and financial decision making for capital acquisitions. Prerequisite: ECO 2023/5003 and FIN 3053/5013.

FIN 599(1-3) Independent Study in Finance – 1-3 hours (On Demand)

Independent study of some problem or area not covered in organized courses. The study is under the direction of a division member in whose field of specialization the problem lies.

Health Administration

HAD 5073 Human Resource Management in Health Care – 3 hours (Fall)

The purpose of this course is to examine the foundation of human resource management in the healthcare environment. Students will examine local, state, and federal health care laws, professional regulatory requirements, code of ethics, staffing, training, development, employee relations, and strategic planning. The course also emphasizes recruitment, retention, and employee performance.

HAD 5093 Organizational Analysis & Innovation – 3 hours (Spring)

The purpose of this course is to learn the complex dynamics of organizational process, structure, culture, and outcomes, as well as, the method of organizational analysis. Also included are large and small organizational responses and resistance to change and innovation, as well as, methods of fostering creativity and positive change.

HAD 5113 Advanced Healthcare Leadership & Administration – 3 hours (Fall)

This course prepares leaders who facilitate and integrate complex structures and processes in healthcare systems. Students will gain an understanding of partnerships, accountability, continuum-defined healthcare systems, self-managed teams and value-based organizations as well as develop a plan for career development.

HAD 5123 Health Care Organizations – 3 hours (Fall)

This course examines historical perspectives and the current U.S. health care system and health care delivery models. Factors influencing the health care delivery system including managed care, cost, access, and quality of care, health services for vulnerable populations and leadership principles are emphasized. Students analyze the U.S. health care system on a global perspective with countries offering universal health care plans.

HAD 5153 Quality & Safety in Health Care – 3 hours (Spring)

This course focuses on the relationship of patient safety and quality in the healthcare profession. The goal is to introduce fundamentals of patient safety, evaluation of quality, quality measures, and concepts of quality improvement. The student is introduced to the rationale for performance management and the role of the governing body of the healthcare organization in ensuring compliance with the standards of regulatory and Accreditation organizations. Improving the quality, safety, and value of health care involves a multi-disciplinary approach and diverse knowledge.

Leadership**LDR 5063 Leadership Development – 3 hours (Fall/Spring)**

A review of leadership theory with an emphasis given to the moral and ethical aspects related thereto. The identification and development of leadership characteristics will be stressed with the intent to inspire moral gains on a personal and organizational level. Various tools will be utilized throughout the course to facilitate the identification or development of a student's leadership traits.

Management**MGT 5003 Management Foundations (cross-listed with MGT 3013) – 3 hours (Fall/Spring)**

The study of the process of management which is the coordination of all the resources of organizations in order to achieve organizational objectives. The management process will be described, analyzed, and applied to all types of organizations indicating the universality of management. A research project in management will be conducted. This course is a leveling course which meets an MBA prerequisite; it cannot be counted or substituted for another MBA course.

MGT 5010 Management Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Management for incoming graduate students.

MGT 5013 Managerial Communications – 3 hours (Fall/Spring)

This course is designed to strengthen the student's ability to effectively communicate within an organizational setting. Emphasis is placed on effective written and oral communication within and between organizations including reports and presentations. Additional areas of emphasis relate to recruitment, selection, interviewing, development, supervision, and performance evaluation.

MGT 5043 Organizational Behavior and Servant Leadership – 3 hours (Summer)

This course integrates concepts, principles, and theories concerned with human behavior in organizations. Three core areas are addressed: factors related to the individual, factors related to groups and teams, and factors related to organizational systems and culture. Principles of leadership are integrated into each of the three core areas, with emphasis on servant leadership attitudes and practices. Prerequisite: MGT 3013/5003.

MGT 5063 Entrepreneurship – 3 hours (Fall)

Explores the development of the entrepreneurial venture and the unique challenges facing these organizations. Attention is given to determining the viability of the business, the various alternatives of financial capital, small business strategy, growth management and leadership. The course incorporates the development of a business plan. Prerequisite: ECO 2033/5015; FIN 3053/5013 and MGT 3013/5003.

MGT 5093 Organizational Strategy – 3 hours (Spring)

This course equips the students to deal with the complexities of managing entire organizations from the perspective of the CEO or COO. It teaches the students to deal with the competing demands for limited resources and the challenges of a competitive global marketplace. It follows up on the concepts of the Balanced Score Card and sustainable returns introduced in earlier returns introduced in earlier courses. Prerequisites: all prerequisites to the MBA.

MGT 5111 History of Management Thought – 1 hour (Winterfest)

This course explores many of the contributions and contributors to the field of management from ancient times to the present. Its purpose is to help the student grasp the evolving nature of the field and to compare and contrast perspectives, principles and practices suggested by various approaches. In particular it helps the student understand the impact of the secular materialist worldview and to compare and contrast secular materialism with alternative perspectives.

MGT 599(1-3) Independent Study in Management – 1-3 hours (On Demand)

Independent study of some problem or area not covered in organized courses. The study is under the direction of a division member in whose field of specialization the problem lies.

Marketing

MKT 5003 Marketing Foundations (cross-listed with MKT 3023) – 3 hours (Fall/Spring)

The study of the system of activities that constitute marketing with emphasis on the theories, principles, policies, and strategies utilized to identify and satisfy the needs and wants of customers. The universal application of marketing management in all forms or organizations is stressed and a research project in marketing will be conducted. This course is a leveling course which meets an MBA prerequisite; it cannot be counted or substituted for another MBA course.

MKT 5010 Marketing Proficiency – 0 hours (Fall/Spring)

This course is an academic leveling course in Marketing for incoming graduate students.

MKT 5023 Strategic Marketing – 3 hours (Fall)

This course equips students with the knowledge and skills necessary to plan and execute strategies and tactics typically assigned to the marketing function of organizations. It addresses critical factors affecting product and enterprise competitiveness, including allocating resources; designing, pricing and positioning products; creating awareness through promotion; creating accessibility through distribution strategies; and integrating the marketing function with other functions in the organization. Prerequisite: MKT 3023/5003.

MKT 599(1-3) Independent Study in Marketing – 1-3 hours (On Demand)

Independent study of some problem or area not covered in organized courses. The study is under the direction of a division member in whose field of specialization the problem lies.

College of Professional Programs

Dean: Troy Bethards
Office: Taylor 106
(417) 328-1757

Mission Statement

The College of Professional Programs equips students to pursue academic excellence through professional programs with a biblical worldview in a caring environment.

Vision Statement

The College of Professional Programs strives to be the premier provider of professional programs among evangelical Christian universities, preparing Christ-centered servant leaders who leverage their academic experience for Kingdom service.

Core Values

The core values of the College of Professional Programs are:

- Integrity: Practicing the highest moral standards.
- Service: Helping others through academic, professional, and community activities.
- Respect: Honoring others through words and actions.
- Charity: Loving one another.
- Faithfulness: Remaining committed to God and biblical principles.
- Truthfulness: Pursuing honesty through the Word of God.
- Humility: Approaching all situations with a humble attitude.
- Perseverance: Persisting in the face of challenges.
- Professionalism: Exhibiting compassionate competence.
- Excellence: Striving for greatness.

Faith Integration

Faculty in the College are committed to the University and College mission statements, which explicitly direct instruction of the College disciplines from the context of a Christian worldview. In addition to providing a strong and rigorous curriculum in each of our specialties, our duty as Christian scholars is to help frame both our discipline and the practice of that discipline within a biblical and more specifically, a Christian context. This commitment to integrate discipline with Christian faith and practice occurs throughout the courses taught within the College. Furthermore, the College has adopted Psalm 15 as a guiding principle for our students. The College is specifically dedicated to producing “Psalm 15 Professionals” for servant leadership roles in education. Using Psalm 15 as a basis, eight character traits that should be hallmarks of students and graduates of the College have been identified. These character traits are highlighted each semester and include: Integrity, Service, Respect, Charity, Faithfulness, Truthfulness, Humility, and Perseverance.

Division of Education (Graduate Studies)

Division Head: Kevin Patterson
Office: Gott Educational Center 120
(417) 328-1700 or (800) 792-4191

Faculty: Mick Arnold, Nancy Colbaugh, Tammy Condren, Benny Fong, Pam Hedgpeth, Joe Sartorius,

Duane Widhalm

www.SBUniv.edu/GradEd

Programs Offered

- Master of Science in Education/Curriculum and Instruction
- Master of Science in Education/Lead Teacher
- Master of Science in Education/Instructional Technology
- Master of Science in Education/Athletic-Activity Administration
- Master of Science in Educational Administration
- Education Specialist in Educational Administration
- Doctor of Education in Educational Leadership

Calendar

- **Campus Classes Begin**
 - Fall: August 19
 - Spring: January 22
 - Summer: June 1
- **Deadlines for Enrollment for Independent Study, Reading, and Symposium Credit**
 - Fall: September 10
 - Spring: February 10
 - Summer: June 1
- **Deadlines for Completion for Independent Study, Reading, and Symposium Credit**
 - Fall: December 5
 - Spring: May 5
 - Summer: July 15
- **Deadlines for Intent to Graduate**
 - Fall: October 10
 - Spring: March 10
 - Summer: July 10
- **Graduation Dates**
 - Spring: May 16

Program Purposes

The Graduate Programs in Education seek to provide learning experiences that are grounded in the mission and vision of the university and college. In doing so, the programs assist teachers and prospective administrators to be caring, effective practitioners in today's schools. Learning experiences are designed to assist teachers and prospective administrators to improve their capability to teach and lead in today's schools at every level.

Program Policies

All applicants accepted for graduate study must have graduated, or be scheduled to graduate during the current academic year, from a regionally accredited college or university with a baccalaureate degree comparable in content and credit hours with degrees granted by Southwest Baptist University.

Admission to Unclassified Status

Unclassified graduate students are persons taking graduate courses, but not pursuing a graduate education degree at Southwest Baptist University, and persons who are taking courses prior to admission to a graduate education degree program at SBU. Admission of unclassified graduate students

is granted by the Office of Graduate Admissions on the basis of the general admission requirements. No unclassified status students will be permitted to take courses in the doctoral program.

Admission of a Senior Student

An undergraduate student, enrolled on the SBU campus in Bolivar, interested in taking courses for graduate credit during the last year of undergraduate work may register for graduate courses with the approval of the Office of Graduate Admissions. To be considered, a transcript of completed work indicating a cumulative GPA of 2.75 on a 4.00 scale, a schedule of classes for the semester the work is to be completed, an application for admission to the Graduate Program and letters of recommendation from two undergraduate faculty members must be submitted to the Office of Graduate Admissions in Education. This information must be processed at least three weeks before the beginning of the semester. Students may complete up to 12 graduate hours prior to the completion of the baccalaureate degree. The graduate courses taken will be held in escrow until the degree is completed. These hours may not be transferred to another university until the baccalaureate degree is completed. Combined total enrollment shall not exceed 16 hours. Undergraduate tuition rate will be assessed for all undergraduate students taking graduate hours.

Admission to Classified Status for Degree-Seeking Students

Graduate students in classified status are those who have been admitted to the Master of Science in Education degree program, the Master of Science in Educational Administration degree program, the Educational Specialist degree program, or the Doctorate of Education degree program.

Independent Study, Readings Credit and Symposium Credit

A graduate student is limited to 3 hours of independent study, 3 hours of readings credit, and 3 hours of symposium credit. Each of these must be supervised by an authorized graduate faculty member. Application forms may be requested through the Office of Graduate Studies in Education. Students will be notified in writing when the work is approved. No regularly offered courses may be taken for independent study.

Independent studies, readings, and symposium credits will not be granted in the Educational Administration degree programs.

Maximum Load

A graduate student may enroll in a maximum of 12 hours per semester. A full-time graduate student is one enrolled in 6 or more semester hours of graduate credit during the fall and spring semesters and 6 semester hours during the summer session. The average enrollment for graduate students is 6 hours per semester.

Course Repetition

Graduate courses taken at Southwest Baptist University for which the grade is F must be repeated at Southwest Baptist University. Exception to the number of times a course can be repeated may be granted only by the Provost.

Graduate courses taken for which the grade is C may be repeated only once. If the course is repeated at another college or university, prior approval must be received from the division head of Education at SBU.

Courses taken for which the grade is A or B cannot be repeated.

Course Cancellation Policy

Southwest Baptist University reserves the right to cancel any course having an enrollment which falls below the minimum enrollment established by the Graduate Council.

International Students

International students must meet the admission requirements stated in the previous sections. Official records of all higher education, including certificates of degrees with the dates the degrees were conferred, must be submitted. All records not in English must be accompanied by an official translated record. All records should show the individual subjects studied and the grades received in each subject. International applicants are required to submit proof of adequate finances for the entire period of study. Admission will not be granted until such proof is submitted. Eligible applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and attain a score of at least 550.

Transfer Credit

Upon approval, a student may transfer a maximum of 12 semester hours of graduate credit from regionally accredited colleges and/or universities with the exception of the Master of Science in Education/ Curriculum and Instruction degree program, a maximum of 9 semester hours of graduate credit may be transferred. No transfer credit will be accepted for courses in the Ed.D. Program.

Transfer courses must have been completed within the last 7 years. Courses must be applicable to a student's SBU graduate program and become a part of the program of study when transferred. Official transcripts indicating the courses to be transferred must be on file in the Office of Graduate Admissions prior to admission.

The Division head of Education must approve transfer credits. Graduate courses transferred to Southwest Baptist University must have grades of A, B, S, P, or CR and must be similar to graduate courses offered by Southwest Baptist University. Official transcripts must be submitted to the Office of Graduate Admissions.

A student currently admitted as a classified graduate student at Southwest Baptist University who desires to complete graduate course work at another regionally or nationally accredited institution and transfer it to SBU must have prior approval of the advisor and the Division head of Education. The Transfer Course Approval Form must be completed and approved by the above persons prior to taking the course work.

Course work in Educational Administration completed outside the state of Missouri cannot be transferred to Southwest Baptist University and will not be applied to the Master of Science in Educational Administration degree. No OLIS courses will be accepted for transfer credit. Southwest Baptist University reserves the right to accept or reject any transfer credit.

