

General Education Purpose Statement

Master of Education Degree

Graduate Program and Courses in Education

Master of Education Course Descriptions

Combined Bachelor/Master of Education Degree

Master of Education Degree

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General Education Purpose Statement

At the root of a liberal arts education is a group of courses that are usually referenced as general education requirements. To define this group of courses at McPherson College the faculty first identified qualities that would demonstrate the “ideal McPherson College graduate.” McPherson College’s general education program provides an opportunity for the development of a life-long learner who...

- Speaks and writes clearly and effectively;
- Acquires and evaluates information;

- Understands and is able to use mathematical properties, processes, and symbols;
- Understands religion and spiritual traditions as a quest for human identity and has examined his/her own beliefs;
- Understands the concept of holistic health and is conscious of his/her physical, emotional and spiritual well-being;
- Understands the cultural diversity of our global community;
- Assesses value conflicts in issues and makes informed ethical decisions;
- Understands the role of service and peace-making in the historical context of McPherson College and the Church of the Brethren;
- Integrates knowledge and experience with exploration and choice of career;
- Appreciates the arts and literature and is able to make informed aesthetic responses;
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- Understands the economics, social, and historical contexts of society;
- Thinks critically and creatively;
- Demonstrates the appropriate use of technology within his/her academic discipline.

To this end, all students at McPherson College are expected to complete a common set of general education requirements, defined in terms of foundations, seminars, and distribution courses. Students must complete all the general education requirements as outlined below in order to graduate.

Graduate Program and Courses in Education

The graduate level courses offered by the Curriculum and Instruction Department prepare candidates to grow professionally as service-oriented educators. Choose any of the following options: an ESOL licensure, SPED licensure only or combine those programs with the core graduate courses in education to earn the M.Ed.

These three programs (ESOL licensure, SPED licensure, and the core) are provided by the Department of Curriculum and Instruction and, like the undergraduate Teacher Education Program, are governed by the Teacher Education Board.

Teacher Education Program

The Teacher Education Program at McPherson College is accredited by the Kansas State Department of Education (900 SW Jackson Street, Topeka, Kansas 66612); and by the National Council for the Accreditation of Teacher Education (NCATE), www.ncate.org (now known as Council for the Accreditation of Educator Preparation (CAEP), www.caepnet.org). This accreditation covers the Teacher Education Program at McPherson College; however, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Mission Statement

The mission of the Teacher Education Program of McPherson College is to develop service-oriented educators who effectively blend the art and science of teaching.

Goals, Objectives, and Dispositions

Goal I: The candidate has the knowledge bases necessary to be an effective teacher in her/his field.

To accomplish this goal, the service-oriented educator will:

Objectives:

1. Acquire a broad liberal arts knowledge base.
2. Demonstrate proficiency in his/her major area of licensure.
3. Acquire effective strategies of teaching in all appropriate content areas and for all learners.
4. Recognize how students learn and develop.

Disposition: Appreciate the connections between various areas of knowledge and commit to continuous learning.

Goal II: The candidate can apply effective teaching strategies to meet the needs of all learners.

To accomplish this goal, the service-oriented educator will:

Objectives:

1. Use appropriate best practices for specific content areas and for diverse learners.
2. Reflect upon his/her teaching and analyze the practices.
3. Demonstrate understanding and use of formative and summative assessments and make modifications based on them.

4. Provide motivational techniques based on students' developmental and environmental needs.

Disposition: Value and respect students' varied talents and abilities and project enthusiasm for teaching all learners.

Goal III: The candidate fosters relationships and collaborates with school constituencies. To accomplish this goal, the service-oriented educator will:

Objectives:

1. Communicate effectively in both written and oral formats and through the use of technology
2. Solicit input from students, parents, colleagues, and the greater community.
3. Act on information received from stakeholders.

Disposition: Value the many ways in which people seek to communicate and encourage various modes of communication.

In addition to meeting the Goals, Objectives, and Dispositions of The Teacher Education Program, the graduate-level program must also meet the additional graduate-level Student Learning Outcomes:

1. Demonstrate graduate-level problems solving and analytical skills.
2. (Re)Establish a personal philosophy of education.
3. Develop graduate-level action research and writing skills.
4. Develop an understanding of current research, best practices, and new approaches to teaching and/or learning.

Licensure Requirements

The Kansas State Department of Education (KSDE) is the licensing authority in Kansas. According to Kansas regulations, the ESOL and SPED endorsements are considered added endorsements and require a teacher to already hold a license in another endorsement area prior to getting these endorsements. Those teachers choosing to add the ESOL endorsement must pass Praxis licensure exam 5361 with a minimum score of 138.

As a general rule, the ESOL endorsement will be added at the level (k-6, 6-12, or pk-12) at which the regular license is held. It is possible in some cases to add the endorsement at another level. Please consult the licensure officer (Dr. Kirchner) for details.

It is possible to seek the licensure-only option for the ESOL endorsement for candidates who do not desire the graduate courses or who already hold a master's degree.

A provisional license is available for candidates who have been hired to teach ESOL classes while simultaneously completing the licensure coursework. A provisional license is good for two years and may be renewed once with proof of successful completion of coursework. In order to obtain the provisional license a candidate must 1) already hold a valid teaching license, 2) have completed at least 50 percent of the ESOL program, 3) complete a plan of study, and 4) show proof of employment in the area.

Those students seeking the SPED endorsement must complete the special education content area test, Praxis II. Students will complete the 5543 Special Education Core Knowledge and Mild to Moderate Applications test with a minimum score of 155.

It is possible to seek the licensure-only option for the SPED endorsement for candidates who do not desire the graduate courses or who already hold a master's degree.

Student Responsibility

Students are ultimately responsible for following procedures and proper sequencing of events leading to professional development and licensure. It is important for students who plan to enter the Teacher Education Program at McPherson College to contact the chair of the program and/or the appropriate advisor.

Licensure in Kansas

In the state of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions.

McPherson College is in compliance with the federal Title II reporting guidelines.

ESOL Licensure Program

The ESOL Licensure Program prepares students for KSDE ESOL endorsement at the k-6, 6-12, or pk-12 levels. This 15 credit hour program is geared to educators wishing to work with culturally and linguistically diverse students, but will also enhance the teaching skills for those in the regular classroom.

The ESOL licensure courses can be taken in conjunction with the core courses or, for those seeking licensure only, can be taken as a stand-alone program.

Although most candidates taking courses will be licensed teachers, the ESOL graduate courses have open enrollment for anyone wishing to learn more about this field, such as those working with adult English language learners.

Required courses:

- **CI 628** Methods for Teaching ESOL (3 hours)
- **CI 638** Language Assessment(3 hours)
- **CI 648** Applied Linguistics(3 hours)
- **CI 658** Cultural Diversity(3 hours)
- **CI 668** Practicum(3 hours)

To receive the KSDE ESOL endorsement, candidates must already hold an active Kansas teaching license and pass the English to Speakers of Other Languages Praxis exam 5361 with a minimum score of 138. See more information below under Licensure Requirements.

SPED Licensure Program

SPED Licensure Program prepares students for KSDE SPED endorsement at the k-6, 6-12, or pk-12 levels. This 15 credit hour program is geared to educators wishing to work with culturally and linguistically diverse students, but will also enhance the teaching skills for those in the regular classroom.

The SPED licensure courses can be taken in conjunction with the core courses or, for those seeking licensure only, can be taken as a stand-alone licensure program.

Required courses: K-6

- **CI 610** Foundations for Special Education Services (4 hours)
- **CI 615** General Methods for Special Education Services (4 hours)
- **CI 645** Behavior Management (2 hours)
- **CI 621/631** K-6 Methods for SPED and Field Experience (5 hours)
- **CI 731** K-6 Clinical Experience (6 hours) **OR CI 733** Grades K-6 Internship (6 hours)

Required courses: 6-12

- **CI 610** Foundations for Special Education Services (4 hours)
- **CI 615** General Methods for Special Education Services (4 hours)
- **CI 645** Behavior Management (2 hours)
- **CI 661** Grades 6-12 Methods for Special Needs
- **CI 671** Grades 6-12 Field Experience
- **CI 771** Grades 6-12 Clinical Experience (6 hours) **OR CI 773** Grades 6-12 Internship (4-6 hours)

Required Courses: Pk-12

- **CI 610** Foundations for Special Education Services (4 hours)
- **CI 615** General Methods for Special Education Services (4 hours)
- **CI 645** Behavior Management (2 hours)
- **CI 641** Grades PreK-3 Methods for Special Needs (4 hours)
- **CI 651** Grades Prek-3 Field Experience (1 hour)
- **CI 681** Grades 4-12 Methods for Special Needs (4 hours)
- **CI 691** Grades 4-12 Field Experience (1 hour)
- **CI 751** PreK-12 Clinical Experience (4-6 hours) **OR CI 753** PreK-12 Internship (4-6 hours)

Graduate Courses

The core graduate courses are designed around a project-based model in which students identify an area of interest, explore possibilities for change, implement the change, and report the results. Students can focus on what they perceive to be a problem in their local environment or experiment with a new teaching technique. The courses are sequenced to walk students step-by-step through the project while simultaneously providing the theoretical and practical knowledge needed to make wise decisions.

A sub-thread running through the courses is that of the teacher as leader. Activities built into the courses help students gain confidence to become a better advocate for their students, colleagues, and district.