Any student receiving an "F" for the course will be required to retake the course through Southwest Baptist University. Transfer credit from another institution will not be accepted in the event a student must retake a course due to receiving a grade of "F".

Auditing a Course

A person who wishes to audit a course must have permission from the instructor and enroll as an auditor at the same time and under the same procedures as for credit. This status will permit the student to

attend class but does not allow the student to take tests or have assignments graded by the instructor. Regular class attendance is expected. Auditors should consult with the instructor regarding restrictions and expectations. Change from credit status to audit status must be approved by the instructor and the Division head of Education. Persons who are not currently enrolled in the University must apply for admission in order to register as an auditor. Tuition for auditing a class is one-half the rate charged for regular enrollment. A student cannot change from a credit to audit (or admit to audit) after the third class meeting (or equivalent percentage for compressed format or online courses).

Permission to Walk Early for Commencement

Graduate students who agree to complete their final graduation requirements during the Summer term that follows the graduation ceremony may request to walk early. The request requires approval from the student's advisor and graduate division head. Diplomas will be dated with the commencement ceremony date that follows completion of all degree requirements, and diplomas are usually mailed 6-8 weeks afterwards. The maximum number of hours remaining for the Summer term is as follows: education and educational administration degrees – 6 hours. Before submitting this request, the student must submit an "Intent to Graduate" form to the Registrar's Office. Doctor of Education students are not permitted to walk early.

Programs of Study and Academic Regulations

Master of Science in Education/Curriculum and Instruction

The Master of Science in Education /Curriculum and Instruction degree is designed for classroom teachers who desire to improve student learning and achievement through innovative, relevant, and researched-based approaches in education. Upon completion, teachers will gain deeper understanding of best practices in the key areas of curriculum, instruction, learning, technology, assessment and pedagogy. The degree will help to prepare teachers in meeting the needs of today's schools by providing leadership for key educational concerns. A Christian perspective is woven throughout the program, with an emphasis on helping teachers to further develop as caring, effective practitioners in today's schools.

The Master of Science in Education/Curriculum and Instruction degree will include the following courses:

- EDU 5023 Curriculum Design and Development
- EDU 5033 Learners and the Learning Process
- EDU 5073 MS Capstone
- EDU 5083 Educational Research
- EDU 5183 Brain Based Teaching and Learning
- EDU 5213 Current Issues in Educational Technology
- EDU 5323 Improving Instruction
- EDU 5683 Effective Inclusion Practices
- EDU 5863 Schools by Design
- EDU 6243 Essentials in Reading
- ITL 5633 Instructional Material Design and Application

Total: 33 credit hours

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

In the Graduate Programs in Education, periodic measurements of student perceptions and intellectual growth are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students. Alumni of the program will be surveyed every 2-5 years, asking them to evaluate the major degree program components and appropriateness to their work in education.

Admission Procedures

A. Criteria for full or unconditional admission to the Master of Science degree program:

1. A Missouri Teaching Certificate, or a passing score on the Graduate Record Exam; and
2. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
3. A positive recommendation for admission from the Graduate Education Admissions Committee.

B. Admission Procedures for the Master of Science degree program:

Submit the following materials to the Office of Graduate Admissions:

1. An official transcript showing completion of a bachelor's degree.
2. Official transcript(s) showing any previous graduate study.
3. A Graduate Studies application.
4. One of the following:
 - a. A copy of the applicant's Missouri Teaching Certificate or
 - b. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
5. An application fee (waived for SBU alumni).
6. An admission questionnaire, including a statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.
4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be

announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Master of Science Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Degree Requirements

To receive the Master of Science degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, or Springfield campuses;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Division Head of Education.

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

Master of Science in Education/Teacher Leadership

The Master of Science in Education/Teacher Leadership is designed to assist teacher leaders in the area of curriculum and instruction; develop leadership capacity for teachers within the school building; produce a cadre of teachers who understand and implement the processes of teaching and problem-based learning, action research, and 21st century learning models; and cultivate teachers who have the ability to work with colleagues in a professional learning context.

The Master of Science in Education/Teacher Leadership degree will include the following courses:

- EAD 6143 Educational Organizations, Leadership & Change
- EDU 5023 Curriculum Design and Development
- EDU 5033 Learners and the Learning Process
- EDU 5083 Educational Research
- EDU 5313 Clinical Field Study
- EDU 5903 Professional Learning Communities
- EDU 6263 Principles of Coaching

- EDU 6273 Effective Communication
- EDU 6293 Assessment and Data Collection
- EDU 6503 Addressing Deficits in Language Processing/Dyslexia
- ITL 5613 The Instructional Role of Educational Media and Technology
- ITL 5633 Instructional Material Design and Application

Total: 36 credit hours

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

In the Graduate Programs in Education, periodic measurements of student perceptions and intellectual growth are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students. Alumni of the program will be surveyed every 2-5 years, asking them to evaluate the major degree program components and appropriateness to their work in education.

Admission Procedures

- A. **Criteria for full or unconditional admission to the Master of Science degree program:**
 - a. A Missouri Teaching Certificate, or passing scores on the Graduate Record Exam; and
 - b. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
 - c. A positive recommendation for admission from the Graduate Education Admissions Committee.
- B. **Admission Procedures for the Master of Science degree program:**
 - a. Submit the following materials to the Office of Graduate Admissions:
 - i. An official transcript showing completion of a bachelor's degree.
 - ii. Official transcript(s) showing any previous graduate study.
 - iii. A Graduate Studies application.
 - iv. One of the following:
 1. A copy of the applicant's Missouri Teaching Certificate or
 2. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
 - v. An application fee (waived for SBU alumni).
 - vi. An admission questionnaire, including a statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.

The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.

The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.

The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Master of Science Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Degree Requirements

To receive the Master of Science degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, or Springfield campuses;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Division Head of Education.

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

Master of Science in Education/Instructional Technology Leadership

The Master of Science in Education/Instructional Technology Leadership is designed for individuals who want to lead the way in improving teaching and learning in education and training settings through the application of educational technology theory and practice. By completing this program, students will be prepared with the knowledge and abilities necessary to effectively solve learning problems in a variety of settings with an emphasis in instructional technology. The ITL program is specifically designed for

students who wish to participate in improving the quality of education at school, work, and community through the informed use of educational technologies.

The Master of Science in Education/Instructional Technology degree will include the following courses:

- EDU 5083 Educational Research
- EDU 5213 Current Issues in Educational Technology
- ITL 5093 Field-Based Research in Instructional Technology
- ITL 5613 The Instructional Role of Educational Media and Technology
- ITL 5623 Multimedia Tools and Applications
- ITL 5633 Instructional Material Design and Application
- ITL 5643 Advanced Hardware and Software
- ITL 5723 Advanced Media Management and Supervision
- ITL 5733 Leadership in School District Technology
- ITL 5813 Technology Planning and Budgeting
- ITL 5923 Online Teaching in the K-12 Environment

Total: 33 credit hours

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

In the Graduate Programs in Education, periodic measurements of student perceptions and intellectual growth are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students. Alumni of the program will be surveyed every 2-5 years, asking them to evaluate the major degree program components and appropriateness to their work in education.

Admission Procedures

- A. **Criteria for full or unconditional admission to the Master of Science degree program:**
 - a. A Missouri Teaching Certificate, or passing scores on the Graduate Record Exam; and
 - b. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
 - c. A positive recommendation for admission from the Graduate Education Admissions Committee.
- B. **Admission Procedures for the Master of Science degree program:**
 - a. Submit the following materials to the Office of Graduate Admissions:
 - b. An official transcript showing completion of a bachelor's degree.
 - c. Official transcript(s) showing any previous graduate study.
 - d. A Graduate Studies application.
 - e. One of the following:
 - i. A copy of the applicant's Missouri Teaching Certificate or
 - ii. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
 - f. An application fee (waived for SBU alumni).

- g. An admission questionnaire, including a statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.
4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Master of Science Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Degree Requirements

To receive the Master of Science degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, or Springfield campuses;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes

in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

Master of Science in Education/Athletic-Activity Administration

The Master of Science in Education/Athletics-Activities Administration is designed for individuals who seek to lead the athletic and activity program in their school.

The Master of Science in Education/Athletic-Activity Administration degree will include the following courses:

- AAD 5001 Athletic/Activity Internship I
- AAD 5002 Leadership Philosophy in Athletics/Activities
- AAD 5003 Organization and Administration of Athletics/Activities
- AAD 5011 Athletics/Activities Internship II
- AAD 5012 Public Relations in Athletics/Activities
- AAD 5013 Facility and Game Management
- AAD 5023 Legal Issues in Athletics/Activities
- AAD 5031 Athletics/Activities Internship IV
- AAD 5032 Technology for Athletic/Activity Administration
- AAD 5033 Character Development in Coaching
- AAD 5041 Athletics/Activities Internship V
- AAD 5043 Sports Psychology & Stress Management
- AAD 5053 Diversity in Athletics
- AAD 5063 Finance & Fundraising in Athletics
- EAD 6053 School Supervision

Total: 34 credit hours

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

In the Graduate Programs in Education, periodic measurements of student perceptions and intellectual growth are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students. Alumni of the program will be surveyed every 2-5 years, asking them to evaluate the major degree program components and appropriateness to their work in education.

Admission Procedures

- A. **Criteria for full or unconditional admission to the Master of Science degree program:**
 - a. A Missouri Teaching Certificate, or passing scores on the Graduate Record Exam; and
 - b. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
 - c. A positive recommendation for admission from the Graduate Education Admissions Committee.
- B. **Admission Procedures for the Master of Science degree program:**

- a. Submit the following materials to the Office of Graduate Admissions:
 - i. An official transcript showing completion of a bachelor's degree.
 - ii. Official transcript(s) showing any previous graduate study.
 - iii. A Graduate Studies application.
 - iv. One of the following:
 1. A copy of the applicant's Missouri Teaching Certificate or
 2. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
 - v. An application fee (waived for SBU alumni).
 - vi. An admission questionnaire, including a statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.
4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Master of Science Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Degree Requirements

To receive the Master of Science degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, or Springfield campuses;

5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

Master of Science in Educational Administration

Southwest Baptist University offers a Master of Science in School Administration degree specifically designed to prepare students for leadership roles at the building level. Recommendation for initial certification as elementary and secondary school principal will be granted with successful degree completion, with the opportunity to complete the coursework for middle level endorsement. The program has been developed in accordance with certification requirements established by the State Board of Education of the State of Missouri. (Certification programs are administered by the Department of Elementary and Secondary Education).

The Master of Science in Educational Administration degree will include the following courses:

- EDU 5033 Learners and the Learning Process
- EDU 5083 Educational Research
- EAD 6001 Introduction to Technology for Administrators
- EAD 6002 Foundations of Educational Administration
- EAD 6014 School Administration
- EAD 6024 School Curriculum
- EAD 6053 School Supervision
- EAD 6062 Internship 1
- EAD 6071 Internship 2
- EAD 6083 Essentials in Law, Finance and Buildings
- EAD 6093 Administration of Special Programs
- EAD 6113 Administrative Communication, Innovation and Management
- EAD 6143 Educational Organizations, Leadership and Change

Total: 35 credit hours

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

Alumni of the program will be surveyed every 2-5 years, asking them to evaluate the major degree program components and appropriateness to their work in education. When possible, the immediate

supervisor of educational administration graduates will be surveyed to determine the adequacy of the graduate program in preparing people for the principalship. All students will be required to complete the mandated state test(s) prior to receiving initial certification as a building level administrator.

Admission Procedures

For admission into the Master of Science in Educational Administration program, students must currently possess a baccalaureate degree in education and a current teaching certificate issued by the state of Missouri. Also required are three letters of recommendation from persons having knowledge of professional ability and character, and validation of at least two years of teaching experience.

- A. **Criteria for full or unconditional admission to the Master of Science degree program*:**
 - a. A Missouri Teaching Certificate; and
 - b. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
 - c. A positive recommendation for admission from the Graduate Education Admissions Committee.
 - d. Validation of two years of teaching experience.
 - e. Subject to revision based on current DESE requirements.
- B. **Admission Procedures for the Master of Science degree program:**
 - a. Submit the following materials to the Office of Graduate Admissions:
 - i. An official transcript showing completion of a bachelor's degree.
 - ii. Official transcript(s) showing any previous graduate study.
 - iii. A Graduate Studies application.
 - iv. One of the following:
 1. A copy of the applicant's Missouri Teaching Certificate or
 2. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
 - v. An application fee (waived for SBU alumni).
 - vi. An admission questionnaire, including a statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.
 - vii. Submit three letters of recommendation from people with knowledge of the applicant's character and leadership capabilities.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.

4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Master of Science in Educational Administration Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Degree Requirements

To receive the Master of Science degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, or Springfield campuses;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

Persons wishing to pursue the Master of Science in Educational Administration degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

The Master of Science in Educational Administration degree leads to recommendation for certification as an elementary, secondary or K-12 school principal following successful completion of the state required test(s). The elementary and secondary school certificates require 38 credit hours. The middle school endorsement requires completion of either the elementary or secondary school principal requirements plus additional course work as required by the Missouri Department of Education (DESE). Contact the Office of Graduate Studies in Education for details concerning middle school principal certificate endorsement. Upon completion of the Master of Science in Educational Administration degree the candidate will be recommended for certification in the grade levels of their undergraduate teaching field and recommended for endorsement in K-12 administration.

Education Specialist in Curriculum and Instructional Leadership

Southwest Baptist University offers an Education Specialist degree in Curriculum & Instructional Leadership. This degree will be applicable to teachers who want to be leaders in their school setting or in their school district, but do not want to be in a certificated administrative position. Graduates of the specialist degree could hold positions such as district leaders for curriculum, teacher trainers, department heads, and any other leadership position that does not require an administrative certification. Students enrolling in this program will need to have completed a master's degree in education. The program is 33 hours with students required to maintain continuous enrollment until the completion of the field study.