Required courses:

- **CI 615** Foundations in Education (3 hours)
- **CI 620** Fundamentals of Action Research (3 hours)
- **CI 625** Curriculum and Instruction (3 hours)
- **CI 640** Teacher as Leader (3 hours)
- **CI 675** Master's Project and Capstone (3 hours)

The 15 credit hours of core courses along with the 15 credit hours in the ESOL graduate licensure program constitute the needed courses for the M.Ed.

Applicants for M.Ed. or Graduate Courses in Education

Students may choose any of the following options when applying to the graduate program: ESOL licensure courses, SPED licensure courses, or combine those courses with the core graduate courses to pursue a M.Ed. degree.

Applying for ESOL licensure and/or SPED licensure:

- Application for Admission
- Official college transcript showing bachelor's degree earned

Applying to M.Ed. Program with ESOL or SPED licensure:

- Application for Admission
- Official transcripts for all colleges attended and showing bachelor's degree earned
- College GPA of 3.0
- Essay stating professional goals (300 words) – please email to teachered@mcpherson.edu
- Two letters of recommendation

All materials are reviewed by a subcommittee of the Teacher Education Board. The subcommittee's recommendation is forwarded to Teacher Education Board for final approval.

Conditional Admission

Candidates not meeting the GPA requirement identified above may be admitted to the program on a conditional status assuming there is reasonable evidence of candidate success. Conditionally admitted candidates must earn a minimum GPA of 3.0 in their first six hours in order to remain in the program.

Transfer of Graduate Credits

After acceptance into the M.Ed. program, students who have previously completed graduate credit hours at another accredited institution may apply to have up to 15 graduate credit hours accepted toward the M.Ed. degree as long as those credits have been earned in the last 10 years at the time of entry into the master's program.

To request that previously-earned credits be considered for transfer, the student must submit a final official graduate transcript along with a formal request listing the credits from the transcript the student wants considered for transfer. The formal request should include descriptions of the coursework and how it meets the requirements of the M.Ed. program at McPherson College.

Only courses in which a grade of B or better has been earned will be accepted for credit toward the M.Ed. degree. Consequently, a student's grade point average depends upon courses attempted at McPherson College only. The director of the M.Ed. program at McPherson College evaluates which courses qualify for transfer. The program director may request further information from the student, for example, course descriptions or syllabi, before making a recommendation to the registrar. With the program director's recommendation in hand, the registrar makes the final decision about the transfer credits. The registrar's decision is final and cannot be appealed.

Master of Education Course Descriptions

CI 615 Foundations of Education

3 cr hrs

This course will explore issues, problems and solutions relevant to schooling in a pluralistic society by viewing schools as social institutions that reflect and influence both the values and the cultural dynamics of a society at large. Issues of race, social class, and gender will be explored as factors of inequity that shape students and teachers both in and out of the classroom. Starting with their own lives, students investigate education as an agent of social change.

Class work as well as experiential assignments will assist participants' exploration of their own as well as their students' identities in order to identify the effects of various factors on the teaching experience, educational culture, and school change efforts. Special attention will be given to considerations necessary to implement action research projects.

CI 620 Fundamentals of Action Research

3 cr hrs

This course provides a structured approach to the practice of action research. Educators learn how to identify relevant issues, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in

their schools. Students will begin to apply action-research methodologies in their own environments.

CI 625 Curriculum and Instruction

3 cr hrs

This course begins with a historical look at the development of the curriculum in American schools followed by a review of current curricular trends. After exploring *what* is taught, attention is turned to *how* it is taught. Multiple approaches of instructions will be explored; each based on a different philosophical theory.

CI 628 Methods for Teaching ESOL

3 cr hrs

This course is designed to prepare candidates to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to ESOL specific teaching techniques and lesson and unit planning. Candidates will research current teaching trends and compile a resource file.

CI 638 Language Assessment

3 cr hrs

This graduate level course is designed to prepare candidates to assess and evaluate language focusing on English language learners. Candidates will select, design, and implement a variety of formal and informal assessments based on appropriate assessment theory (reliability, validity, and practicality). Legal issues, state testing protocol, evaluation of district level assessment systems, and the multiple purposes of assessment (placement, exit, etc.) will be reviewed.

CI 640 Teacher as Leader

3 cr hrs

Teacher as Leader is a graduate course designed to explore several roles that instructional leaders engage in, such as classroom leader, team leader, school leader, organization leader, and/or professional leader. Theoretical perspectives and research examining issues related to group dynamics, motivation, communication, and human relations are explored. Students will look at organizational change, ethical decision-making, team building and adult learning theory.

CI 648 Applied Linguistics

3 cr hrs

This graduate level course introduces candidates to language as a system with a focus on English language learners. Candidates will learn the branches of linguistics; phonology, morphology, syntax, semantics, and pragmatics and review first- and second-language acquisition theory.

CI 658 Cultural Diversity

3 cr hrs

This graduate level course introduces candidates to the diverse racial, cultural and ethnic make-up of the country and region. Candidates will be challenged to explore and confront biases found in education and in their personal life. School policies and procedures, curriculum and activities will be analyzed. Candidates will draft a multicultural stance they could implement to promote change.

CI 668 ESOL Practicum

3 cr hrs

A field experience and seminar for those seeking licensure in ESOL as part of the advanced program. In this culminating course, candidates will have the opportunity to apply knowledge learned in previous courses. Emphasis is placed on teaching, assessing, and evaluating English learners. Application to the teacher education program is required.

CI 675 M.Ed. Project and Capstone

3 cr hrs

In this course, educators will use collected data to enact change. At the end of the implementation period, students will engage in reflective assessment of themselves and their program.

SE 610 Foundations for Special Education Services

4 cr hrs

Our ultimate goal is to create classrooms in which future citizens can learn to respect individual differences, value diversity, and get along with one another. This course provides a safe environment in which to explore the history and philosophy of special education, policies and procedures in special education, and diversity in the classroom. (Fall & Spring)

SE 615 General Methods for Special Education Services

4 cr hrs

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-

identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D) including a mandatory observation of the SPED 615 student's teaching completed by the ACCK instructor. Prerequisite: SPED 610. (Fall & Spring)

SE 621 Grades K-6 Methods for Special Needs

4 cr hrs

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, and progress monitoring. SPED 631: Grades K-6 Field Experience must be taken concurrently. SPED 631 will involve 15 to 20 contact hours with school aged children including 10+ intervention sessions with one student with high-incidence special education needs. Prerequisites: SPED 610 & 615 (Fall & Spring)

SE 631 Grades K-6 Field Experience

1 cr hr

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 621. Students will participate in IEP development, lesson planning, and instruction. (Fall & Spring)

SE 641 Grades PreK-3 Methods for Special Needs

4 cr hrs

Grades PreK-3 Methods addresses matching strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. (Fall & Spring)

SE 645 Behavior Management

2 cr hrs

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include positive behavior intervention and supports, classroom management, social skills instruction, student support meetings, and functional behavioral analysis, non-averse intervention, and behavior intervention plans. (Fall, Interterm, & Spring)

SE 651 Grades PreK-3 Field Experience

1 cr hr

This is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 641. Students will participate in IEP development, lesson planning, and instruction. (Fall & Spring)

SE 661 Grades 6 - 12 Methods for Special Needs

4 cr hrs

This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated. (Fall)

SE 671 Grades 6 - 12 Field Experience

1 cr hr

This field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 661 Methods course. (Fall)

SE 681 Grades 4-12 Methods for Special Needs

4 cr hrs

This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated. (Fall & Spring)

SE 691 Grades 4-12 Field Experience

1 cr hr

This field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical,

resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 681 Methods course. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

SE 731 Grades K-6 Clinical Experience

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

SE 733 Grades K-6 Internship

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

SE 771 Grades 6-12 Clinical Experience

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for secondary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

SE 773 Grades 6-12 Internship

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for secondary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

SE 751 PreK-12 Clinical Experience

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

SE 753 PreK-12 Internship

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) an added expense. (Fall & Spring)

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- Understands the concept of holistic health and is conscious of his/her physical, emotional and spiritual well-being;
- Understands the cultural diversity of our global community;
- Assesses value conflicts in issues and makes informed ethical decisions;
- Understands the role of service and peace-making in the historical context of McPherson College and the Church of the Brethren;
- Integrates knowledge and experience with exploration and choice of career;
- Appreciates the arts and literature and is able to make informed aesthetic responses;
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- Demonstrates the appropriate use of technology within his/her academic discipline.

To this end, all students at McPherson College are expected to complete a common set of general education requirements, defined in terms of foundations, seminars, and distribution courses. Students must complete all the general education requirements as outlined below in order to graduate.

Graduate Courses in Education

The graduate level courses offered by the Curriculum and Instruction Department prepare candidates to grow professionally as service-oriented educators. Choose one or both options: ESOL graduate licensure &/or graduate courses in education.

ESOL Licensure Program

The ESOL Graduate Licensure Program will prepare students for KSDE ESOL endorsement at the k-6, 6-12, or pk-12 levels. These 15 credit hours are geared toward educators wishing to work with culturally and linguistically diverse students, but will also enhance the teaching skills for those in the regular classroom.

The ESOL licensure courses can be taken in conjunction with the core courses or, for those seeking licensure only, can be taken as a stand-alone program.

Although most candidates taking courses will be licensed teachers, the ESOL graduate certificate has open enrollment for anyone wishing to learn more about this field, such as those working with adult English language learners.

Required courses:

- **CI 628** Methods for teaching ESOL (3 hours)
- **CI 638** Language assessment(3 hours)
- **CI 648** Applied linguistics(3 hours)
- **CI 658** Cultural diversity(3 hours)
- **CI 668** Practicum(3 hours)

To receive the KSDE ESOL endorsement, candidates must already hold an active Kansas teaching license and pass the English to Speakers of Other Languages Praxis exam 5361 with a minimum score of 138. See more information below under Licensure Requirements.

Graduate Courses

The core graduate courses are designed around a project-based model in which students identify an area of interest, explore possibilities for change, implement the change, and report the results. Students can focus on what they perceive to be a problem in their local environment or experiment with a new teaching technique. The courses are sequenced to walk students step-by-step through the project while simultaneously providing the theoretical and practical knowledge needed to make wise decisions.

A sub-thread running through the courses is that of the teacher as leader. Activities built into the courses help students gain confidence to become a

better advocate for their students, colleagues, and district.

Required courses:

- **CI 615** Foundations in Education (3 hours)
- **CI 620** Fundamentals of Action Research (3 hours)
- **CI 63x** Curriculum and Instruction (3 hours)
- **CI 640x** Teacher as Leader (3 hours)
- **CI 675** Master's Project and Capstone (3 hours)

The 15 credit hours of core courses along with the 15 credit hours in the ESOL graduate certificate program constitute the needed courses for the M.Ed.*

*Licensure and degree programs pending KSDE and HLC approval anticipated in spring 2016.

Admission Requirements and Process

- Application (no fee required)
- Proof of bachelor's degree from an accredited institution
- Transcripts from all colleges
- GPA of 3.0
- Essay stating professional goals (approximately 300 words)
- Two letters of recommendation

All materials are reviewed by a subcommittee of the Teacher Education Board. The subcommittee's recommendation is forward to Teacher Education Board for final approval.

Provisional Admission

Candidates not meeting the GPA requirement identified above may be admitted to the program on a provisional status assuming there is reasonable evidence of candidate success. Provisionally admitted candidates must earn a minimum GPA of 3.0 in their first six hours in order to remain in the program.

Licensure Requirements

The Kansas State Department of Education (KSDE) is the licensing authority in Kansas. According to Kansas regulations, the ESOL endorsement is considered an added endorsement and requires a teacher to already hold a license in another endorsement area prior to getting the ESOL endorsement.

Those teachers choosing to add the ESOL endorsement must pass Praxis licensure exam 5361 with a minimum score of 138. It is possible to add the ESOL endorsement by test only. If this option is desired, a candidate could take selected courses from the ESOL program in preparation for the exam.

As a general rule, the ESOL endorsement will be added at the level (k-6, 6-12, or pk-12) at which the regular license is held. It is possible in some cases to add the endorsement at another level. Please consult the licensure officer (Dr. Kirchner) for details.

It is possible to seek the licensure-only option for the ESOL endorsement for candidates who do not desire the graduate courses or who already hold a master's degree.

A provisional license is available for candidates who have been hired to teach ESOL classes while simultaneously completing the licensure coursework. A provisional license is good for two years and may be renewed once with proof of successful completion of coursework. In order to obtain the provisional license a candidate must 1) already hold a valid teaching license, 2) have completed at least 50 percent of the ESOL program, 3) complete a plan of study, and 4) show proof of employment in the area.

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- Appreciates the arts and literature and is able to make informed aesthetic responses;
- Understands his/her relationship to the physical and biological world and the methods of science;
- Understands the economics, social, and historical contexts of society;
- Thinks critically and creatively;
- Demonstrates the appropriate use of technology within his/her academic discipline.

To this end, all students at McPherson College are expected to complete a common set of general education requirements, defined in terms of foundations, seminars, and distribution courses. Students must complete all the general education requirements as outlined below in order to graduate.

Graduate Courses in Education

The graduate level courses offered by the Curriculum and Instruction Department prepare candidates to grow professionally as service-oriented educators. Choose one or both options: an ESOL graduate certificate &/or graduate courses in education.

ESOL Graduate Certificate

The ESOL Graduate Certificate prepare students for KSDE ESOL endorsement at the k-6, 6-12, or pk-12 levels. This 15 credit hour certificate is geared to educators wishing to work with culturally and linguistically diverse students, but will also enhance the teaching skills for those in the regular classroom.

The ESOL certificate courses can be taken in conjunction with the core courses or, for those seeking licensure only, can be taken as a stand-alone program.

Although most candidates taking courses will be licensed teachers, the ESOL graduate certificate has open enrollment for anyone wishing to learn more about this field, such as those working with adult English language learners.

Required courses:

- **CI 628** Methods for teaching ESOL (3 hours)
- **CI 638** Language assessment(3 hours)
- **CI 648** Applied linguistics(3 hours)
- **CI 658** Cultural diversity(3 hours)
- **CI 668** Practicum(3 hours)

To receive the KSDE ESOL endorsement, candidates must already hold an active Kansas teaching license and pass the English to Speakers of Other Languages Praxis exam 5361 with a minimum score of 138. See more information below under Licensure Requirements.

Graduate Courses

The core graduate courses are designed around a project-based model in which students identify an area of interest, explore possibilities for change, implement the change, and report the results. Students can focus on what they perceive to be a problem in their local environment or experiment with a new teaching technique. The courses are sequenced to walk students step-by-step through the project while simultaneously providing the theoretical and practical knowledge needed to make wise decisions.

A sub-thread running through the courses is that of the teacher as leader. Activities built into the courses help students gain confidence to become a better advocate for their students, colleagues, and district.

Required courses:

- **CI 615** Foundations in Education (3 hours)
- **CI 620** Fundamentals of Action Research (3 hours)
- **CI 63x** Curriculum and Instruction (3 hours)
- **CI 640x** Teacher as Leader (3 hours)
- **CI 675** Master's Project and Capstone (3 hours)

The 15 credit hours of core courses along with the 15 credit hours in the ESOL graduate certificate program constitute the needed courses for the M.Ed.*

*Licensure and degree programs pending KSDE and HLC approval anticipated in spring 2016.

Admission Requirements and Process

- Application (no fee required)
- Proof of bachelor's degree from an accredited institution
- Transcripts from all colleges
- GPA of 3.0
- Essay stating professional goals (approximately 300 words)
- Two letters of recommendation

All materials are reviewed by a subcommittee of the Teacher Education Board. The subcommittee's recommendation is forward to Teacher Education Board for final approval.

Provisional Admission

Candidates not meeting the GPA requirement identified above may be admitted to the program on a provisional status assuming there is reasonable evidence of candidate success. Provisionally admitted candidates must earn a minimum GPA of 3.0 in their first six hours in order to remain in the program.

Licensure Requirements

The Kansas State Department of Education (KSDE) is the licensing authority in Kansas. According to Kansas regulations, the ESOL endorsement is considered an added endorsement and requires a teacher to already hold a license in another endorsement area prior to getting the ESOL endorsement.

Those teachers choosing to add the ESOL endorsement must pass Praxis licensure exam 5361 with a minimum score of 138. It is possible to add the ESOL endorsement by test only. If this option is desired, a candidate could take selected courses from the ESOL program in preparation for the exam.

As a general rule, the ESOL endorsement will be added at the level (k-6, 6-12, or pk-12) at which the regular license is held. It is possible in some cases to add the endorsement at another level. Please consult the licensure officer (Dr. Kirchner) for details.

It is possible to seek the licensure-only option for the ESOL endorsement for candidates who do not desire the graduate courses or who already hold a master's degree.

A provisional license is available for candidates who have been hired to teach ESOL classes while simultaneously completing the licensure coursework. A provisional license is good for two years and may be renewed once with proof of successful completion of coursework. In order to obtain the provisional license a candidate must 1) already hold a valid teaching license, 2) have completed at least 50 percent of the ESOL program, 3) complete a plan of study, and 4) show proof of employment in the area.

Purpose Statement

At the root of a liberal arts education is a group of courses that are usually referenced as general education requirements. To define this group of courses at McPherson College the faculty first identified qualities that would demonstrate the "ideal McPherson College graduate." McPherson College's general education program provides an opportunity for the development of a life-long learner who...

- Speaks and writes clearly and effectively;
- Acquires and evaluates information;
- Understands and is able to use mathematical properties, processes, and symbols;
- Understands religion and spiritual traditions as a quest for human identity and has examined his/her own beliefs;
- Understands the concept of holistic health and is conscious of his/her physical, emotional and spiritual well-being;
- Understands the cultural diversity of our global community;
- Assesses value conflicts in issues and makes informed ethical decisions;
- Understands the role of service and peace-making in the historical context of McPherson College and the Church of the Brethren;
- Integrates knowledge and experience with exploration and choice of career;
- Appreciates the arts and literature and is able to make informed aesthetic responses;
- Understands his/her relationship to the physical and biological world and the methods of science;
- Understands the economics, social, and historical contexts of society;
- Thinks critically and creatively;
- Demonstrates the appropriate use of technology within his/her academic discipline.

To this end, all students at McPherson College are expected to complete a common set of general education requirements, defined in terms of foundations, seminars, and distribution courses. Students must complete all the general education requirements as outlined below in order to graduate.