The Specialist Degree in Curriculum and Instructional Leadership will include the following courses

- EDU 7206 Aligned Learning Environments
- EDU 7253 Comparative Global Curriculum
- EDU 7243 Technology Integration
- EDU 7233 Instructional Leadership: Coaching, Mentoring, Consulting, Evaluating
- EDU 7213 Communication/Collaboration
- EAD 7003 School District Administration
- EAD 7013 Personnel Administration
- EDU 7223 Equity for College and Career Readiness
- EAD 7043 Research and Statistics
- EAD 7063 Field Study

Total: 33 Hours

Students who wish to pursue the Specialist Degree in Curriculum and Instructional Leadership must have a master's degree in an educational field and should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

In the Graduate Programs in Education, periodic measurements of student perceptions and intellectual growth are obtained as one means for the University to assess and improve its academic programs and student learning. The information obtained is used to measure and develop student competencies and to determine and improve the quality of the educational experience for students. Alumni of the program will be surveyed every 2-5 years, asking them to evaluate the major degree program components and appropriateness to their work in education.

Admission Procedures

For admission into the Specialist Degree in Curriculum and Instructional Leadership program students must currently hold a master's degree and hold a valid teaching certificate and at least two years of teaching experience.

- A. **Criteria for full or unconditional admission to the Education Specialist degree program are:**
 - a. Have completed a Master's degree in an educational field.
 - b. Have a valid teaching certificate from an accredited institution; and
 - c. Have a minimum of 2 years teaching experience in public or private K-12 education; and
 - d. A positive recommendation from the Graduate Education Admissions Committee.
- B. **Admission Procedures for the Specialist Degree in Curriculum and Instructional Leadership degree program:**

Submit the following materials to the Office of Graduate Admissions:

- i. An official transcript showing completion of a bachelor's degree. For the Educational Specialist degree, an official transcript showing the completion of the master's degree in education.
- ii. Official transcript(s) showing any previous graduate study.
- iii. A Graduate Studies application.
- iv. One of the following:
 1. A copy of the applicant's Missouri Teaching Certificate or
 2. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
- v. An application fee (waived for SBU alumni).
- vi. An admission questionnaire, including a handwritten statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program.
4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Specialist Degree in Curriculum and Instructional Leadership Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies. Students not fully meeting the course requirements prior to admission may be admitted as students that are leveling into the Education Specialist program.

Degree Requirements

To receive the Specialist Degree in Curriculum and Instructional Leadership a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;

4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, Springfield campuses, or online;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

Persons wishing to pursue the Specialist Degree in Curriculum and Instructional Leadership at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

Education Specialist in Educational Administration

Southwest Baptist University offers an Education Specialist in School Administration specifically designed to prepare students for leadership roles at the district level. With successful completion of degree requirements, recommendation for advanced certification in district level administration will be provided for the student. The program has been developed in accordance with certification requirements established by the State Board of Education of the State of Missouri. (Certification programs are administered by the Department of Elementary and Secondary Education). The program is 35 credit hours with students required to maintain continuous enrollment until the completion of the field study.

The Education Specialist degree will include the following courses:

- EAD 7000 Continuous Enrollment (as needed to complete field study)
- EAD 7002 Educational Technology
- EAD 7003 School District Administration
- EAD 7013 Personnel Administration
- EAD 7023 Advanced School Finance
- EAD 7033 School Planning & Maintenance
- EAD 7043 Research and Statistics
- EAD 7053 Advanced School Law
- EAD 7063 Field Study
- EAD 7073 Internship in Superintendency
- EAD 7093 Politics in Education
- EAD 7123 The Superintendency
- EAD 7133 Capstone

Total: 35 credit hours

Students who possess a Master's degree and wish to pursue the Specialist degree in Administration must complete the following leveling courses:

- EAD 6002 Foundations of Educational Administration

- EAD 6014 School Administration
- EAD 6024 School Curriculum for Administrators
- EAD 6053 School Supervision
- EAD 6062 Internship I
- EAD 6071 Internship II
- EAD 6093 Administration of Special Programs

Total: 19 credit hours

Students must also complete a minimum of three (3) hours in Advanced Educational Psychology and a minimum of three (3) hours of Educational Research at the master's level. If not completed as evident on and official transcript, the additional six (6) hours must be completed as part of the leveling process. Students completing the leveling courses, the Educational Specialist, and all DESE required assessments will receive endorsement as a building level administrator (Initial Principal's Certificate in either elementary or secondary administration.) If a student requests to have both elementary and secondary administration they may also take EAD 6071.

Persons wishing to pursue the Educational Specialist degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU.

Assessment

Alumni of the program will be surveyed within 2-5 years, following graduation to evaluate the major degree program components and appropriateness to their work in education. In the Education Specialist degree program, all students will be required to complete state required test(s) prior to receiving initial certification as a building level administrator and advanced certification as a building or district level administrator.

Admission Procedures

For admission into the Education Specialist program students must currently hold a master's degree and hold a valid teaching certificate and at least five years of teaching experience. There are three tracks for admission to the program depending on the graduate degree held and certification as a building level administrator.

- A. **Criteria for full or unconditional admission to the Education Specialist degree program are:**
 - a. Have completed a Master's degree in school administration from an accredited institution or hold a valid certificate in school administration; and
 - b. Successful completion of state required test(s) or a Professional Development Plan outlining the candidates' goals and objectives in relationship to school administration; and
 - c. Have a valid teaching certificate from an accredited institution; and
 - d. Have a minimum of 5 years teaching experience in public or private K-12 education; and
 - e. A positive recommendation from the Graduate Education Admissions Committee.
 - f. Subject to revision based on current DESE requirements.
- B. **Admission Procedures for the Educational Specialists degree program:**
 - a. Submit the following materials to the Office of Graduate Admissions:

- i. An official transcript showing completion of a bachelor's degree. For the Educational Specialist degree, an official transcript showing the completion of the master's degree in education.
- ii. Official transcript(s) showing any previous graduate study.
- iii. A Graduate Studies application.
- iv. One of the following:
 1. A copy of the applicant's Missouri Teaching Certificate or
 2. An official report of passing scores made on the Graduate Record Examination (GRE). (An M.S. degree from an accredited school may be substituted for testing requirement.)
- v. An application fee (waived for SBU alumni).
- vi. An admission questionnaire, including a handwritten statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.
- vii. In addition to items 1-6 above, Educational Specialist degree students are required to submit a copy of the candidate's administrative and/or teaching certificate, and successful completion of the state required test(s) or a professional development plan. Students entering the program without a Master's degree in school administration must complete and submit the Missouri Educator Profile and submit three letters of recommendation.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.
3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.
4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Educational Specialist Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies. Students not fully meeting the course requirements prior to admission may be admitted as students that are leveling into the Education Specialist program.

Degree Requirements

To receive the Educational Specialist degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View, Salem, or Springfield campuses;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.

Persons wishing to pursue the Educational Specialist degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

The Educational Specialist degree leads to recommendation for initial certification as an elementary or secondary principal for students entering the program with the M.S. in Education degree. Students completing the Ed.S. who currently hold certification as a building level administrator will be recommended for the advanced principal certification and the initial superintendent certification following successful completion of the required state examination.

Doctor of Education in Educational Leadership

The unique coursework of the SBU Doctor of Education in Educational Leadership program is designed to provide students with a deep understanding of current leadership theory and practical application relevant to the work place. Student's thinking will be stretched to look at the field of leadership with a new lens for problem solving and decision-making. The SBU Ed.D. Model includes four hours of concentration in the focus area of Business Nonprofit and Entrepreneurship. The coursework consists of 24 hours of course work and a minimum of 6 hours of directed research. The student's initiative and topic choice/methodology will determine the actual time needed to complete the directed research.

Track One (Core Courses): All candidates will take the track one-core courses. Candidates holding the Educational Specialist Degree will only need to complete these courses. Candidates interested in School Administration/Superintendency or School Administration certification will need to work with their advisor to make sure they have the coursework necessary; some extra courses may be required.

- First Semester
 - EAD 8023 Educational Advocacy
 - EAD 8033 Advanced Research
- Second Semester
 - EAD 8043 Advanced Statistics and Instrument Design
 - EAD 8003 Leadership and the Law
- Third Semester
 - EAD 8053 Ethics in Personal & Professional Life

- EAD 8013 Leadership in Learning
- Fourth Semester
 - EAD 8001 Symposium Planning and Development
 - EAD 8002 Non-Profit Financial Management
 - EAD 8012 Organization Consulting Practice
- Fifth Semester
 - EAD 8011 Education Symposium
 - EAD 8073 Directed Research
 - Written Comprehensive Exam
- Sixth Semester
 - Directed Research will be continued on a 3 hour basis until final oral defense before the Directed Research Committee
 - Oral Defense of the Directed Research

Total: 30 credit hours minimum (24 credit hours of class work and minimum 6 hours directed research)

Each student will be required to complete a Directed Research Project in which they are asked to present a proposal and a final defense of the work before a committee of SBU faculty members and/or other approved terminally degreed individuals who compose the Directed Research Committee. The first hearing allows students to present and justify the proposed study and the final hearing asks students to verify, explain, and justify findings of the intensive directed research project. This culminating assessment requires the student to demonstrate a high degree of understanding of a leadership related topic.

Track Two: Candidates holding the MS in Educational Administration with initial certification as a building level administrator may choose to apply for the Ed.D. Leveling Program. This opportunity allows students to complete required Specialist courses a year prior to actual participation in the Ed.D. Courses.

The following TRACK TWO LEVELING courses are required:

- EAD 7003 School District Administration
- EAD 7013 Personnel Administration
- EAD 7023 Advanced School Finance
- EAD 7033 School Planning and Maintenance
- EAD 7043 Research and Statistics
- EAD 7073 Internship in Superintendency
- EAD 7123 The Superintendency
- Track One Courses (after approval)

Upon completion of these courses, student performance will be evaluated and final acceptance into the Ed.D. Program will be determined. Once the Ed.D. courses are complete, the student will be recommended for the advanced principal certificate and the superintendent certificate upon successful completion of the SSA and required years of experience as a building level administrator as prescribed by DESE. Students who have completed track two leveling may request the Educational Specialist Degree after the third semester of track one. This allows students to be recommended early for the advanced principal certificate and/or the superintendent certificate.

Track Three: Students with a Master's degree in an education related field and interested in building administrator certification must complete the following course work PRIOR to being considered for the Track Two Leveling Program:

- Master's level research course
- EDU 5083 Educational Research
- EAD 6002 Foundations of Educational Administration
- EAD 6014 School Curriculum
- EAD 6024 School Administration
- EAD 6053 School Supervision
- EAD 6093 Administration of Special Programs
- EAD 6062 Internship I
- EAD 6071 Internship II
- Track Two Courses (after approval)

Students completing the leveling courses and the Education Specialist and all DESE required assessments will receive endorsement as a building level administrator. Students who have completed track two leveling may request the Educational Specialist Degree after the third semester of track one. This allows students to be recommended early for the advanced principal certificate and/or the superintendent certificate.

Track Four: Students who have a master's degree in an education related field, but are not interested in receiving administrative certification. This student would receive course work that would focus more on curriculum and instruction with a leadership emphasis.

- EDU 7206 Aligned Learning Environments
- EDU 7253 Comparative Global Curriculum
- EDU 7243 Technology Integration
- EDU 7233 Instructional Leadership: Coaching, Mentoring, Consulting, Evaluating
- EDU 7223 Equity for College and Career Readiness
- EAD 7043 Research and Statistics
- Track One Courses (after approval)

Assessment

In the Doctorate of Education degree program, each student will be required to complete a written comprehensive examination. The purpose of the written comprehensive examination is for students to demonstrate the acquisition and application of knowledge gained through the regular course work of the program. The written comprehensive examination will cover three areas: 1) leadership (policy development, change, advocacy, ethics, and supervision), 2) organizational management (legal issues, operation practices, and communication), and 3) learning processes (data analysis and learning theories). Each student will also be required to complete a Directed Research Project in which they are asked to present a proposal and a final defense of the work before a committee of SBU faculty members and/or other approved terminally degreed individuals who compose the Directed Research Committee.

Admission Procedures

Admission Criteria for the Doctor of Education Degree Program

For admission into the Doctor of Education degree program, potential candidates should be currently involved in an educational leadership role, or have had previous experience in educational leadership roles. The educational experience may encompass a number of settings, including school administration, colleges and universities, and community and/or faith-based organizations. The Ed.D. Admissions Committee will consider the following factors in the admission of an applicant to the program, and strength in one area may be weighed favorably against shortcomings in another:

1. Evidence of a completed master's degree in educational administration from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the master's degree;
2. Evidence of a completed educational specialist from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the educational specialist degree;
3. Commitment and demonstration of the advancement of education through professional leadership as indicated by two of the following:
 - a. Currently holding an administrative position;
 - b. Currently holding a leadership position in a related field,
 - c. Essay of applicant's professional accomplishments, career goals and personal philosophy of leadership, no more than two pages in length.
4. Write and Cite APA course with a pretest and post-test module. During the program this score will be tied to an assignment grade in EAD 8033.
5. Three recommendation forms completed by those knowledgeable of applicant's professional, academic, and ethical qualities (Leveling students: Ensure one recommendation is from a current SBU professor.).
6. Submission of a professional vitae/resume.
7. The EdD Admissions Committee composed of members of the graduate studies program in education may request an interview with the applicant.

Admission Procedures for the Doctor of Education Program

1. Ed.D. candidates will submit all required documents by December 1st to be a priority applicant.
2. Southwest Baptist University Education Division Graduate Faculty will comprise the committee to review all application materials.
3. Candidates will be objectively selected based on ratings of performance on their admission standards and writing sample.
4. Candidates will be notified if they were accepted into the program during the Spring semester.
5. Students not accepted into the program may appeal to the Coordinator of Ed.D. requesting a review by the Division head and the Dean of the College of Professional Programs. The applicant will be notified of their decision within three (3) weeks of the receipt of the appeal.

Doctor of Education Leveling Admission Option for Students with a Master's Degree in Education Administration

Candidates holding the MS in Educational Administration with initial certification as a building level administrator may choose to apply for the Ed.D. Leveling Program. This opportunity allows students to complete required Specialist courses a year prior to actual participation in the Ed.D. courses.

To be considered for acceptance into the Ed.D. program through the Track Two Leveling option, students must do the following:

1. Students interested in the Ed.D. leveling program shall submit an Ed.D. application and will start Specialist courses for the fall semester. Students will be admitted into Educational Specialist program.
2. Students will submit additional Ed.D. application materials by the deadline of December 1st (those in Ed.Sp. program will be applying for Ed.D. along with those with Ed.Sp.)
3. Additional application materials for the leveling student: 1) recommendation form from a current instructor (one of the three required recommendation forms) and 2) record of taking the GRE.
4. By January 31st all Ed.D. applications will be reviewed for consideration. Students seeking Level Two classification along with those candidates who have completed Educational Specialist Degree shall be considered concurrently for the upcoming Ed.D. cohort. Top students (potential levelers and specialist students who have completed all admission requirements) will be selected to participate in the Ed.D. program for the upcoming semester by the Admissions Committee based on qualifications defined in the Admissions Handbook. Students will be notified of acceptance during the Spring semester (March-April).
5. Track Two leveling students will be updated in the spring semester to the Track Two Degree Seeking Program and will be admitted into the upcoming fall Ed.D. cohort only after a degree audit confirms successful completion of all leveling coursework.

The following TRACK TWO LEVELING courses are required:

- EAD 7003 School District Administration
- EAD 7013 Personnel Administration
- EAD 7023 Advanced School Finance
- EAD 7033 School Planning and Maintenance
- EAD 7043 Research and Statistics
- EAD 7073 Internship in Superintendency
- EAD 7123 The Superintendency

Upon completion of these courses, student performance will be evaluated and final acceptance into the Ed.D. program will be determined. Once the Ed.D. courses are complete, the student will be recommended for the advanced principal certificate and the superintendent certificate upon successful completion of the SSA.

Pre-requisite Courses REQUIRED PRIOR to being considered for Leveling Admission for Students with a Master's Degree in an Education Related Field (OTHER THAN EDUCATION ADMINISTRATION)

Students with a master's degree in an education related field must complete the following course work PRIOR to being considered for the Track Two Leveling Program: 1) A Master's level research course, 2) EAD 6053 School Supervision, 3) EAD 6014 School Curriculum, and 4) EAD 6002 Foundations of Educational Administration, 5) EAD 6024 School Administration, 6) EAD 6093 Administration of Special Programs.

Students with a teaching certificate who want initial principal certification must take the following additional courses (do note these are NOT required prior to being reviewed for acceptance into the Ed.D. program): 1) EAD 6002 Foundations of Educational Administration, 2) EAD 6062 Internship I, 3) EAD 6071 Internship II, and 4) EAD 6093 Administration of Special Programs.

Degree Requirements

To receive the Doctor of Education degree a student must:

1. Complete all course requirements;
2. Receive a B or higher in all course work;
3. Pass comprehensive exams;
4. Complete a minimum of 6 credit hours of directed research;
5. Successful defense of the directed research;
6. Complete all requirements within time limits noted below.

Time Limitations for the Doctor of Education Program

The coursework is designed to be completed in a cohort model, but if courses have to be made up this work may be accommodated with an upcoming cohort with approval from the Ed.D. Coordinator. The student shall register for 3 hours of Directed Research in each semester beginning in the fifth semester even if the Directed Research Committee (DRC) has not approved his/her proposal. The student shall continue to register for 3 hours of Directed Research until approval of the completed research by the DRC or the candidate has completed 36 directed research hours. After completion of 36 research hours without completion of the directed research the candidate will be dropped from the Doctoral Program.

The candidate may petition for reinstatement to the program one time, with submission of the required fee and a letter stating the reasons why the candidate should be allowed to continue. A committee consisting of the Dean of the College of Professional Programs, The Division Head of the Education Division and the Coordinator of the Doctoral Program shall meet and decide on the re-instatement of the candidate. The candidate shall be notified within 30 days of receiving the request of the committee's decision. If re-instated the candidate shall have an additional 9 directed research hours (one year) to complete his/her directed research. If the candidate completes the additional 9 directed research hours without completion of the directed research project the candidate will be dropped from the Doctoral Program and be declared ABD.

Master's Degree Teacher Certification

Southwest Baptist University offers a program by which qualified graduate students may become certified to teach in elementary, middle or secondary schools while earning the Master of Science in Education degree. The program is designed so that the participant may meet requirements for a Missouri teaching certificate and concurrently complete the requirements for the Master of Science in Education degree. The graduate level courses are open only to students with a bachelor's degree except by special permission from the Chair of Graduate Studies in Education. The intent of the program is to attract outstanding persons from other areas of study for entry into teaching. The program is designed for persons whose undergraduate study was related to the fields in which they plan to teach and who have an outstanding undergraduate record.

Since the program involves study leading to both the Master of Science Degree and the Missouri teaching certificate, the degree is not granted until certificate requirements are met, and the certificate is not processed until the Master of Science Degree requirements are met. The program enables the graduate student to earn a master's degree and meet teacher certification requirements in a setting that encompasses a Christian perspective. Participants in the program are charged the graduate rate of tuition for all required undergraduate leveling or certification course work. However, only persons fully admitted to the program or in their first semester of study while seeking admission to the program will be approved to take undergraduate leveling courses at the graduate tuition rate. The program is available only to persons who have been formally admitted to the teacher education program.

Criteria for admission into the Master's Degree Teacher Certification program are the same as for admission to Graduate Studies in Education. Additionally, the student is expected to complete a student file in the Office of Teacher Education before admission to the master's program will be granted, and to have completed EDU 2113, EDU 2313, and Field Experience I. Enrollment in 3000-, 4000- and 5000- level education courses by all students seeking State Teacher Certification is limited to those students who have a cumulative GPA of 2.75, a GPA of 3.0 in content area coursework, a GPA of 3.0 in professional education coursework, passed all state required assessments and been approved by faculty in the Division of Education and, when applicable, faculty in the respective content area division.

After an initial interview with the Certification Officer in Teacher Education at SBU, prospective students are assigned an advisor who provides guidance in admission to and completion of both the Master's Degree and teacher certification requirements. It is the student's responsibility to make arrangements for the interview with the Certification Officer in Teacher Education.

The Master of Science in Education degree will include the following courses:

- EDU 5023 Curriculum Design and Development
- EDU 5033 Learners and the Learning Process
- EDU 5073 MS Capstone
- EDU 5083 Educational Research
- Electives based on an individual plan of study – 24 credit hour minimum

Total: 36 credit hours

Admission Procedures

- A. **Criteria for full or unconditional admission to the Master of Science degree program:**
 - a. Completion of Teacher Education File; and
 - b. An undergraduate Grade Point Average of at least 2.75 on a 4.00 scale; and
 - c. A positive recommendation for admission from the Graduate Education Admissions Committee.
- B. **Admission Procedures for the Master of Science degree program:**
 - a. Submit the following materials to the Office of Graduate Admissions:
 - i. An official transcript showing completion of a bachelor's degree.
 - ii. Official transcript(s) showing any previous graduate study.
 - iii. A Graduate Studies application.
 - iv. The following: Completion of Teacher Education File.
 - v. An application fee.
 - vi. An admission questionnaire, including a handwritten statement describing the applicant's motivation for pursuing a degree at Southwest Baptist University, must be submitted by the applicant.

Committee Action

After all admissions materials are filed, the Graduate Admissions Committee will meet and determine the admissibility of the candidate. One of the following actions will be taken:

1. The candidate may be unconditionally admitted to the graduate program at Southwest Baptist University.
2. The candidate may not be admitted to the graduate program and may not pursue a graduate degree at Southwest Baptist University.

3. The candidate may be conditionally admitted and may proceed to pursue the appropriate master's degree if stated conditions are continuously met. The Graduate Admissions Committee may grant conditional admission to persons who do not fully meet all admissions criteria, but in the view of the committee demonstrate potential for completing the program and making a worthy contribution through teaching or building level administration.
4. The Office of Graduate Admissions will notify the applicant in writing of the decision of the Graduate Admissions Committee. If the applicant is admitted conditionally, the conditions for continuing in the program will be listed and communicated in writing. An advisor will be announced in the letter. Students should communicate with their assigned advisor as soon as possible.

C. Conditional admission to the Master of Science Degree Program

Conditional Admission may be granted upon the recommendation of the Graduate Education Admissions Committee for a person who does not fully meet the criteria given above. When a person is granted conditional admission, the conditions for continuing in the program are communicated in writing by the Office of Graduate Studies.

Degree Requirements

To receive the Master of Science degree a student must:

1. Complete all course requirements;
2. Complete all course work with no more than 6 semester hours of C;
3. Receive a C or higher in all course work;
4. No more than 49% of the degree may be taken at one location with the exception of the Bolivar, Mountain View or Salem campuses;
5. Complete all requirements within 5 years of the date admitted to the graduate program. Requests for extensions must be made in writing and submitted to the Chair of Graduate Studies in Education.
6. Complete all certification requirements.

Persons wishing to pursue the Master of Science in Education degree at Southwest Baptist University should complete the process of admission to the graduate program as a classified degree-seeking student prior to the completion of 9 credit hours at SBU. The degree seeking student must complete, file and obtain approval of an official plan of study within 2 weeks following admission to the program. Plan of Study forms are available from the Office of Graduate Studies in Education. At least 15 hours must be completed after official admission to the degree program. The student should develop the plan of study in consultation with his/her advisor. As the student progresses through the program, any necessary changes in the plan of study must have the approval of the same advisor and the Division head of Education. Advisors will note changes in the permanent file of the student in the Office of Graduate Studies.

Master's Degree with Alternative Certification

Southwest Baptist University offers a program by which qualified graduate students may become certified to teach in middle or secondary schools while earning the Master of Science in Education degree. The program is designed so that the participant may meet requirements for a Missouri teaching certificate and concurrently complete the requirements for the Master of Science in Education degree. The program allows a person to bypass content-specific coursework by way of passing the state required certification assessment. The graduate level courses are open only to students with a bachelor's degree except by special permission from the Chair of Graduate Studies in Education. The intent of the program

is to attract outstanding persons from other areas of study for entry into teaching. The program is designed for persons whose undergraduate study was related to the fields in which they plan to teach and who have an outstanding undergraduate record.

Since the program involves study leading to both the Master of Science Degree and the Missouri teaching certificate, the degree is not granted until certificate requirements are met, and the certificate is not processed until the Master of Science Degree requirements are met. The program enables the graduate student to earn a master's degree and meet teacher certification requirements in a setting that encompasses a Christian perspective. Participants in the program are charged the graduate rate of tuition for all required undergraduate leveling or certification course work. However, only persons fully admitted to the program or in their first semester of study while seeking admission to the program will be approved to take undergraduate leveling courses at the graduate tuition rate.

Criteria for admission into the Master's Degree with Alternative Certification program are the same as for admission to Graduate Studies in Education. Additionally, the student is expected to complete a student file in the Office of Teacher Education before admission to the master's program will be granted, and to have completed EDU 2113, EDU 2313, and Field Experience I. The state required certification assessment must be passed prior to admission to the Teacher Education program. Enrollment in 3000-, 4000-, 5000- and 6000- level education courses is limited to those students who have a cumulative GPA of 2.75, a GPA of 3.0 in in professional education coursework, passed all state required assessments and been approved by faculty in the Division of Education.

After an initial interview with the Certification Officer in Teacher Education at SBU, prospective students are assigned an advisor who provides guidance in admission to and completion of both the Master's Degree and teacher certification requirements. It is the student's responsibility to make arrangements for the interview with the Certification Officer in Teacher Education.

The Master of Science in Education degree will include the following courses:

- EDU 5023 Curriculum Design and Development
- EDU 5033 Learners and the Learning Process
- EDU 5073 MS Capstone
- EDU 5083 Educational Research
- Electives based on an individual plan of study – 24 credit hour minimum

Total: 36 credit hours

Withdrawal from Southwest Baptist University

Students who wish to withdraw from the University, must withdraw officially through the Office of Graduate Studies in Education.

If a student withdraws from school after 60% of the class has elapsed, a grade of W will be assigned in all courses where the student is passing as of the date of the withdrawal. In the event the student fails to notify the necessary office, his/her withdrawal is not complete and grades of F will be recorded for failure to attend classes.

Enrollment in the course is defined as: a student who pre-enrolls via telephone, a pre-enrollment form by mail, or an in-class enrollment. Following initial enrollment, the student is responsible to notify the proper officials if the student wishes to drop a course.

Course Descriptions

Athletic/Activity Administration

AAD 5001, 5011, 5031, 5041 Internship in Athletic/Activity Administration – 1 hour each semester
Designed to provide the student with valuable supervised practical experience in athletic/activity supervision and administration. As part of the degree program students will be required to enroll in the internship each of the semesters they are in the program. Internships are sequential and students must complete the previous internship before moving to the next. Internship Fee: \$30 per class.

AAD 5002 Leadership Philosophy in Athletics – 2 hours

The goal of this course is to provide the student with an understanding of issues of leadership and to examine applications of leadership principles to the college and high school athletic environment. The course serves as an overview for interscholastic athletic administration and introduces the philosophy of athletic administration, then focuses on the roles of the NIAAA, the NFHS, the State Athletic/Activity Associations, and the State Athletic Administrator's Associations. The NIAAA Leadership Training and Certification Program LTC 501 will be part of this course. Successful completion of the material will lead toward initial athletic administration certification.

AAD 5003 Organization and Administration of Athletics – 3 hours

This course provides an overview of the theoretical foundations and applied areas in administration of athletic programs. Topics to be covered include: human resources management, facility management, sport marketing, budgeting, fundraising, ethics, and the future of athletics administration. The course is intended as a basic introduction into the principles of athletic administration. Successful completion of the material will lead toward initial athletic administration certification.

AAD 5012 Public Relations in Athletics – 2 hours

This course examines the marketing process in interscholastic athletics. Through the process, the student will study the theories, research, and development of sport marketing and public relations. The course focus will be on the implementation of a sport marketing plan. The course will also look at the communications and public relations activity as it pertains to sport organizations and emphasizes athletic promotion, fundraising, finance, economics, and marketing.