Statement of Mission and Identity

Business Course Descriptions

Teacher Education Course Descriptions

Health and Sport Studies Program

Health and Sport Studies Course Descriptions

Psychology Program

Statement of Mission and Identity

Business Course Descriptions

Teacher Education Course Descriptions

Health and Sport Studies Program

Health and Sport Studies Course Descriptions

Statement of Mission and Identity

Business Course Descriptions

Teacher Education Course Descriptions

Health and Sport Science Program

Health and Sport Science Course Descriptions

Statement of Mission and Identity

Business Course Descriptions

Teacher Education Course Descriptions

Philosophy & Religion Course Descriptions

Statement of Mission and Identity

Business Course Descriptions

Teacher Education Course Descriptions

Philosophy & Religion Course Descriptions

Statement of Mission and Identity

McPherson College is a vibrant community of persons from diverse faiths and cultural backgrounds committed to its mission: *to develop whole persons through scholarship, participation and service.*

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a 130-year history of providing excellent career-oriented liberal arts education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, non-violence, non-conformity and transformation through education. Brethren strive to “continue the work of Jesus – peacefully...simply...together.”

McPherson College’s programs integrate career guidance and practical experiences into a traditional liberal arts curriculum that upholds the highest standards of academic excellence. Our goal is to help students discern a vocational call consistent with their gifts and interests and to prepare them for a life of meaningful work.

Community is central to McPherson College. We affirm diversity within the community, emphasizing unity and acceptance rather than judgment and rejection. Because we believe that the pursuit of truth is a collective endeavor, and that the point of scholarly learning is to advance the common good, McPherson College aspires to be a healthy community of learning where whole persons nurture and balance their physical, intellectual, and spiritual components; develop and live in respectful, reciprocal relationships with others; and are committed to responsible service to the world.

To accomplish our mission, McPherson embraces the ideals of scholarship, participation and service.

Scholarship. All absolute Truth is God’s Truth and humankind must labor diligently in the pursuit of truth we can know; thus, McPherson College upholds the highest standards of academic excellence. Faculty strive to teach students to think critically and independently, to communicate clearly and effectively, to integrate knowledge across the disciplines, and to assess the value conflicts in issues. This is done without coercion, letting the evidence lead the search, and with respect for the consciences and value differences of others.

Participation. Students apply knowledge, practice skills, and deepen and broaden their understanding of themselves and others through active participation in diverse learning experiences. A smaller community requires greater participation from its members. For these reasons, McPherson College

is committed to being a small college and encouraging student participation in a variety of activities.

Service. God's love is personified in the life of Jesus who came to serve the world. Through works of peacemaking and compassion, humanity responds to God's love and becomes an instrument of God's servanthood in the world. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others.

Business Course Descriptions

Economics

EC 201 Principles of Economics: Macro

3 hours

The first semester of general economics deals with these major topics: supply and demand, the market system, the role of government; unemployment, economic fluctuations; fiscal and monetary policy approaches to economic stabilization; impact of international trade issues on domestic economic problems. (Fall)

EC 202 Survey of Economics

3 hours

This course is designed to provide non-business majors with a basic understanding of key economic principles from both the "macro" and "micro" perspectives. Topics will include: supply and demand, economic goals and measures, market types, economic fluctuations, monetary and fiscal policy, and international trade. (Spring)

EC 204 Principles of Economics: Micro

3 hours

The second semester of general economics study. The course focuses on concepts of supply and demand in the context of perfect and imperfect product and resource markets. In addition, students apply economic concepts to a variety of current topics, labor unions, income distribution, and health care. Prerequisite: EC 201. (Spring)

EC 452 International Finance (dormant)

3 hours

Accounting

AC 202 Survey of Accounting

3 hours

This course is designed for managers and personnel in organizations of all sizes who must work with, and understand, accounting and financial information; without overemphasizing the mechanics and technical language of accounting. Students will learn how to read and use financial statements and financial information to make business decisions. Topics include fundamental financial accounting, fundamental cost accounting, terminology, cash and internal control, financial statement analysis, and cash flow. (Fall)

AC 205 Financial Accounting

3 hours

A study of the elements of accounting, the balance sheet, income statement, principles of double entry accounting, the process of closing books, and depreciation methods. (Fall)

AC 206 Managerial Accounting

3 hours

A continuation of Financial Accounting, with the emphasis on various entity capital structures, analysis and interpretation of financial statements, statement of cash flows, present value concepts, and introduction to cost accounting. Prerequisites: AC 205. (Spring)

AC 305 Intermediate Accounting I

3 hours

The first of two in-depth financial accounting courses. The conceptual framework, critical analysis of generally accepted accounting principles, and applications are stressed. Topics include the balance sheet, income statement, the statement of cash flows debt financing, equity financing, earnings per share, and accounting changes and error correction. Prerequisites: C or better in AC 205. (Fall)

AC 306 Intermediate Accounting II

3 hours

The second of two in-depth financial accounting courses. Continued in-depth analysis of generally accepted accounting principles and related applications are emphasized. Topics include the earnings management, revenue cycle, revenue recognition, inventory and cost of goods sold, non-current operating assets, investments, leases, income taxes, pensions, other payroll topics, derivatives, contingencies, etc. Prerequisites: AC 305.(Spring)

AC 315 Cost Accounting

3 hours

The study of standard costing, cash budgeting, process costing, job order costing and their applications to the management decision process. Prerequisite: AC 206, G-BA 130. (Fall, even years)

AC 316 Individual Income Tax

3 hours

The study of individual income tax theory, planning and application. Prerequisites: G-BA 130 and AC206. (Fall)

AC 320 Accounting Information Systems

3 hours

The concept of accounting information systems refers to all accounting procedures designed and implemented to ensure that transactions are properly recorded, processed, and disclosed. This course will use the case method of instruction to assist student skill development in evaluation and construction of accounting systems. This course also provides comprehensive understanding and practical application skills of Intuit's Quickbooks software. Prerequisites: G-BA 130, and AC 206 concurrently. (Spring)

AC 437 Principles of Auditing

3 hours

The following topics are included in this course: theory and application of the following concepts: materiality, risk, internal control evaluation, and audit evidence (analytical and substantive). Students will learn to evaluate the risk of financial statement assertions and choose appropriate audit procedures. This course concentrates on auditing standards generally accepted in the United States as issued by the AICPA auditing standards board and PCOAB. Other items include financial statement fraud, independence, legal liability, and ethical responsibilities. Concurrent: AC 306 and AC 320. (Spring, odd years)

Business Administration

G-BA 130 Principles of Business Management

3 hours

This course introduces the student to the management process. The course takes an integrated approach to management by examining the role of the manager from a traditional and contemporary perspective while applying decision-making and critical-thinking skills to the challenges facing managers in today's globally diverse environment. The course examines the techniques for controlling, planning, organizing resources and leading a social institution. Introductory finance and accounting principles will also be addressed. (Fall and Spring)

G-CM 218 Business and Professional Communication

3 hours (Language Intensive)

Business and Professional Communication is a course designed to expose students to strategies for effective communication in a business environment. Students will deal with both oral and written forms of communication. The course will also deal with the effective communication of information through the use of spreadsheets and graphs, as well as on-line communication skills that are essential to success in today's business environment. Students will learn effective techniques for using technology to enhance an oral presentation as well. (Fall)

G-BA 220 Business Applied Statistics

4 hours

This course is a study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The student will receive a solid foundation in mathematical theory, practical application, and Microsoft Excel. Prerequisites: ID119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22 or an SAT math score of 560. (Spring)

BA 221 Marketing

3 hours

A study of marketing institutions and the functions which they perform: pricing, promotion, distribution, and product development. The course will also address effects of external domestic and international environments on marketing strategy. Prerequisite: G-BA 130. (Fall)

G-BA 230 Personal Finance

3 hours

This course provides an overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. This class is recommended for non-business majors. (Fall, Interterm)

BA 235 Entrepreneurship and Small Business Management

3 hours

Focus is on the start-up and development of a small business. Topics include acquisition of capital; design of accounting systems and cash control; principles of taxation and payroll deductions; financial statement analysis; legal issues related to workers' compensation, product liability, contracts fundamentals, and forms of business organization; election, hiring, and appraisal of employees; marketing of product; inventory control; location and facilities analysis; and regulatory impacts. Course requires preparation of a complete business plan. Concurrent: G-BA 130. (Fall)

BA 315 Business Law

3 hours

This course is designed to help students master the fundamental and legal and regulatory knowledge necessary to perform in today's business environment. Students will develop an understanding of how to solve a legal problem and will study topics such as contracts, sales governed by the UCC, bankruptcy, principle- agent relationships and employer/employee legal issues. (Spring)

BA 320 Management Information Systems

3 hours

The concept of management information systems refers to all management procedures designed and implemented to insure that data related to the basic goals, strategies, and operations of the business entity are properly and timely collected, processed, and reported. This course will use the case method of instruction to assist student skill development in evaluation and construction of management systems. This course also provides comprehensive understanding and practical application skills of Microsoft's Access software. Prerequisites: G-BA 130. (Spring)

BA 322 Advertising and Promotion

3 hours

Advertising and promotion is a course that directly relates to marketing and how advertising drives the company's marketing plan. The class will explore all forms of print and electronic media and learn to evaluate the effectiveness of advertising. The class will revolve around applying material from the text, to developing and executing an actual advertising plan. Client meetings will be held with the organization we will be preparing advertising. After the completion of this course, students will have a full understanding of what goes into an advertising campaign. The students will have a greater appreciation for what it takes to produce a 30-second commercial and budgeting, negotiating and persuading the client. Prerequisite: BA 221 (Fall)

BA 324 Organizational Behavior

3 hours

In depth exploration of the management functions of organizing and leading/directing. Emphasis on individual motivation, group process and team management, leadership styles and effectiveness, organizational communication, decision-making, managing global workforces and diversity, management of change, organizational culture, and organizational design. Prerequisite: G-BA 130, Grade of C or better in EC 204 or EC 202. (Fall)

BA 325 Financial Management

3 hours

A study of concepts in financial management including the time-value of money, ratio analysis, cost of capital, capital budgeting, and the valuation of stocks and bonds. The course includes a term project to evaluate the performance of publicly traded companies within an industry. (Book Fee) Prerequisites: AC 206 (Fall)

BA 327 Consumer Behavior

3 hours

This course is designed to help students evaluate why people do what they do when they buy something. Students will examine behavioral science concepts applicable to understand the buyer's behavior and investigate specific processes of consumer decision-making. Topics will include: purchase decisions, reference groups; and sociological, psychological, and economic aspects of consumer behavior. Additional topics will include: environmental influences on consumer evaluation, consumer attitudes, and post-purchase evaluation. Prerequisite: BA 221. (Spring)

BA 339 Human Resource Management

3 hours

A study of the processes, problems, and opportunities associated with the human resources deployed by an organization. Major topics include planning, staffing, training and development, compensation, employee relations. Prerequisite: G-BA 130. (Spring)

BA 342 International Business

3 hours

This course is a study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets, monetary systems, national trade policy, and international laws. This course also addresses cultural variables in business, and examines how each of a number of basic management activities must be handled differently in the international environment. Prerequisites: EC 204, G-BA 130. (Fall)

G-BA 342IT International Business Travel Trip

3 hours

This course is designed to deliver students a holistic experience of a country other than the United States, with primary attention given to business commerce, and trade relations in a foreign country. Topics experienced will include: economic history through present day, cultural, as well as other historical attributes. The course destination can change year-by-year. Prior course destinations include: Costa Rica and Australia.

BA 345 Customer Sales Management

3 hours

This course is designed to demystify the negative stereotypes of sales by exposing students to the sales process and how it fits into the structure of a business and specifically within marketing. Students will practice customer management tactics, negotiation, and persuasive sales techniques. Prerequisites: G-BA 130, BA 221, G-CM 218. (Spring)

BA 426 Financial Analysis

3 hours

A continuation of Financial Management examining in greater depth the topics of capital budgeting, capital structure, financial forecasting, working capital management, acquisitions, and dividend/stock repurchase policies. The primary teaching method is application utilizing case studies. Through these case studies, students will gain an intermediate to advanced proficiency level in Microsoft Excel. Prerequisites: BA 325, and AC 305 recommended. (Spring)

BA 427 Marketing Research

3 hours

This course focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Accordingly, this course is appropriate for both prospective users of research results and prospective marketing researchers. Prerequisite: C or better in BA 221, BA 322, and concurrent BA 327. (Spring)

BA 428 Investments

3 hours

A study of investment media, sources of investment information, the stock risk, modern portfolio theory, and the analysis and evaluation of industries and firms. As part of this class students manage \$350,000 of the college's endowment. Prerequisite: EC 204 or EC 202, and BA 325 (Spring)

BA 451 Money and Banking

3 hours

A study of the nature and function of money, its relation to prices, and the many functions of the American banking system. Prerequisite: EC 204, AC 206. (Fall)

BA 475 Business Strategy and Policy

3 hours (Senior Seminar and Language Intensive)

This is a capstone course for all Business majors. This course is an intense study of the role of strategic planning in the success of an organization. It provides a framework for such planning and the practical application of strategic planning through case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements. (Spring)

BA 490 Operations Management

3 hours

Operations Management encompasses the theory and application of managing both service and manufacturing industry processes. Topics include: value chain, supply chain, inventory, resource, quality, sequencing, as well as capacity management techniques and practices. Additional areas of emphasis include: operations strategy, goods and services design, facility design, forecasting, process selection and sequencing. Students can expect to learn both the theoretical basis and mathematical application of operations management processes. Prerequisites: G-BA 130. (Fall)

Special Course Options

295/495 Field Experience (1-4 hours)

297 Study Abroad (12-16 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (3-10 hours)

445 Readings and Research (1-4 hours)

Teacher Education Course Descriptions

(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)

CI 101 (SPED 320) Beginning American Sign Language

2 hours

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

CI 105 Social Studies Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the social studies portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

CI 106 Mathematics Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the mathematics portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

G-CI 150 Introduction to Education

3 hours

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher. (Fall and Spring)

CI 202 (SPED 322) Intermediate American Sign Language

2 hours

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing. (Spring)

CI 220 Principles and Strategies of Teaching

3 hours

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and professional responsibilities. (Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses except G-CI 333.

CI 232 Educational Technology

2 hours

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

G-CI 251 Introduction to Education Practicum

1 hour

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351.

Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. Prerequisite: G-CI 150 and consent of the Director of Field Experiences. (Interterm; Fall or Spring by education department approval only) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

CI 315 Reading in the Content Field

2 hours

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

G-CI 333 Intercultural Education Seminar

2 hours

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. Prerequisite: CI220. (Fall and Spring)

CI 351 Secondary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. Concurrent with CI455. (Fall and Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

CI 401/AR 401 Methods for Teaching Art in the Secondary School

2 hours

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

CI 404 (ED 450) Methods for Teaching Modern Language

3 hours

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School

3 hours

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School

3 hours

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School

3 hours

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools

2 hours

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm)

CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School

3 hours

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School

3 hours

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School

1 or 2 hours (1 hour for ELED majors; 2 hours for PE majors)

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Fall)

CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School

3 hours

This course is designed to prepare students to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

CI 451/PA 451 Methods for Teaching General Music in the Elementary School

3 hours

For music education majors. The methods and materials for music teaching at elementary level. (Fall, odd years)

CI 453/PA 453 Methods for Teaching Vocal Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Spring, even years)

CI 454/PA 454 Methods for Teaching Instrumental Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Spring, odd years)

CI 455 The Teaching-Learning Process

3 hours (Language Intensive)

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. Concurrent with junior practicum - EE 375 or CI 351. (Fall and Spring)

CI 475 Student Teaching in the Secondary School

6 or 12 hours

Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

CI 476 Professional Seminar in Education

2 hours

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall and Spring)

CI 495/295 Field Experiences in Education

1-4 hours

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring. By Permission Only.) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

G-EE 210 Children's Literature

3 hours (Language Intensive)

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

EE 230 Mathematics Content for Elementary Teachers

3 hours

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

EE 301/AR 358 Methods for Teaching Art in the Elementary School

1 or 4 hours (1 hour for ELED majors, 4 hours for Art majors)

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

EE 303 Reading and Language Arts I

4 hours (Language Intensive)

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

EE 304 Methods for Teaching Music in the Elementary School

1 hour

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School

1 or 2 hours (1 hour for ELED majors, 2 hours for PE majors)

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and

practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

EE 306 Methods for Teaching Science in the Elementary School

3 hours

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

EE 307 Methods for Teaching Mathematics in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. This course includes a field experience. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

EE 309 Methods for Teaching Social Studies in the Elementary School

3 hours

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. This course includes a field experience. Prerequisite: CI 220. (Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

EE 375 Elementary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall and Spring; Interterm by education department permission only) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

EE 444 Reading/Language Arts II

3 hours

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. This course includes a field experience. Prerequisites: EE 303 and CI 220 (Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

EE 465 Student Teaching in the Elementary School

6 or 12 hours

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SE 210 Introduction to Infants, Children, and Youth with Special Needs

3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a

prerequisite for other special education courses. (Fall and Spring)

SPED 220 Field Experience in Services for Students with Special Needs

1 hour

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. (Fall, Interterm, Spring, and Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 310 Foundations for Special Education Services

4 hours

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

SPED 315: General Methods for Special Education Services

4 hours

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

SPED 321 Grades K-6 Methods for Special Needs

4 hours

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 331 Grades K-6 Field Experience

1 hour

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 341 Grades PreK-3 Methods

4 hours

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

SPED 345 Behavior Management

2 hours

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

SPED 351 Grades PreK-3 Field Experience

1 hour

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

SPED 361 Grades 6-12 Methods for Special Needs

4 hours

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post- school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall)

SPED 371 Grades 6-12 Field Experience

1 hour

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 381 Grades 4-12 Methods

4 hours

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated. (Spring)

SPED 391 Grades 4-12 Field Experience

1 hour

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course. (Spring) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 431 Grades K-6 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 433 Grades K-6 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 451 Grades PreK-12 Clinical Experience

5 hours

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 453 Grades PreK-12 Internship

5 hours

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level

(PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 471 Grades 6-12 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371 Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 473 Grades 6-12 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer) *This course requires proof of negative TB test, completion of liability and felony forms, and may require a fingerprint background check (depending on placement) at an added expense.*

SPED 499 Capstone Issues

1 hour

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

SPED 349 Communication Development and Communication Disorders

3 hours

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

SPED 380/678 Topics in Special Education:

1 hour

This course will focus on bringing the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

Special Course Options

295/495 Field Experience (1-4 hours)

297 Study Abroad (12-16 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (3-10 hours)

445 Readings and Research (1-4 hours)

Philosophy & Religion Course Descriptions

G-PR 101 Old Testament-Hebrew Bible: God and People in Ancient Israel

3 hours

An exploration of the history, literature, and religion of ancient Israel using selected portions of the Hebrew Bible (Old Testament) as primary sources. The course focuses on major themes that have shaped the life and faith of both Jewish and Christian religious communities to this day, and will provide students opportunities to consider how these themes might inform their thinking about their own lives. (Fall)