AAD 5013 Facility and Game Management – 3 hours

This course focuses on the application of both theory and practice of planning and managing facilities and athletic events in interscholastic athletics. Upon completion of the course, participants will be able to understand the complexities involved in managing various types of athletic facilities and in planning, production, and evaluation of athletic events. Topics to be covered in this course include planning and design of athletic facilities, management of athletic facilities, housekeeping and maintenance, event planning, and production.

AAD 5023 Legal Issues in Athletics – 3 hours

This course provides in-depth coverage of all aspects of liability for sports injuries and risk management, including the duties imposed on athletic administrators, coaches, athletic trainers, and other athletic personnel. In addition, fundamentals of an effective risk management program and development of a strategic plan for risk management will be discussed. This course will also include an extensive study of Title IX and gender equity in athletic programs. Successful completion of the material will lead toward initial athletic administration certification.

AAD 5032 Technology for Athletic Administration – 2 hours

This course introduces advanced features in Word, e-mail applications, EXCEL and PowerPoint to

improve the quality and presentation of materials. Additional areas covered are mail merge using Microsoft Word, and creating charts in Microsoft Excel, Mansker, and other athletic software, and web page development. The course requires the student to interact with the software in the process of developing presentations and daily administrative reports.

AAD 5033 Character Development in Coaching – 3 hours

Character-based educational athletic principles will be used to encourage improved communication between school boards, superintendents, principals, parents and boosters. This character-based program will help support and embrace the values and views lived daily in the school setting by the student athletes, coaches, athletic department and school faculty. This course will empower the athletic administrator to motivate the entire community by creating strategies to use in the school community.

AAD 5043 Sports Psychology and Stress Management – 3 hours

This course introduces participants to managing human resources in interscholastic athletic organizations, such as athletic departments in middle and high schools. Various aspects of managerial functions and human behavior in interscholastic athletic organizations, intervening stress as well as the importance of communication, leadership, negotiation, motivation, & decision making will be addressed.

AAD 5053 Diversity in Athletics – 3 hours

This course is designed to provide an overview of current issues in athletics and to teach learners what diversity is and how it applies to sports in general and more specifically to gender, race, religion and various cultures. This course will help learners understand unique challenge for sports leaders to better understand diversity and through this understanding help all participants involved in athletic programs.

AAD 5063 Finance & Fundraising in Athletics – 3 hours

Examination of current fiscal challenges and concerns in athletics. The knowledge and skill sets of this course serve as a foundation for administration of athletics at various levels. Topics include financial pressures for sports leaders, fundraising practices, effective marketing, public relation campaigns, fiscal management, accountability and stewardship. Students exercise analytical thinking skills and develop a respect for financial stewardship for successful athletic administration.

Education

EDU 5000 Comprehensive Exam Seminar

All M.S. certification students planning to take the Comprehensive Examination will be enrolled in EDU 5000 and are required to complete the seminar and quiz. Once they have completed the quiz, they will receive a letter from the office of graduate studies in education that will serve as their admission into the exam site. Students who do not complete the seminar and quiz will not be admitted into the Comprehensive Exam. The student will not be assessed a fee for EDU 5000.

EDU 5002 Teaching Social Sciences I – 2 hours

A study of social sciences in the elementary school with emphasis on methods and techniques of presenting important concepts from the several disciplines comprising the social sciences. Prerequisites: EDU 2113, EDU 2121, EDU 2313, 3.00 GPA, and Teacher Education requirements. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5003 Adapted Physical Education – 3 hours

Basic terminology, fundamental values, and an overview of special populations and their problems related to physical education. Surveys of settings, services, resources, and programs in physical education for the handicapped.

EDU 5022 Teaching Social Sciences II – 2 hours

A study of social sciences in elementary/middle schools with emphasis on methods and techniques of presenting concepts from geography and economics. The focus will be on the five central themes of geography and the four major concepts of economics. Assessment of social studies skills in geography and economics will be addressed. Prerequisites: EDU 2113, EDU 2313, 3.00 GPA, and Teacher Education requirements.

EDU 5023 Curriculum Design and Development – 3 hours

The study of principles and theory of curriculum design and procedures for developing curriculum in elementary and secondary education. Emphasis is on the role of the teacher in curriculum development in the local school. Review of literature relating to curriculum development and study of current school curriculum guides are an important part of the course.

EDU 5033 Learners and the Learning Process – 3 hours

The study of how students learn with emphasis on current theories of learning, the relationship between learning and development, the characteristics of learners and effective methods for measuring learning. The overarching purpose of the course is to enhance endeavors of teachers to improve student learning. Prerequisite: EDU 2113 or hold teaching certificate.

EDU 5043 Brain-Based Teaching and Learning for Special Needs Students – 3 hours

Examination of how to address the unique learning problems of students with special needs, with a focus on insights gained from research on the function of the human brain. Quality learning experiences will be designed based on knowledge acquisition and learning modalities of students. Strategies will be discussed/developed to create learning environments for special needs students.

EDU 5053 Philosophies of Education – 3 hours

This course provides an in-depth examination of major philosophies of education, and their relation to teaching practice, methods, curriculum, and educational administration. Philosophies examined include idealism, perennialism, pragmatism, existentialism, romanticism, hermeneutics and perspectivism.

EDU 5063 Human Growth and Development – 3 hours

A "Life-Span" study of human growth and developmental processes including physiological, psychological and sociological influences and effects. Students receiving credit for this course cannot receive credit for both PSY 3053 and PSY 4033. Prerequisites: PSY 1013 or EDU 2113.

EDU 5073 Master's Capstone – 3 hours

A culminating course designed to have students synthesize, articulate, and apply knowledge obtained from the three core courses as well as their electives. The capstone course for the Master of Science in Education degree will provide an avenue for students to demonstrate a direct link to the impact that their individual programs have in the preK-12 learning environment. Prerequisites for this course are EDU 5033, EDU 5023 and EDU 5083.

EDU 5083 Educational Research – 3 hours

Concepts of research design, methodology, sampling techniques, internal and external validity, the scientific method in educational problem solving, and statistical treatment. Included are assumptions underlying the use of statistical tests, selection of appropriate statistical techniques, and the interpretation of the results of the analysis. Critical analysis and evaluation of published educational research studies and the writing of educational proposals are major components.

EDU 5093 Master's Project – 3 hours

The Master's Research Project consists of a field based project centering upon a practical problem of

special interest to the student. The student will identify the problem and develop a proposed plan, complete the project under supervision (usually in one's place of work), and develop a comprehensive report. The written report will be bound and placed in the Hutchens Library. Prerequisite: EDU 5083.

EDU 5103 Cooperative Learning – 3 hours

This course will provide basic information concerning the history, development, strategy, and forms of cooperative learning. Students will develop strategies that can be used in their respective disciplines.

EDU 5112 Teaching Writing – 2 hours

This course is designed to stress the teacher's role in the writing process and introduce writing activities that may be implemented in the classroom for different areas of the curriculum. A variety of instructional approaches to teaching middle school students to write will be addressed. The course will focus on writing as process and product. Preservice teachers will experience assessing students' writing. Prerequisites: EDU 2113, 2313, 2141, 3.00 GPA, and Teacher Education requirements. Must be taken as part of the professional block semester unless permission is granted by the Director of Teacher Education or the Coordinator of Clinical Experiences for it to be taken in another semester. Offered only on the Bolivar campus during the fall semester.

EDU 5114 Teaching Reading/Language Arts I – 4 hours

Explores the rationale for and methods of integrating the teaching of the language arts (reading, writing, speaking, listening, viewing, and visually representing) in today's elementary classroom. Prerequisites: EDU 2113, 2121, 2313, 2343, 2353, 3.00 GPA, and Teacher Education requirements.

EDU 5123 Teaching in the 21st Century – 3 hours

This course addresses possible approaches/solutions to critical issues facing educators in the future. Many subjects will be identified and discussed concerning issues facing teachers in the 21st century.

EDU 5124 Teaching Reading/Language Arts II – 4 hours

Emphasizes application of the principles of integrated language arts teaching throughout the curriculum. Preservice teachers will plan instruction and prepare materials to be used to foster developmental and functional reading strategies which enable students to use reading as a tool to learn. Preservice teachers will also assess and evaluate students with diverse needs. Prerequisites: EDU 2113, 2121, 2313, 2343, 2353, and 3.00 GPA.

EDU 5133 Developing Positive Attitudes & Motivation in Students – 3 hours

This course will examine topics and strategies to create a more positive classroom. All types of motivational strategies will be applied to the classroom teachers' perspective. Students will share viewpoints on topics such as humor in the classroom, student-centered learning, motivational techniques, and self-motivation.

EDU 5143 Integrating Art, Music and Physical Education into the Classroom – 3 hours

Designed to enable the student to integrate art, music and physical education into the classroom. Prerequisites: EDU 2113, 2121, 2313, 2343, 2353, 3.00 GPA, and Teacher Education requirements.

EDU 5162 Teaching Integrated Math – 2 hours

Study of methods of teaching math in the elementary/middle school and of integrating mathematics in other content areas, particularly science, in ways that are developmentally appropriate and are reflective of the NCTM standards. Prerequisites: EDU 2113, 2121, 2313, 2343, 2353, 3.00 GPA, two (2) college level math courses above MAT 0123, two (2) science courses one (1) in a biological science (BIO) with a lab and one (1) in a physical science Chemistry (CHE), Earth Science or Introduction to Physical Science, etc. (PHS), or Physics (PHY) with a lab and Teacher Education requirements.

EDU 5173 Learning Styles – 3 hours

This course is based on the recognition that there are distinct personality characteristics that are intrinsic to an individual's method of learning. Personalities are identified and a climate is created where communication is developed to bring about an increase in a student's sense of dignity, respect, worthiness, and esteem.

EDU 5182 Teaching Integrated Science – 2 hours

Study of methods of teaching and integrating science in the elementary/middle schools with a particular emphasis on process inquiry skills. Prerequisites: EDU 2113, 2121, 2313, 2343, 2353, 3.00 GPA, and Teacher Education requirements.

EDU 5183 Brain Based Teaching and Learning – 3 hours

Students will examine how the brain processes information/learns, including the role of emotions and the aspect of multiple intelligence. Quality learning experiences will be designed based on knowledge acquisition and learning modalities of students. Strategies will be discussed/developed to create learning environments that facilitate the construction of knowledge and retention of information.

EDU 5203 Curriculum Methods in Early Childhood Education – 3 hours

Exploration of the subject of early childhood programming with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of young children. Emphasis is on adapting materials and methods to the needs of young children. Offered only on the Bolivar campus.

EDU 5213 Current Issues in Educational Technology – 3 hours

Instructional technology is at the center of many of both the opportunities and the controversies in education and training today. Using a problem-based learning instructional strategy, this course helps students examine many of the issues at the forefront of our field, from what instructional technology is through designing instruction to what students might find on the Internet. The set of issues is always shifting as the field grows and changes. The course is meant for those nearing the completion of their degree, not for beginners.

EDU 5223 Issues and Trends in Early Childhood Education – 3 hours

Current trends and issues in early childhood education with emphasis on the study of research and recent findings in the development, modification and implementation of programs for young children.

EDU 5233 Literature for the Young Child – 3 hours

Designed to acquaint the student with exemplary literature for the young child and to develop competency in the use of effective and sound methods for using books to enrich the lives of young children.

EDU 5243 Creative Writing in Secondary Classrooms – 3 hours

This course will focus on learning how to create and maintain an exciting and motivating environment for creative writing in the classroom.

EDU 5253 Educational Grant Writing – 3 hours

Individuals enrolled in this course will become familiar with grant writing procedures employed in the basic fill in the blank type grants as well as the procedures and formats utilized in the more complex grants.

EDU 5263 Literature Based Classrooms – 3 hours

This course will focus on the effective use of literature in all content areas throughout the curriculum.

Special attention will be given to American literature as a tool to motivate students into research and critical thinking skills. This course is designed for teachers K-12. Balanced literacy, guided reading and literature circles will be a focus of this course.

EDU 5273 Teaching Reading Comprehension – 3 hours

Strategies for improving decoding and comprehension skills through individual leaning styles of students and teacher. Emphasis will be upon how to diagnose and remedy common reading deficiencies, how to assess level of performance and to utilize effective instructional strategies and how to determine students' learning styles in order to help them attain better comprehension.

EDU 5283 Teaching Students To Study Smarter, Not Harder – 3 hours

The course focuses on how to teach students to learn. Study skills will be taught that incorporate preferred learning styles, memory strategies, concentration and listening skills, note-taking, textbook mastery, test-taking, time management, and motivation strategies.

EDU 5293 Creating Lifetime Writers – 3 hours

This course will focus on learning how to create and maintain an exciting and motivating environment for creative writing in the classroom.

EDU 5313 Clinical Field Study – 3 hours

The completed field study will require the student to chair a committee designed to address one goal of their district/building strategic plan from development to completion. The study may be done in cooperation with a public or private school district or appropriate agency. In order to complete this task the student must (1) have a comprehensive review of the literature pertaining to this goal, (2) strategic plan included time line, budget, person(s) responsible, resources needed to achieve the goal, (3) a formal presentation to the board of education outlining the approach to achieving the desired outcomes, (4) formal presentation to the board of education summarizing the committees activities and accomplishments as they relate to the achievement of the district/building goal.

EDU 5323 Improving Instruction – 3 hours

The course will provide practical field-tested teaching strategies designed to impact the teaching and learning process at the classroom and building level. Students will be exposed to and apply current theory and practices designed to improve classroom instruction.

EDU 5333 Principles and Methods of Secondary School – 3 hours

Emphasis on the basic teaching methods, the teaching of critical thinking skills, analysis of various teaching models, analysis of learners and the learning process, and development of communication skills. EDU 5333 must be taken at SBU. A Field Based Internship must be taken concurrently. Prerequisites: EDU 2113, 2141, 2313, 3.00 GPA, and Teacher Education requirements. Offered only on the Bolivar campus during the fall and spring semesters.