G-PR 102 Jesus: New Testament Foundations

3 hours

An introduction to the New Testament that focuses on understanding the life and teachings of Jesus in his first-century context. The course will also explore how these foundational texts continue to inform Christian life and faith, and will provide students opportunities to ponder the potential impact of these reflections on their own lives. (Fall)

G-PR 104 or *G-PR 104L Ethics

3 hours (not Language Intensive) or 4 hours (Language Intensive)

This course enables students to think critically about moral values and the process of ethical decision-making. Students will be challenged, both to understand how and why others think about the moral life as they do, and to evaluate critically their own moral values and the ways they resolve ethical problems. (Fall, Interterm, and Spring)

***G-PR 106L Spiritual Pathways: Transformation, Compassion, and Vocation**

3 hours (Language Intensive)

An introduction to religion that considers (1) how different religious traditions understand life as a journey in search of spiritual awakening and transformation and (2) how these different traditions in turn see compassion for others and devotion to service as two keys to living an authentic human life. In view of the preceding, the course culminates with a reflection on the meaning of personal vocation and offers students an opportunity to consider their own individual life callings. (Fall)

G-PR 107 Critical Thinking

3 hours

This course will help students understand how we draw conclusions about what is true in any and all aspects of life. The goal of the course is for students to develop their skill at evaluating the quality of their thinking, especially by becoming aware of common ways in which our reasoning goes wrong. The course will encourage students to consider both how critical thinking can become a way of life, and the positive impact that critical thinking can have on our world. (Spring)

G-PR 201 Introduction to Philosophy

3 hours

This course will introduce students to the activity of philosophy. In dialogue with the Western philosophical tradition, students will practice systematic, critical, and deep reflection on some of the most fundamental questions that can be asked, for example, What can we know, and how? What does it mean to be human? Does life have ultimate meaning, and what might that meaning be? Students will be introduced to the concept of a "life philosophy" and provided the opportunity to develop their own personal philosophies of life. (Fall, and Interterm even years)

G-PR 202 Christian Traditions

3 hours

An exploration of different, contemporary traditions of Christian faith and practice that will help students grasp some of the diverse ways that Christians today understand the meaning of following Jesus. The course will consider important texts from these diverse traditions, as well as biographies of some of their key representatives, and then ponder their significance for Christians and non-Christians alike who seek to live lives of meaning and purpose. (Spring)

G-PR 203 Science and Religion

3 hours

Especially in the United States, science and religion are typically presupposed to be in conflict with each other. This course starts from a different presupposition. It begins by exploring in some detail the story of the universe told by contemporary cosmology and evolutionary biology, and in the process invites students to consider how a dialogue between science and faith might lead to a rich, coherent, and personally meaningful understanding of humanity and of humanity's place in the universe. (Spring)

G-PR 204 Peacemaking: Religious Perspectives

3 hours

This course critically engages diverse religious perspectives on peacemaking. It begins by exploring the various positions on non-resistance, non-violence, and humanitarian service taken by the historic peace churches: Mennonite, Quaker, and Brethren. It then seeks precedents for these positions in Christianity's past, and finally moves forward into the present, with special attention to conversations within and between different world religions about the religious roots of violence, and about the vital contribution that religious believers and communities can make to world peace. (Spring, odd years)

G-PR 206 Religion and Environmental Stewardship

3 hours

Beginning with Christianity and then exploring the perspectives of other religions, western and eastern, this course explores how religious belief and practice impact human attitudes toward the natural world, shaping in turn both how environmental problems are perceived, and the steps that are,

or are not, taken to address these problems, such as global climate change, preserving biological diversity, and the consequences of environmental degradation for the poor. Throughout, students will be given opportunities to evaluate critically their own sense of vocation to environmental stewardship. (Spring, even years)

G-PR 302 Politics and Religion

3 hours

This course considers how religion and politics have influenced each other in the United States, as well as the ways that Americans have understood those influences. Topics include the interplay between church and state, the politics of sexuality, gender, and race, and the relation between religion and democracy.

PR 303 Readings in Theology/Philosophy

2-3 hours

In recent years, this course has been designed around the topic of thanatology: examining origin of death cultural mythologies, psychological stages of dying, interpretations of near death experiences, organ-tissue donations, world funeral practices, and beliefs of life after death in the world's major faiths. However, the course may cover other topics as well.

G-PR 304 The Church of the Brethren and Beyond: The Christian Church Serves Our World

3 hours

With special emphasis on the Church of the Brethren, a study of how Christian churches are helping to serve others and bring peace amidst the many cultural, racial, and political struggles of our day.

G-PR 306 World Religions

3 hours

An introduction to major world religions, including, but not limited to: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. The goal is for students to understand key teachings and practices of each, and thereby to develop an understanding of and empathy for how adherents of these traditions experience life and the world around them. Finally, student will consider how their study of these traditions might contribute to their own life and thought.

PR 375 Junior Seminar

1 hour

Philosophy and Religion majors during their junior year are required to meet together to critically reflect on the idea of vocation from a variety of religious and philosophical perspectives, and then both to research a profession they are considering and to reflect on how pursuing that profession might answer to their developing sense of vocation.

PR 411 Travel

3-4 hours (Can be repeated)

Students from all majors have the unique opportunity to experience firsthand the religions and philosophies of different cultures and environments through international or domestic travel. (Interterm)

PR 431 Topics in Religious and Theological Studies

3 hours

An in-depth study of a particular religion or topic in religious studies, or of a particular person or topic in Christian history or theology. Emphasis will be placed on critically reading key texts and understanding religious or theological subjects in their appropriate contexts, and then engaging them from the perspectives of students' own interests and life philosophies. Topics will vary from year to year. For example, the course might study Islam or Buddhism, or topics like religious ritual or religious art and architecture. Or it might focus on a figure such as Augustine or Thomas Merton, or on topics like Christian worship or problems in Christian ethics. (Fall, even years)

PR 432 Topics in Philosophy

3 hours

A study of a specific field within philosophy that will introduce its important questions and help students understand and evaluate critically the different answers that philosophers have proposed. The emphasis throughout will be on practicing the methods of philosophical reflection and debate. Topics will vary year to year, for example, philosophy of law, philosophy of science, philosophy of mind, philosophy of religion, or aesthetics (philosophy of art). (Fall, odd years)

PR 475 Senior Seminar/Thesis

2 hours

Senior Philosophy and Religion majors are required to do a senior thesis with the topic approved by their departmental advisor no later than midterm of the fall semester. Students may enroll for the course fall, interterm, or spring during their senior year, but are expected to work on their project throughout the year in consultation with their departmental advisor, and to meet periodically with other Philosophy and Religion seniors as

they do so.

Special Course Options

295/495 Field Experience (1-4 hours)

297 Study Abroad (12-16 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (3-10 hours)

445 Readings and Research (1-4 hours)

Statement of Mission and Identity

McPherson College is a vibrant community of persons from diverse faiths and cultural backgrounds committed to its mission: *to develop whole persons through scholarship, participation and service.*

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a 130-year history of providing excellent career-oriented liberal arts education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, non-violence, non-conformity and transformation through education. Brethren strive to “continue the work of Jesus – peacefully...simply...together.”

McPherson College’s programs integrate career guidance and practical experiences into a traditional liberal arts curriculum that upholds the highest standards of academic excellence. Our goal is to help students discern a vocational call consistent with their gifts and interests and to prepare them for a life of meaningful work.

Community is central to McPherson College. We affirm diversity within the community, emphasizing unity and acceptance rather than judgment and rejection. Because we believe that the pursuit of truth is a collective endeavor, and that the point of scholarly learning is to advance the common good, McPherson College aspires to be a healthy community of learning where whole persons nurture and balance their physical, intellectual, and spiritual components; develop and live in respectful, reciprocal relationships with others; and are committed to responsible service to the world.

To accomplish our mission, McPherson embraces the ideals of scholarship, participation and service.

Scholarship. All absolute Truth is God’s Truth and humankind must labor diligently in the pursuit of truth we can know; thus, McPherson College upholds the highest standards of academic excellence. Faculty strive to teach students to think critically and independently, to communicate clearly and effectively, to integrate knowledge across the disciplines, and to assess the value conflicts in issues. This is done without coercion, letting the evidence lead the search, and with respect for the consciences and value differences of others.

Participation. Students apply knowledge, practice skills, and deepen and broaden their understanding of themselves and others through active participation in diverse learning experiences. A smaller community requires greater participation from its members. For these reasons, McPherson College is committed to being a small college and encouraging student participation in a variety of activities.

Service. God’s love is personified in the life of Jesus who came to serve the world. Through works of peacemaking and compassion, humanity responds to God’s love and becomes an instrument of God’s servanthood in the world. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others.

Business Course Descriptions

Economics

EC 201 Principles of Economics: Macro

3 hours

The first semester of general economics deals with these major topics: supply and demand, the market system, the role of government; unemployment, economic fluctuations; fiscal and monetary policy approaches to economic stabilization; impact of international trade issues on domestic economic problems. (Fall)

EC 202 Survey of Economics

3 hours

This course is designed to provide non-business majors with a basic understanding of key economic principles from both the “macro” and “micro” perspectives. Topics will include: supply and demand, economic goals and measures, market types, economic fluctuations, monetary and fiscal policy, and international trade. (Spring, even years)

EC 204 Principles of Economics: Micro

3 hours

The second semester of general economics study. The course focuses on concepts of supply and demand in the context of perfect and imperfect product and resource markets. In addition, students apply economic concepts to a variety of current topics, labor unions, income distribution, and health care. It is recommended, but not required, to take EC 201 prior to EC204. (Spring)

EC 451 Money and Banking

3 hours

A study of the nature and function of money, its relation to prices, and the many functions of the American banking system. Prerequisite: EC 204, AC 206. (Fall)

EC 452 International Finance

3 hours

This ...