EDU 5343 The Leadership Brain – How Classroom Teachers Lead Effectively – 3 hours

Students will examine how brain-compatible practices can sustain effective teaching and learning. Making use of the latest cognitive neuroscience insights about how the brain interacts with the learning environment will provide a basis for understanding: learning differences, brain-compatible curriculum and assessment, higher-order thinking, the nature of creativity, ethical and spiritual leadership, and the role of thinking habits on learning. The course will also address initiating and leading productive school change.

EDU 5353 Reading Miscue Analysis – 3 hours

The study of a procedure based upon whole language and psycholinguistic theory that enables the

teacher to investigate and understand the reading of an individual reader, to develop an understanding of how readers transact with text to build comprehension, and to use this procedure as a base for constructing and implementing an individual developmental or remedial plan. Offered only on the Bolivar campus.

EDU 5373 Issues and Trends in Reading Instruction – 3 hours

An intensive analysis of reading problems from the standpoint of current development and remedial methodologies. Offered only on the Bolivar campus.

EDU 5383 Supervision of Instruction in Reading – 3 hours

The supervisory responsibilities and problems concerned with reading, including the building of reading programs appropriate for a school population and community, utilizing appropriate research in the operation of a quality reading program, using supervisory techniques appropriate to the task, and serving as a leader in the change process of a school reading program. Offered only on the Bolivar campus.

EDU 5413 Internet Applications for Teachers – 3 hours

An introduction to the variety of educational resources on the Internet and the essential skills of use of Internet e-mail, FTP, Telnet, and World Wide Web through Netscape. Basic computer skills are required. Students will print, save to disk, and create portfolios that can be used in their curriculum.

EDU 5423 Computer Applications in Education – 3 hours

Designed for K-12 educators in the appropriate use of technology to facilitate the teaching and learning process. Instructional methods will be explored, utilizing a variety of technology applications for collaboration and communication including the integration of computers and educational technology into specific curricular areas as well as across the curriculum. In addition, participants will learn about assessment in the technology-enriched classroom and develop critical thinking, analysis, and synthesis skills. Lab fee \$15.

EDU 5433 Blogs, Podcasts, Wikis & Web Page Application for Teachers – 3 hours

This course is designed for educators who are interested in creating and maintaining blogs, podcasts, Wikis, and web pages to enhance internal and external communication and the teaching and learning process. Participants will learn how to create a podcast as well as how to create and maintain a Wiki, blog, and web page.

EDU 5463 Middle School Philosophy and Organization – 3 hours

A focus on the historical and philosophical foundations of the traditional junior high and subsequent middle school movement emphasizing a connection between practice and research. Prerequisites: EDU 2113, 2131, 2313, and 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5473 Psychology of the Middle School Student – 3 hours

This course offers a broad overview of the history of young adolescent psychology, its advocates, researchers, and its implications for middle level educational practices. Prerequisites: EDU 2113, 2131, 2313, 2463, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5493 Middle School Curriculum – 3 hours

This course offers an in-depth study of curriculum development and instructional strategies targeting the young adolescent. As a result of this course, students will develop pedagogical practices that meet the vast physical, emotional, social, intellectual, and affective developmental needs of young adolescents. A

Field Based Internship must be taken concurrently. Prerequisites: EDU 2113, 2131, 2313, 2463, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5502 Methods of Teaching Theatre – 2 hours

An introduction to methods of teaching theatre in the secondary school. Topics include curriculum development; teaching strategies; and assessment. Additionally, this course addresses strategies for organizing and implementing a production schedule. Prerequisites: EDU 2113, 2141, 2313 and 3.00 GPA

EDU 5503 Organization and Administration of Physical Education – 3 hours

Advanced organization and management of physical education and interscholastic athletic programs. Only offered on the Bolivar campus during the fall semester.

EDU 5512 Methods of Teaching Art, K 12 – 2 hours

Understanding motivation, materials and techniques in school art programs. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Offered only on the Bolivar campus during the fall semester.

EDU 5513 Methods of Teaching Mathematics in the Middle and Secondary Schools – 3 hours

Theory and application of current practices in teaching mathematics in middle and secondary schools. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5522 Methods of Teaching Science in the Middle and Secondary Schools – 2 hours

Course will provide practical methods for the prospective teacher to use for the instruction of middle and secondary school students in such areas as laboratory safety, investigative and questioning skills. Course activities will include inquiry teaching, use of demonstrations in teaching, budgeting and supply ordering, science fairs and projects, and the use of the computer in the science classroom. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5523 Methods of Teaching Business Subjects in the Secondary School – 3 hours

Designed to analyze instructional techniques and procedures utilized in teaching business subjects. Special attention given to objectives, subject matter content, instructional materials, class activities and methods of evaluating in typewriting, accounting, shorthand, office practice, and general business. Prerequisites: EDU 2113, 2313, and Teacher Education requirements. Only offered on the Bolivar campus on sufficient demand.

EDU 5533 Methods of Teaching Health and Physical Education, 5-12 – 3 hours

Teaching methods, selection of activities, program planning, emphasis on development of a progressive curriculum (restricted to health and physical education majors and minors). Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5542 Methods of Teaching Social Studies in the Middle and Secondary Schools – 2 hours

Exploration of basic concepts within each of the social sciences and possible teaching methods. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5543 Methods of Teaching Writing in the Secondary School – 3 hours

Theory and application in the teaching of writing and grammar in secondary schools with emphasis on the writing process. A requirement for secondary English majors. Prerequisites: EDU 2113, 2313, Field

Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the spring semester.

EDU 5552 Methods of Teaching Speech in the Middle and Secondary Schools – 2 hours

Emphasis on principles, techniques and problems that are unique in teaching speech. Unit and course plans are developed for all areas of speech. Attention is given to directing forensics and dramatic activities. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester.

EDU 5553 Measurement and Evaluation in Physical Education – 3 hours

A course to acquaint students with various evaluation methods in physical education. Practice is given to administering tests and interpreting results with appropriate statistical procedures.

EDU 5562 Methods of Teaching Instrumental Music in the Middle and Secondary Schools– 2 hours

Study of philosophy of music education, administrative and teaching techniques, and materials for teaching instrumental music in the middle and secondary schools. Music majors and minors only.

Prerequisites: EDU 2113, 2313, MUS 1621, MUS 1623, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester (even years).

EDU 5563 Methods of Teaching Foreign Language – 3 hours

Study of methods of teaching modern languages in public school. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus on sufficient demand.

EDU 5573 Methods of Teaching Vocal Music in the Middle and Secondary Schools – 3 hours

Study of philosophy of music education, administrative and teaching techniques, and materials for teaching vocal music in middle and secondary schools. Music majors and minors only. Prerequisites: EDU 2113, 2141, 2313, MUS 1621, MUS 1623, 3.00 GPA, and Teacher Education requirements. Only offered on the Bolivar campus during the fall semester (odd years).

EDU 5583 Character Education – 3 hours

This course will provide a knowledge and background of Character Education. We will explore the development of good. Character building skills, such as respect, responsibility, and work ethic will be addressed. Students will discuss methods of initiating a Character Education program into a school system as well as incorporating character skills into curriculum.

EDU 5593 Spiritual Issues in Public Schools – 3 hours

This course is designed to help teachers plan curriculum in ways that stay true to one's faith and helps teach Christian values in a multicultural community. Students will review which laws determine the religious rights of students and teachers in public schools and how to apply these laws to real situations in the classroom. Prerequisites: EDU 2113, Field Experience I, EDU 2313, 3.00 GPA, and Teacher Education requirements.

EDU 5603 Issues and Trends in Education – 3 hours

This class is focused on developments, trends and issues in education with emphasis on relating current research to contemporary educational practice. Legal issues will be addressed.

EDU 5613 Teaching Reading in the Content Areas – 3 hours

This course is designed to prepare middle school/junior high and/or secondary teachers to use functional reading and writing skills, strategies and techniques to enhance the reading and writing skills of learners

as tools for learning in various content areas. Prerequisites: EDU 2113, 2313, Field Experience Level 1 and a 3.00 GPA. Only offered on the Bolivar campus during the fall and spring semesters.

EDU 5623 Working With At-Risk Students – 3 hours

This course examines why significant numbers of students fail to achieve their academic potential. Principles of effective thinking skills programs are examined.

EDU 5643 Sport and Physical Education in American Society – 3 hours

A study of the place of sports and physical activity in American society. Principles, historical events and current status of sports and physical activity will be studied.

EDU 5653 Counseling for the Classroom Teacher – 3 hours

This course will emphasize the application of counseling, guidance, and counseling psychology principles in the classroom. Teachers will improve upon their skill for dealing with students' academic, personal, and social problems.

EDU 5663 Child Abuse and Neglect – 3 hours

This course is designed to acquaint the student with child abuse and neglect, causes, treatment and prevention.

EDU 5673 Teaching Critical Thinking Skills – 3 hours

In this course students will learn to think about their thinking and understand the ways people think. Students will define critical thinking, select suitable thinking outcomes for their lessons and remodel lesson plans to help their own students engage in higher order thinking.

EDU 5683 Effective Inclusion Practices – 3 hours

Students will investigate the Individuals With Disabilities Education Act and its implications for teachers. Special placement, the continuum of service models, and the areas of exceptionality will be defined. Modifications required in the regular classroom for implementation of IEP's will be explored.

EDU 5693 Understanding Human Addictions – 3 hours

The intent of this course is to enable educators to further their understanding of the issues involving drugs, to further develop a personal philosophy regarding drug issues based on this knowledge and to help the educator utilize this knowledge and philosophy into their daily teaching.

EDU 5703 Physiology of Exercise – 3 hours

A study of the effects of exercise on the organs and systems of the body; special emphasis on the cardio-respiratory system. Course fee \$12.

EDU 5713 Current Problems in Physical Education – 3 hours

Recognizing, classifying, and reporting problems in physical education. Studying techniques and methods of solving problems. Current issues and problems in the field of physical education are studied. Only offered on the Bolivar campus.

EDU 5733 Adolescent Development – 3 hours

A study of the development processes of the adolescent, beginning at puberty and continuing through the late adolescence. Prerequisites: EDU 2113, Field Experience 1, EDU 2313, 3.00 GPA, and Teacher Education requirements.

EDU 5753 Web Tools, Design and Applications – 3 hours

This course focuses on the role of web tools in education, including classroom instruction, administration, and communication. Emphasis is placed on computerized instruction and computer-

managed instructional techniques including Web Design. Content includes practical experience in software development for educational applications.

EDU 5773 Leadership Styles in the Media – 3 hours

Designed to have students observe and analyze a variety of leadership styles as presented in visual and print media. Students will apply this knowledge to better understand their personal leadership style as well as the style(s) of those they work with. Through this analysis students will better understand how the style of leadership impacts change, motivation and followership.

EDU 5783 Developing Mathematical Understanding – 3 hours

Designed for classroom k-12 teachers to develop a better understanding of how students learn math. This knowledge will be acquired through the development and application of classroom activities. Students will leave with hands on application of course concepts.

EDU 5793 Delinquent Behaviors K-12 – 3 hours

An extensive view of delinquent behaviors from the teacher/counselor viewpoint. Identification skills and prevention methods will be discussed.

EDU 5803 Essentials in Writing – 3 hours

Twelve writing essentials for grades K-12 will be explored in this course. Educators will become more knowledgeable about how to teach writing by building on best practices and effective writing strategies.

EDU 5823 Integrating Technology Into the Classroom – 3 hours

The course focuses on knowledge and skills which: (1) make a person computer literate, (2) enable one to use computers in a variety of personal applications, (3) equip a person to use computers in teaching and learning, and (4) enable one to make effective use of a wide variety of media and technological systems in teaching. Prerequisites: CIS 1103, EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Designed for MS Certification Students only. Lab fee \$20.

EDU 5832 Assessment and Evaluation of Learners – 2 hours

Study of history of measurement, statistical terms and processes used in education, principles of constructing teacher made tests, and examination of various testing programs for public school systems. Prerequisites: EDU 2113, 2313, Field Experience I, 3.00 GPA, and Teacher Education requirements. Must be taken as part of the professional block semester unless permission is granted by the Director of Teacher Education or the Coordinator of Clinical Experiences for it to be taken in another semester. Only offered on the Bolivar campus during the fall and spring semesters.

EDU 5833 Behavior and Classroom Management – 3 hours

Designed to introduce the student to procedures for managing the classroom, including organization, administration, and communication. Methods of discipline and behavior management are explored for various levels of teaching, and with individuals and small and large groups under varying conditions. The development of knowledge and attitudes that will enhance teachers' ability to develop pupil self-esteem and confidence are addressed. Prerequisites: EDU 2113, 2313, 3.00 GPA, and Teacher Education requirements. Only offered for middle school, junior high, and/or secondary teachers on the Bolivar campus during the fall and spring semesters.

EDU 5853 Classroom Management – 3 hours

A study of methods of discipline and behavior management in the classroom and of procedures for managing the classroom, including organization, administration, scheduling, record keeping and communication with administration and parents. Various models and systems are explored. Students will focus on aspects of classroom discipline and behavior management unique to their level of

preparation. Prerequisites: EDU 2113, 2121, 2313, 2343, 2353, 3.00 GPA, and Teacher Education requirements. Offered for elementary education teachers during the fall and spring semesters.

EDU 5863 Schools By Design – 3 hours

This course offers a broad overview of the ideas, programs, strategies, research and results for school improvement. The course has two major themes: (1) building community relations for school change and (2) creating schools designed around the best practices.

EDU 5873 Integrating Technology into K-12 Classrooms – 3 hours

This survey course will introduce experienced educators to educational technology. Topics covered in this course will be areas that impact or have the potential to impact educators in the classroom. Special emphasis will be on constructing relevant and appropriate instructional environments.

EDU 5883 The School & Community Relations – 3 hours

This class will look at various media and at research leading to effective and responsive communications to meet the needs of the public. Participants will formulate, develop and implement a procedure for positive school and community relations in public education.

EDU 5893 School Law for Teachers – 3 hours

The study of Missouri and federal statutes, legal opinions and court decisions as applied to education is the focus of this course. Topics such as non-renewal and dismissal of teachers and collective bargaining will be discussed.

EDU 5903 Professional Learning Communities – 3 hours

Students will learn the parameters of a professional learning community, including the development of a focus, the skills of developing a relationship with teachers as a facilitator, the implementation of strategies for effective group work, and the ability to clearly communicate and guide the discussion process. All knowledge and skills will be directed toward a better understanding and support for the teaching/learning process.

EDU 591(1-3) Workshop – 1-3 hours

Workshops focusing on practical classroom application of the subject addressed are offered in areas of major interest and need by students. Some of the workshops that have been offered are: Basic DOS and Windows in the Classroom; Classroom Learning Centers; Computer Graphics for the Classroom; Cooperative Learning; Creative Writing; Displays for Learning; Internet in the School; Using Hypercard, CD ROM and Interactive Video; Using TV in Teaching; Whole Language; Working with the At Risk Student; Working with the Aggressive Student.

EDU 593(1-3) Readings - 1-3 hours

Readings may be developed in reference to an area of major interest and need of an individual student. The required reading and reporting are specified in writing with signatures of the student and instructor indicating agreement.

EDU 595(1-3) Special Topics – 1-3 hours

A special topic may be offered which focuses upon a subject of major interest and need by a group of students. Topic courses usually focus upon areas not covered by regular courses in the graduate curriculum. Among topics that have been offered are: Addressing the Needs of the Mainstreamed Child; Behavior Modification in the Classroom; Counseling for the Classroom Teacher; Instructional Improvement in the Secondary School; Movement Education; Parent Education; Teaching through Educational Tours.

EDU 596(1-3) Physical Education Seminar – 1-3 hours

A seminar may be offered relative to a subject of major interest and need by a group of students. Seminars usually focus at advanced levels on specific subjects not covered in depth in the regular graduate curriculum. Among seminars that have been offered are: Issues and Trends in Education; Seminar in Educational Change; Seminar in Middle School Education.

EDU 597(1-3) Symposium – 1-3 hours

Symposium credit may be earned by special approval of the advisor, the graduate faculty member who is to supervise the experience and the Office of Graduate Studies. Symposium credit is usually associated with participation to a significant degree in a professional development conference, workshop, or similar program sponsored by an organization not associated with the University.

EDU 598(1-3) Internship/Practicum – 1-3 hours

Planned and supervised work experience related to the student's graduate study, usually in an elementary or secondary school setting. Internships and practicums may be taken only with advanced planning and approvals involving the supervising graduate faculty member, the division in which the credit is earned, and the Office of Graduate Studies. No more than four hours of credit from internships and practicums may normally be applied toward completion of the master's degree.

EDU 599(1-3) Independent Study – 1-3 hours

Directed study by an individual student of an area not covered in the regular graduate curriculum. Independent study may be taken only by advance approval of the supervising graduate faculty member, the division head, and the Office of Graduate Studies.

EDU 6003 Teaching Social Sciences in Early Childhood and Elementary Schools – 3 hours

This course is designed for interactive, integrated learning of methods, techniques, and skills for engaging early childhood and elementary students in social studies concepts. This course will focus on pedagogy, multiculturalism, cultural diversity, English language learners, utilizing social studies trade books in instruction, differentiated instruction, and integrating the arts. Cross-listed undergraduate course: EDU 3003. Prerequisites: EDU 2003, 2113, 2313, 2343, 2353, or 2121 and a 3.00 GPA.

EDU 6013 Analyzing and Amending Reading Problems – 3 hours

In this course, students will learn about instructional techniques, reading assessments, diagnostic evaluations, and learning materials specifically designed to detect and correct reading difficulties. Students will administer and interpret a variety of reading assessments in order to diagnose students' difficulties and plan remediation lessons and activities. Students will practice test administration and diagnosis with students who are struggling with literacy development, demonstrating the ethics of testing procedures and reporting.

EDU 6023 Teaching Integrated Math in Early Childhood and Elementary Education – 3 hours

Analyzes methods of teaching mathematics in early childhood and elementary classrooms and integrating mathematics in other content areas in ways that are developmentally appropriate and are reflective of the NCTM standards. Methodology includes developing investigative lesson plans, using technology and learning centers in the math classroom, evaluating mathematics textbooks, formulating performance goals and objectives, and assessing the learning of mathematics. Cross-listed undergraduate course: EDU 3163. Prerequisites: EDU 2003, 2113, 2313, 2343, 2353, or 2121, two college level math courses above MAT 0123 and a 3.00 GPA

EDU 6043 Learner Development and the Classroom – 3 hours

This course is concerned with the psychological development of children and adolescents during the

school age years. The course will focus primarily on the cognitive, physical, social, personal and moral development of children and adolescents and the impact of these developmental areas on learning and behavior in the school classroom.

EDU 6053 Teaching Integrated Science in Early Childhood and Elementary Education – 3 hours
Analyzes methods of teaching science in the early childhood and elementary schools using process inquiry skills, integrating science with other content areas, and teaching science in ways that are developmentally appropriate and are reflective of the National Science Education Standards and the Missouri Grade-level Expectations. Cross-listed undergraduate course: EDU 3183. Prerequisites: EDU 2003, 2113, 2313, 2343, 2353, or 2121, two science courses - a biological science with a lab and a physical science with a lab and a 3.00 GPA.

EDU 6063 Incorporating Differentiated Instruction into the Classroom – 3 hours
This class will provide teachers with strategies to successfully differentiate instructions by differentiating the content, process, product or making accommodations. Teachers will use curriculum materials to create lessons using a variety of differentiation strategies to help all students achieve the curricular goals. Strategies will include tiered assignments, acceleration and deceleration, and flexible grouping from a K-12 perspective in reading, math, science, social students and specials.

EDU 6073 Instructional Strategies That Work – 3 hours
Based on the works of Robert Marzano, This course is designed to give students and insightful look at teaching strategies that have been proven successful. Students will be exposed to and apply current theory and practices designed to improve classroom instruction.

EDU 6083 Bullying – 3 hours
Recognizing, identifying, and dealing with bullying in public schools is critical to a safe learning environment. This course will help provide the skills needed to deal with bully situations in the classroom, on the playground, and before/after school hours. Teachers are one of the critical elements in stopping this behavior that can lead to violent situations.

EDU 6093 K-12 Mental Health Issues – 3 hours
This course explores the biological, emotional, and physiological components of predominant mental health issues affecting school age students. Common characteristics of mental health issues and prevalent concomitant factors will be identified. Classroom management and practical application strategies to address student needs will be presented.

EDU 6103 Teaching Strategies That Go Beyond Surface Learning – 3 hours
This course will focus on the effective use of Webb's Depth of Knowledge (DOK) model. Special Attention will be given to align assessment and instruction through lesson planning using the DOK model. Educators will leave with a greater understanding of the DOK model as it relates to Bloom's Taxonomy.

EDU 6113 Sixty Strategies to Improve Test Scores – 3 hours
Learn multiple strategies that can be used every day in any classroom that will help teachers improve scores in all high stakes testing.

EDU 6123 What Great Teachers Do – 3 hours
Based on the work of Todd Whitaker this course will examine beliefs, behaviors, and attitudes that make great teachers. Practical ideas will be presented to help teachers increase student performance and make a greater impact in their schools. In addition to the course text, supplemental resources will reinforce the learning and provide both a practical and scholarly perspective.

EDU 6133 SMART boards and Technology in the Classroom – 3 hours

This class is an introduction on using a SMART board. Participants will create lessons using SMART Notebook 10 and the interactive tools featured on a SMART board. Participants will also create a wiki that can be used as a classroom website that will host the SMART Notebook lessons. Wikis also allow teachers to easily add student websites, upload files for use in the classroom and imbed videos. Technology knowledge for this class is basic.

EDU 6143 Dealing with Difficult Students – 3 hours

This course will examine practical strategies for dealing with challenging students in the classroom. Educators will learn how to develop healthy relationships with all students, how to eliminate or minimize problem behaviors, and how to respond to any situation that may occur in the classroom.

EDU 6153 Teaching Children of Poverty – 3 hours

This course will provide an extensive review of poverty in American and the ramifications it has on public schools. Topics will range from academic achievement to delinquent behaviors.

EDU 6163 Habits of the Heart for Teachers – 3 hours

The Habits of the Heart, Nurturing Attitude, Responsibility, Dependability, Friendship, Brotherhood, High Expectations, Courage, and Hope are the building blocks toward a tradition of excellence. In an environment built around these habits, students can become the best and brightest people their skills and talents permit.

EDU 6173 Brain Based Teaching and Learning for Special Needs Students – 3 hours

Examination of how to address the unique learning problems of students with special needs, with a focus on insights gained from research on the function of the human brain. Quality learning experiences will be designed based on knowledge acquisition and learning modalities of students. Strategies will be discussed/developed to create learning environments for special needs students.

EDU 6183 Introduction to RtI – 3 hours

Response to Intervention (RtI) is a system for identification and remediation of learning deficits; specifically in reading, writing, math and behavior. This course will introduce multi-tiered intervention strategies with hands-on

EDU 6193 Developing Student Capabilities – 3 hours

This course will examine the perceptions and skills necessary for students to become successful in the classroom as well as in life. Through the process of this course, it will become evident that the development of these skills and perceptions is critical to the development of capable people.

EDU 6203 Servant Leadership Strategies for Teachers – 3 hours

Designed for all teachers who are committed to their students' learning and to their own personal development. Developing the servant leader approach is necessary for an educational community to energize students and improve achievement..

EDU 6213 Evaluation of Abilities and Achievement – 3 hours

This course provides a study of methods, procedures, and instruments used in K-12 classrooms for screening and diagnosing children in order to address their individual learning needs.

EDU 6253 Planning for Literacy Instruction – 3 hours

Elementary educators will explore current instructional practices for reading instruction in this book study of Diller's text, Making the Most of Small Groups. Practical tips, sample lessons, and templates will be provided along with an opportunity to develop literacy materials for classroom use.

EDU 6223 Using Mentor Texts to Guide Literacy Instruction – 3 hours

Educators will have an opportunity to examine strategic instruction that will strengthen students' reading and writing abilities while fostering enjoyment of children's literature. K-8 educators will leave the course with a resource guide of annotated bibliographies and lesson materials to put into immediate use.

EDU 6233 Crafting Writers Through Literature – 3 hours

This course is designed to provide clear insight into recognizing and teaching qualities of good writing through children's literature. Educators will explore how students can become enthusiastic, confident writers using literature as the foundation in all writing modes.

EDU 6243 Essentials in Reading – 3 hours

Reading essentials for grades K-12 will be explored in this course. Teachers will become more knowledgeable about teaching reading by building on best practices and effective strategies.

EDU 6263 Principles of Coaching – 3 hours

The study of how the coaching process enhances the effectiveness and efficacy of teachers in classroom work and collaboration with peers. Examples of various coaching processes will be explored through declarative and procedural knowledge. The purpose of this course is to increase the effectiveness of teachers as leaders within a school setting through awareness and proficiency in coaching.

EDU 6273 Effective Communication – 3 hours

Students will develop an understanding of communication strategies that promote self-directedness and come from a growth mindset. This class will teach skills in working with colleagues in group settings, as well as with administrators, parents and students. Attention will be given to effective feedback that promotes teacher growth resulting in increased student learning.

EDU 6293 Assessment and Data Collection – 3 hours

This course will examine the use of assessment data within the classroom as a means of conducting contextually based research that will improve the teaching/learning process. Students will understand why data influence school improvement, what types of data are critical in making a difference, and how the use of data can improve student learning. Students will develop a perspective that looks beyond the single classroom through an inquiry stance, and will learn how to clearly communicate findings to the larger school setting.

EDU 6423 Methods of Teaching Social Science in the Middle and Secondary Schools – 3 hours

Exploration of basic concepts within each of the social sciences and possible teaching methods. Cross-listed undergraduate course: EDU 4023. Prerequisites: EDU 2113, 2313, Field Experience Level 1, and a 3.00 GPA.

EDU 6483 School, Home and Community Collaboration – 3 hours

This course focuses on the history, current trends, and issues of family and community involvement in the schools. Materials, techniques, and resources for the improvement of home, school, and community partnerships and communication will be included. This course will prepare future educators to collaborate with other school professionals and families and take advantage of professional learning opportunities to benefit student learning and well-being. The importance of differentiated instruction and working with English language learners as they relate to student learning and collaboration will be addressed. Cross-listed undergraduate course: EDU 3483. Prerequisites: EDU 2003, 2113, 2313, 2343, 2353, 2121, and a 3.0 GPA.

EDU 6503 Addressing Deficits in Language Processing/Dyslexia – 3 hours

This course offers an overview of dyslexia. Through readings and discussion, students will develop an understanding of the history and science of dyslexia, receive content necessary to identify the characteristics of dyslexia, as well as provide the appropriate interventions for this disorder. Students will learn strategies that assess the reading, spelling, and writing difficulties experienced by children with the neurobiological reading disorder.

EDU 6623 Teaching Diverse Learners – 3 hours

Mentally, emotionally, and physically exceptional children are studied. Diagnosis and methods of teaching gifted, mentally retarded, visual and sound impaired, learning disabled, physically handicapped children, and children with communication and behavior problems are included. Prerequisites: EDU 2113, 2313, Field Experience 1, 3.00 GPA, and Teacher Education requirements. Must be taken as part of the professional block semester unless permission is granted by the Director of Teacher Education or the Coordinator of Clinical Experiences for it to be taken in another semester.

Educational Administration**EAD 6001 Introduction to Technology for School Administrators – 1 hour**

Introduction to technology is an online course designed to introduce prospective administrators to the technology standards for school administrators, review the process for developing a building level technology plan and review sources of funding for technology. Additionally students will be introduced to the portfolio component of Bb so they may begin the process of developing their online administrative portfolio.

EAD 6002 Foundations of Educational Administration – 2 hours

Designed to provide an overview of the essential elements of organizations and management theory for the student entering the program. Administration history, basic theories, and major areas of responsibility in school administration will be discussed.

EAD 6014 School Administration – 4 hours

Designed as a course in building level K-12 administration to prepare prospective school administrators in the areas of instructional leadership, decision-making and problem solving. School improvement, building management and basic personnel and program management are also part of this course.

EAD 6024 School Curriculum – 4 hours

Designed to provide K-12 administrators principles and theory of curriculum design and procedures for developing curriculum in the K-12 setting. Emphasis is placed on the role of the teacher and the administrator in curriculum development and evaluation.