Accounting

AC 205 Financial Accounting

3 hours

A study of the elements of accounting, the balance sheet, income statement, principles of double entry accounting, the process of closing books, and depreciation methods. (Fall)

AC 206 Managerial Accounting

3 hours

A continuation of Financial Accounting, with the emphasis on various entity capital structures, analysis and interpretation of financial statements, statement of cash flows, present value concepts, and introduction to cost accounting. Prerequisites: AC 205. (Spring)

AC 305 Intermediate Accounting I

3 hours

The first of two in-depth financial accounting courses. The conceptual framework, critical analysis of generally accepted accounting principles, and applications are stressed. Topics include the balance sheet, income statement, the statement of cash flows debt financing, equity financing, earnings per share, and accounting changes and error correction. Prerequisites: EC 204,C or better in AC 205. (Fall)

AC 306 Intermediate Accounting II

3 hours

The second of two in-depth financial accounting courses. Continued in-depth analysis of generally accepted accounting principles and related applications are emphasized. Topics include the earnings management, revenue cycle, revenue recognition, inventory and cost of goods sold, non-current operating assets, investments, leases, income taxes, pensions, other payroll topics, derivatives, contingencies, etc. Prerequisites: AC 305.(Spring)

AC 315 Cost Accounting

3 hours

The study of standard costing, cash budgeting, process costing, job order costing and their applications to the management decision process. Prerequisite: AC 206, BA 224. (Fall, even years)

AC 316 Individual Income Tax

3 hours

The study of individual income tax theory, planning and application. Prerequisites: EC 204, AC 206, BA 224. (Fall, odd years)

AC 320 Accounting Information Systems

3 hours

The concept of accounting information systems refers to all accounting procedures designed and implemented to ensure that transactions are properly recorded, processed, and disclosed. This course will use the case method of instruction to assist student skill development in evaluation and construction of accounting systems through application of the systems approach. Basic systems concepts and computer resources will be

addressed concurrently with BA 320. Students may not receive credit for both AC 320 and BA 320. Prerequisites: AC 206, BA 224. (Spring)

AC 437 Auditing

3 hours

The following topics are included in this course: theory and application of the following concepts: materiality, risk, internal control evaluation, and audit evidence (analytical and substantive). Students will learn to evaluate the risk of financial statement assertions and choose appropriate audit procedures. This course concentrates on auditing standards generally accepted in the United States as issued by the AICPA auditing standards board and PCOAB. Other items include financial statement fraud, independence, legal liability, and ethical responsibilities. Prerequisites: AC 306, 315, and 320. (Spring, odd years)

Business Administration

G-BA 101 Introduction to Business

3 hours

An introduction to the study of business for all students entering the business program at McPherson College. The course will highlight topics such as the environment of business, current business trends, business management, management of human resources, marketing management, information management, and managing financial resources. In addition, the course will examine McPherson College curriculum and resources, career aspirations, and necessary business skills. (Fall and Spring)

G-CM 218 Business and Professional Communication

3 hours (Language Intensive)

Business and Professional Communication is a course designed to expose students to strategies for effective communication in a business environment. Students will deal with both oral and written forms of communication. The course will also deal with the effective communication of information through the use of spreadsheets and graphs, as well as on-line communication skills that are essential to success in today's business environment. Students will learn effective techniques for using technology to enhance an oral presentation as well. (Fall)

G-BA 220 Business Applied Statistics

4 hours

A study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The student will receive a solid foundation in mathematical theory, practical application, and MS Excel. Prerequisites: ID119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22, or an appropriate score on the departmental placement test. (Spring)

BA 221 Marketing

3 hours

A study of marketing institutions and the functions which they perform: pricing, promotion, distribution, and product development. The course will also address effects of external domestic and international environments on marketing strategy. (Fall)

BA 224 Principles of Management

3 hours

An introductory study of management based on the four primary functions of management: planning, organizing, leading, and controlling. Students will also have the opportunity to survey a variety of management literature. (Fall and Spring)

G-BA 230 Personal Finance

3 hours

This course provides an overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. This class is recommended for non-business majors in their junior or senior years. (Fall)

BA 235 Entrepreneurship and Small Business Management

3 hours

Focus is on the start-up and development of a small business. Topics include acquisition of capital; design of accounting systems and cash control; principles of taxation and payroll deductions; financial statement analysis; legal issues related to workers' compensation, product liability, contracts fundamentals, and forms of business organization; election, hiring, and appraisal of employees; marketing of product; inventory control; location and facilities analysis; and regulatory impacts. Course requires preparation of a complete business plan. Prerequisite: AC 205. (Fall)

BA 315 Business Law

3 hours

This course is designed to help students master the fundamental and legal and regulatory knowledge necessary to perform in today's business

environment. Students will develop an understanding of how to solve a legal problem and will study topics such as contracts, sales governed by the UCC, bankruptcy, principle- agent relationships and employer/employee legal issues. (Spring)

BA 320 Management Information Systems

3 hours

The concept of management information systems refers to all management procedures designed and implemented to insure that data related to the basic goals, strategies, and operations of the business entity are properly and timely collected, processed, and reported. This course will use the case method of instruction to assist student skill development in evaluation and construction of management systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with AC 320. Students may not receive credit for both BA 320 and AC 320. Prerequisites: BA 224. (Spring)

BA 322 Advertising and Promotion

3 hours

Advertising and promotion is a course that directly relates to marketing and how advertising drives the company's marketing plan. The class will explore all forms of print and electronic media and learn to evaluate the effectiveness of advertising. The class will revolve around applying material from the text, to developing and executing an actual advertising plan. Client meetings will be held with the organization we will be preparing advertising. After the completion of this course, students will have a full understanding of what goes into an advertising campaign. The students will have a greater appreciation for what it takes to produce a 30-second commercial and budgeting, negotiating and persuading the client. Prerequisite: BA 221 (Fall)

BA 324 Organizational Behavior

3 hours (language intensive)

In depth exploration of the management functions of organizing and leading/directing. Emphasis on individual motivation, group process and team management, leadership styles and effectiveness, organizational communication, decision-making, managing global workforces and diversity, management of change, organizational culture, and organizational design. Prerequisite: BA 224 Principles of Management (Fall)

BA 325 Financial Management I

3 hours

A study of concepts in financial management including evaluation of financial performance, valuation of securities, and capital budgeting. This course includes a term project designed to evaluate the financial performance of publicly traded companies within an industry. (Book Fee) Prerequisites: AC 206 (Fall)

BA 327 Consumer Behavior

3 hours

This course is designed to help students evaluate why people do what they do when they buy something. Students will examine behavioral science concepts applicable to understand the buyer's behavior and investigate specific processes of consumer decision-making. Topics will include: purchase decisions, reference groups; and sociological, psychological, and economic aspects of consumer behavior. Additional topics will include: environmental influences on consumer evaluation, consumer attitudes, and post-purchase evaluation. Prerequisite: BA 221. (Spring)

BA 339 Human Resource Management

3 hours (Language Intensive)

A study of the processes, problems, and opportunities associated with the human resources deployed by an organization. Major topics include planning, staffing, training and development, compensation, employee relations. Prerequisite: BA 224. (Spring)

BA 342 International Business

3 hours

A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Prerequisites: EC 204, BA 224. (Fall)

BA 375 Business Ethics

1 hour (Junior Seminar)

This course is a study of the ethical issues that confront persons within the context of business. It examines frameworks for ethical analysis and contemporary business issues most likely to confront students with ethical questions in the future. These frameworks are applied in multiple case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements except courses numbered in the 400's. (Spring)

BA 426 Financial Management II

3 hours

The continuing study of financial management concepts including cost of capital, capital structure, dividend policy, working capital management, lease financing, corporate restructuring, and international finance. Prerequisites: BA 325 and AC 305 preferred. (Spring)

BA 427 Marketing Research

3 hours

This course focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Accordingly, this course is appropriate for both prospective users of research results and prospective marketing researchers. Prerequisite: BA 221, BA 322, BA 327. (Spring)

BA 428 Investments

3 hours

A study of investment media, sources of investment information, the stock risk, modern portfolio theory, and the analysis and evaluation of industries and firms. As part of this class students manage \$250,000 of the college's endowment. Prerequisite: EC 204 or EC 202, AC 206, and BA 325(Spring)

BA 475 Business Strategy and Policy

3 hours (Senior Seminar and Language Intensive)

This is a capstone course for all Business majors. This course is an intense study of the role of strategic planning in the success of an organization. It provides a framework for such planning and the practical application of strategic planning through case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements. (Spring)

BA 490 Operations Management

3 hours

Operations Management encompasses the theory and application of managing both service and manufacturing industry processes. Topics include: value chain, supply chain, inventory, resource, quality, sequencing, as well as capacity management techniques and practices. Additional areas of emphasis include: operations strategy, goods and services design, facility design, forecasting, process selection and sequencing. Students can expect to learn both the theoretical basis and mathematical application of operations management processes. Prerequisites: BA224. (Fall)

Individualized Courses Available

295/495 Field Experience (1-4 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)

Teacher Education Course Descriptions

(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)

CI 101 (SPED 320) Beginning American Sign Language

2 hours

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

CI 105 Social Studies Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the social studies portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

CI106 Mathematics Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the mathematics portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

G-CI 150 Introduction to Education

3 hours

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher.(Fall and Spring)

CI 202 (SPED 322) Intermediate American Sign Language

2 hours

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing.(Spring)

CI 220 Principles and Strategies of Teaching

3 hours

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and professional responsibilities.(Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses except G-CI 333.