EAD 6053 School Supervision – 3 hours

This course will focus on the problems, processes and techniques in the evaluation, supervision and improvement of instructional programs. Focus will be placed upon leadership roles necessary for creating a supportive climate for change.

EAD 6062 Internship 1 – 2 hours

Practical experience intended to augment classroom instruction under the supervision of a practicing administrator and a university supervisor. Foundations of Educational Administration (EAD 6002), School Supervision (EAD 6053), School Administration (EAD 6014), School Curriculum (EAD 6024) and admission to the program are prerequisites for the internship. Internship Fee: \$30.

EAD 6071 Internship 2 – 1 hour

Practical experience intended to augment classroom instruction under the supervision of a practicing

administrator and a university supervisor. Foundations of Educational Administration (EAD 6002), School Supervision (EAD 6053), School Administration (EAD 6014), School Curriculum (EAD 6024) and admission to the program are prerequisites for the internship. Internship Fee: \$30.

EAD 6083 Essentials in School Law, Finance and Buildings – 3 hours

This course is designed to prepare future building level administrators by studying laws and current legislation affecting public and private schools. It will also view school revenue sources, expenditure practices and management responsibilities as they relate to the building budget. Finally students will examine problems in building planning and plant utilization.

EAD 6093 Administration of Special Programs – 3 hours

Designed to prepare principals for their responsibilities related to the supervision of special education programs. The legal basis for special education, legal concern, the budget, management and supervision will be emphasized.

EAD 6113 Administrative Communication, Innovation and Management – 3 hours

Intensive examination of the school and its environment. Emphasis is placed on interacting with internal and external publics.

EAD 6143 Educational Organizations, Leadership and Change – 3 hours

Designed to help students develop a diverse set of perspectives for analyzing organizations and for taking effective leadership in them. The focus of the course will be to understand how organizations work and what to do to make them better through organizational change, to allow students to look at their own ideas of leadership and to assess themselves on the skills they will need to be effective leaders, and to respond to emerging challenges in today's schools.

Education Specialist In Curriculum And Instruction

EDU 7206 Aligned Learning Environments – 6 hours

This course provides (explores) an aligned process that includes principles from the science of learning. Students will understand the teaching/learning process through the lens of student-centered, knowledge-centered, assessment and community centered learning.

EDU 7213 Communication/Collaboration – 3 hours

Through an interactive and student-driven process, this course creates avenues to help support teachers' patterns of collaboration and communication; Declarative and procedural knowledge are embedded within this course.

EDU 7223 Equity for College & Career Readiness – 3 Hours

A study of the problems and issues of inequity that exist within the K-12 environment. Students will create a plan for achieving equity within the context of their specific domain. There is an expectation of explicit sharing of the final project.

EDU 7233 Instructional Leadership: Coaching Mentoring, Consulting, Evaluating – 3 hours

In this course, students will explore how embedded leaders support agency within teachers, open up professional conversation, and sustain collective efficacy.

EDU 7243 Technology Integration – 3 hours

This course studies the role of technology as a tool for inquiry that supports real-time research, access to relevant material, and tools for student exploration, learning, expression and student-driven assessment.

EDU 7253 Comparative Global Curriculum – 3 hours

This course studies pedagogy in the global environment with a study of educational processes and successful patterns of teaching and classroom environments that result in deep, rich levels of student learning.

Educational Specialist**EAD 7000 Continuous Enrollment**

As needed to complete the field study. Students will be charged for one credit hour at the specialist rate each semester the research paper is not completed. Students not enrolled in any specialist course work will not be charged the one credit hour. No credit is given for EAD 7000. Course fee \$215.

EAD 7002 Educational Technology – 2 hours

Hands on application of technology used in day-to-day functions of the superintendent as well as tools used for research in the field of education.

EAD 7003 School District Administration – 3 hours

Prepare prospective leaders in the areas of instructional leadership, decision-making, problem solving and the change process at the district level. School improvement, district management, and personnel and program management will be included in this course.

EAD 7013 Personnel Administration – 3 hours

Processes and procedures required in implementing policies and practices of effective school personnel administration including instructional and non-instructional personnel.

EAD 7023 Advanced School Finance – 3 hours

The study of school budgeting procedures, revenue and expenditure accounting, problems related to local, state, and federal financing of public school operations.

EAD 7033 School Planning & Maintenance – 3 hours

The development of a master plan and educational specifications for a school facility. Attention will be given to site and building evaluations, bond issues, remodeling, energy conservation, contractor and architectural responsibilities, equipping and maintaining plants and barrier-free facilities.

EAD 7043 Research and Statistics – 3 hours

A study of current research techniques and related statistical application. The course will be taken in conjunction with or prior to the initiation of the field study in educational leadership.

EAD 7053 Advanced School Law – 3 hours

Constitutional, statutory and case law that relates to all staff personnel, students, school district and board members' legal rights and responsibilities.

EAD 7063 Field Study – 3 hours

The completion of a field project in the form of a specialist research paper. The study may be done in cooperation with a public school district or appropriate agency. Requires formal investigation and survey of a recognized problem with a selected institution. The nature of the investigation may also be an in-depth independent research relevant to current practice in the field of education. An advisory committee made up of full-time college instructors must approve the subject for research. An oral review of the project must be presented.

EAD 7073 Internship in Superintendency – 3 hours

Field experience in the superintendency. Internship Fee: \$30.

EAD 7093 Politics in Education – 3 hours

Origins, nature and impact of political forces surrounding and influencing schools. The course will also include the increasingly complex political web of American education as well as the debate of local control versus the expanding role of state and federal government. Education and the social order will be analyzed from the perspective of school politics, demands made in the school community and the intervening variables associated with school issues.

EAD 7123 The Superintendency – 3 hours

Taken in conjunction with the internship, students will analyze and discuss topics related to current problems of school district management involving decision making, data processing, operations, research, work and wages, unions and management, state and federal control and purchasing.

EAD 7133 Capstone – 3 hours

Designed to bring all aspects of the superintendency together through summary and synthesis of the knowledge and skills acquired throughout the program. Students will develop a personal growth plan for continuing their professional endeavors. Focus will be placed on the preparation for the national assessment for superintendents.

Doctorate of Education

EAD 8002 Non-Profit Financial Management – 2 hours

This course provides an understanding of the fundamental concepts underlying financial management, controls, and analysis in the nonprofit sector. Various topics, including strategy, budgeting process techniques, major budgetary issues, financial statement analysis, revenue sources, fund development, tax strategies, debt management, human resources, risk management, cash management, basic categories of nonprofit expenditures, organizational controls, and relevant information technology will be discussed. A working knowledge of Excel is required for this course.

EAD 8012 Organizational Consulting Practice – 2 hours

This course introduces the task and relationship dimensions of organizational consulting and develops foundational competency in the areas of assessment, diagnosis, and problem solving relative to organizational performance. Students will learn key aspects essential in creating and implementing effective independent consulting practices to support schools and non-profit organizations. Data collection and analysis are key components of the course to assist students in developing skills related to conducting effective organizational evaluations.

EAD 8001 Symposium Planning and Development – 1 hour

This course is designed as a collaborative experience with administrators and professors focusing on research and practices relating to current educational issues. Small and large group work sessions will be designed and offered. The focus will be on current issues in today's educational, political and social climate. The initial course will focus on individualized progress in research development and planning. The follow up will continue to further the process, focusing on individualized methodology and statistical analysis.

EAD 8003 Leadership and the Law – 3 hours

This course examines key legal issues that govern daily and long-range decisions of educational leaders. The course focuses on understanding Missouri and federal codes, case law, policies, and significant precedent. The course emphasizes analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student rights, sunshine law, technology, contract law and real estate law and facilities. Students will examine practical application to positively influence educational institutions is the goal of the course. A

student will not have an encyclopedic knowledge of education law. Students who fully participate should gain the ability to use the law – constitutional language, statutes and legislative history, regulations, policies of local governing boards, adopted handbooks of policies and procedures – as a tool for effective and transformational leadership in their area of educational expertise.

EAD 8011 Educational Symposium – 1 hour

This course is designed as a collaborative experience with administrators and professors focusing on research and practices relating to current educational issues. Small and large group work sessions will be designed and offered. The focus will be on current issues in today's educational, political and social climate. The initial course will focus on individualized progress in research development and planning. The follow up will continue to further the process, focusing on individualized methodology and statistical analysis.

EAD 8013 Leadership in Learning – 3 hours

This course is designed for students to develop knowledge and skills necessary for leading an effective learning organization. Course work will focus on latest research and trends in instructional practice and effective district-level tools for assessing the effective implementation of these practices. Students will review and use various district-wide data collection tools and learn various approaches to data analysis. Students will synthesize latest research related to professional development practices and value the connection of performance data in creating a district-level Professional Development Plan.

EAD 8023 Educational Advocacy – 3 hours

This course will introduce students to theory related to collaborative leadership, conflict resolution and communication responsibilities and the application of those concepts to educational advocacy. Designed to empower the educational leader to be an advocate, motivator, facilitator and negotiator when working with various groups including local, state and federal officials, outside agencies, media venues, and boards of education on behalf of school children. Participants will be introduced to various concepts related to developing effective communication strategies and a focus will be given to identifying successful engagement and collaboration techniques. Students will review methods for engaging community support for program initiatives and tax referendums. They will also explore methods for building positive relationships with the media and governmental officials. Students will further explore effective methods for impacting public policy and the impact of such policy on local school districts. Students will gain an understanding in how public policies are influenced by many stakeholders. The course will emphasize effective professional communication, including written texts, speeches and social networking through the use of technology.

EAD 8033 Advanced Research – 3 hours

The course is designed to assist students in the development of the directed research pre-proposal and proposal. As part of the course students will investigate what sound research design is and how design influences the validity and credibility of the research and its findings. Students will also review and apply ethical practices of conducting research. Students will receive a possible proposal design framework and on-going assistance in developing their directed research proposal. Students should not expect to have a completed detailed directed research proposal by the end of the course.

EAD 8043 Advanced Statistics and Instrument Design – 3 hours

The focus of this course is on the development and evaluation of measurement instruments, with consideration given to the analysis of measurement data. The fundamentals of measurement will be addressed, including but not limited to: scales, scores, reliability, and validity, development of tests, scale construction and item analysis. Special consideration will be given to using standardized measures in decision making.

EAD 8053 Ethics in Personal & Professional Life – 3 hours

The course seeks to challenge leaders to develop and maintain ethical behavior in their personal and professional life. Students will examine the practice of ethical decision making as it applies to real life authentic scenarios. A focal point of this course will be the analysis and application of how servant leadership traits exemplified by Jesus Christ are still relevant in today's personal and professional settings.

EAD 8073 Directed Research – 3 hours

This course involves extensive inquiry related to the development of a research proposal on a current, relevant topic in the field of education. A proposal is an agreement between the student and the student's Directed Research Committee. Therefore, the proposal should be as specific and clearly written as possible to avoid misunderstandings between the candidate, the advisor and the Directed Research Committee. Like a pre-proposal there is no specific requirement on the number of pages or references for a proposal. The proposal and directed research will involve extensive, on-going research/writing by the candidate on a research project or topic of inquiry with advising from a faculty member. The proposal should follow the prescribed format of the final directed research paper. The proposal should be the first three chapters of a directed research paper. Students should rely on advisor's guidance for the length, level of detail, and organization of the proposal and directed research. Proposals and directed research should be organized to research the topic effectively and present the findings in an understandable manner.

Instructional Technology Leadership

ITL 5093 Field-Based Research in Instructional Technology – 3 hours

In Field-Based Research in Instructional Technology the student will carry out a formal research study in Instructional Technology and prepare a written report and oral report. Prerequisites: EDU 5083.

ITL 5613 The Instructional Role of Educational Media and Technology – 3 hours

Introduction to the skills of teaching as they relate to the role and use of educational media and technology. Students will learn how to design, develop, and evaluate an appropriate unit of instruction; develop and conduct a needs assessment; identify learning objectives; analyze learner characteristics; employ instructional strategies; and conduct evaluations.

ITL 5623 Multimedia Tools and Applications 3 hours

Multimedia Tools and Applications cover issues in the design and development of interactive multimedia instructional lessons. Course covers the tools required for the creation of interactive multimedia, and is organized around individual student projects.

ITL 5633 Instructional Material Design and Application – 3 hours

Evaluation and design of computer-based instructional materials. Hands-on experiences with the design of computer-based lessons. Instructional Material Design provides an opportunity for a student to develop a deeper understanding of the intent and design of computer-based instruction.

ITL 5643 Advanced Hardware and Software – 3 hours

Investigates hardware and software issues that arise in the development and delivery of instruction. Topics include hardware and software troubleshooting, security, networks, and distance education and communication systems.

ITL 5723 Advanced Media Management and Supervision – 3 hours

Advanced Media Management and Supervision is the study of management and supervisory techniques

and their application to the instructional media program. Includes management by objectives, staff development, and processes for change through the supervisory role of the media specialist.

ITL 5733 Leadership in School District Technology – 3 hours

This course provides an administrative perspective on instructional technology. It surveys methods of using technology to improve administrative functions, funding sources for educational technology, knowledge and sensitivity of cultural pluralism as it impacts technological considerations and legal ethical issues surrounding educational technology.

ITL 5813 Technology Planning and Budgeting – 3 hours

Designed to have students create a strategic technology plan that provides direction as well as informs various publics how technology may be used within a school or institution. Frameworks that set priorities for how to invest resources in technology aligned with institutional goals will also be discussed.

ITL 5923 Online Teaching in the K-12 Environment – 3 hours

With the realm of education constantly changing directions, online teaching has emerged on the horizon not only in college, but in high school, middle school, and even grade school levels. Students will learn how to recognize and discuss methods of engagement for students in the online world, compare and contrast advantages/disadvantages for online students, facilitate an interview regarding the online education opportunity, develop a school proposal for online classes at their school, examine the road online learning/interaction is taking, and design a lesson around media for an online class. Students will need a general understanding of the online environment in order to keep up with and successfully navigate the course.

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