CI 232 Educational Technology

2 hours

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

G-CI 251 Introduction to Education Practicum

1 hour

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351. Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. (Prerequisite: G-CI 150 and consent of the Director of Field Experiences)

CI 315 Reading in the Content Field

2 hours

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

G-CI 333 Intercultural Education Seminar

2 hours

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. (Fall and Spring)

CI 351 Secondary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. (Fall/ Spring)

CI 401/AR 401 Methods for Teaching Art in the Secondary School

2 hours

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a

micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

CI 404 (ED 450) Methods for Teaching Modern Language

3 hours

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School

3 hours

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School

3 hours

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School

3 hours

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools

2 hours

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm, odd years)

CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School

3 hours

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School

3 hours

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School

2 hours

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Interterm)

CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School

3 hours

This course is designed to prepare students to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

CI 451 Methods for Teaching General Music in the Elementary School

3 hours

For music education majors. The methods and materials for music teaching at elementary level. (Fall)

CI 453 Methods for Teaching Vocal Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Spring)

CI 454 Methods for Teaching Instrumental Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Interterm)

CI 455 The Teaching-Learning Process

3 hours (Language Intensive)

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. (Fall and Spring)

CI 475 Student Teaching in the Secondary School

6 or 12 hours

Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

CI 476 Professional Seminar in Education

2 hours

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall/Spring)

CI 495/295 Field Experiences in Education

1-4 hours

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring)

G-EE 210 Children's Literature

3 hours (Language Intensive)

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

EE 230 Mathematics Content for Elementary Teachers

3 hours

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

EE 301/AR 358 Methods for Teaching Art in the Elementary School

2 hours

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

EE 303 Reading and Language Arts I

4 hours (Language Intensive)

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

EE 304 Methods for Teaching Music in the Elementary School

2 hours

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School

2 hours

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

EE 306 Methods for Teaching Science in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall)

EE 307 Methods for Teaching Mathematics in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring)

EE 309 Methods for Teaching Social Studies in the Elementary School

2 hours

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. Prerequisite: CI 220. (Spring)

EE 375 Elementary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/ Spring)

EE 444 Reading/Language Arts II

2 hours

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. Prerequisites: EE 303 and CI 220 (Spring)

EE 465 Student Teaching in the Elementary School

6 or 12 hours

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

SE 210 Introduction to Infants, Children, and Youth with Special Needs

3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a prerequisite for other special education courses. (Fall and Spring)

SPED 220 Field Experience in Services for Students with Special Needs

1 hour

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. (Fall, Interterm, Spring, and Summer)

SPED 310 Foundations for Special Education Services

4 hours

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

SPED 315: General Methods for Special Education Services

4 hours

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

SPED 321 Grades K-6 Methods for Special Needs

4 hours

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 331 Grades K-6 Field Experience

1 hour

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 341 Grades PreK-3 Methods

4 hours

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

SPED 345 Behavior Management

2 hours

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

SPED 351 Grades PreK-3 Field Experience

1 hour

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

SPED 361 Grades 6-12 Methods for Special Needs

4 hours

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 371 Grades 6-12 Field Experience

1 hour

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 381 Grades 4-12 Methods

4 hours

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

SPED 391 Grades 4-12 Field Experience

1 hour

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course.

SPED 431 Grades K-6 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 433 Grades K-6 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 451 Grades PreK-12 Clinical Experience

5 hours

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 453 Grades PreK-12 Internship

5 hours

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning;

manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 471 Grades 6-12 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371 Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 473 Grades 6-12 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 499 Capstone Issues

1 hour

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

SPED 349 Communication Development and Communication Disorders

3 hours

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

SPED 380/678 Topics in Special Education:

1 hour

This course will focus on brining the students up to date on current methods, changes In the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

Individualized Courses Available

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)

Philosophy & Religion Course Descriptions

G-PR 101 Old Testament-Hebrew Bible: God and People in Ancient Israel

3 hours

An exploration of the history, literature, and religion of ancient Israel using selected portions of the Hebrew Bible (Old Testament) as primary sources. The course focuses on major themes that have shaped the life and faith of both Jewish and Christian religious communities to this day, and will provide students opportunities to consider how these themes might inform their thinking about their own lives. (Fall)

G-PR 102 Jesus: New Testament Foundations

3 hours

An introduction to the New Testament that focuses on understanding the life and teachings of Jesus in his first-century context. The course will also

explore how these foundational texts continue to inform Christian life and faith, and will provide students opportunities to ponder the potential impact of these reflections on their own lives. (Fall)

G-PR 104 or G-PR 104L Ethics

3 hours (not Language Intensive) or 4 hours (Language Intensive)

This course enables students to think critically about moral values and the process of ethical decision-making. Students will be challenged, both to understand how and why others think about the moral life as they do, and to evaluate critically their own moral values and the ways they resolve ethical problems. (Fall, Interterm, and Spring)

G-PR 106 Spiritual Pathways: Transformation, Compassion, and Vocation

3 hours (Language Intensive)

An introduction to religion that considers (1) how different religious traditions understand life as a journey in search of spiritual awakening and transformation and (2) how these different traditions in turn see compassion for others and devotion to service as two keys to living an authentic human life. In view of the preceding, the course culminates with a reflection on the meaning of personal vocation and offers students an opportunity to consider their own individual life callings. (Fall)

G-PR 107 Critical Thinking

3 hours

This course will help students understand how we draw conclusions about what is true in any and all aspects of life. The goal of the course is for students to develop their skill at evaluating the quality of their thinking, especially by becoming aware of common ways in which our reasoning goes wrong. The course will encourage students to consider both how critical thinking can become a way of life, and the positive impact that critical thinking can have on our world. (Spring)

G-PR 201 Introduction to Philosophy

3 hours

This course will introduce students to the activity of philosophy. In dialogue with the Western philosophical tradition, students will practice systematic, critical, and deep reflection on some of the most fundamental questions that can be asked, for example, What can we know, and how? What does it mean to be human? Does life have ultimate meaning, and what might that meaning be? Students will be introduced to the concept of a "life philosophy" and provided the opportunity to develop their own personal philosophies of life. (Fall, and Interterm even years)

G-PR 202 Christian Traditions

3 hours

An exploration of different, contemporary traditions of Christian faith and practice that will help students grasp some of the diverse ways that Christians today understand the meaning of following Jesus. The course will consider important texts from these diverse traditions, as well as biographies of some of their key representatives, and then ponder their significance for Christians and non-Christians alike who seek to live lives of meaning and purpose. (Spring)

G-PR 203 Science and Religion

3 hours

Especially in the United States, science and religion are typically presupposed to be in conflict with each other. This course starts from a different presupposition. It begins by exploring in some detail the story of the universe told by contemporary cosmology and evolutionary biology, and in the process invites students to consider how a dialogue between science and faith might lead to a rich, coherent, and personally meaningful understanding of humanity and of humanity's place in the universe. (Spring)

G-PR 204 Peacemaking: Religious Perspectives

3 hours

This course critically engages diverse religious perspectives on peacemaking. It begins by exploring the various positions on non-resistance, non-violence, and humanitarian service taken by the historic peace churches: Mennonite, Quaker, and Brethren. It then seeks precedents for these positions in Christianity's past, and finally moves forward into the present, with special attention to conversations within and between different world religions about the religious roots of violence, and about the vital contribution that religious believers and communities can make to world peace. (Spring, even years)

G-PR 206 Religion and Environmental Stewardship

3 hours

Beginning with Christianity and then exploring the perspectives of other religions, western and eastern, this course explores how religious belief and practice impact human attitudes toward the natural world, shaping in turn both how environmental problems are perceived, and the steps that are, or are not, taken to address these problems, such as global climate change, preserving biological diversity, and the consequences of environmental degradation for the poor. Throughout, students will be given opportunities to evaluate critically their own sense of vocation to environmental stewardship. (Spring, odd years)

PR 303 Readings in Theology/Philosophy

2-3 hours

In recent years, this course has been designed around the topic of thanatology: examining origin of death cultural mythologies, psychological stages of dying, interpretations of near death experiences, organ-tissue donations, world funeral practices, and beliefs of life after death in the world's major faiths. However, the course may cover other topics as well.

PR 304 The Church of the Brethren and Beyond: The Christian Church Serves Our World

3 hours

With special emphasis on the Church of the Brethren, a study of how Christian churches are helping to serve others and bring peace amidst the many cultural, racial, and political struggles of our day. (Fall, even years)

G-PR 306 World Religions

3 hours

An introduction to major world religions, including, but not limited to: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. The goal is for students to understand key teachings and practices of each, and thereby to develop an understanding of and empathy for how adherents of these traditions experience life and the world around them. Finally, student will consider how their study of these traditions might contribute to their own life and thought.

PR 375 Junior Seminar

1 hour

Philosophy and Religion majors during their junior year are required to meet together to critically reflect on the idea of vocation from a variety of religious and philosophical perspectives, and then both to research a profession they are considering and to reflect on how pursuing that profession might answer to their developing sense of vocation.

G-PR 391 Evolution (cross-listed as BI391)

3 hours (language intensive)

A study of the history, philosophical underpinnings, and implications of Charles Darwin's theory of evolution by natural selection.

PR 411 Travel

3-4 hours (Can be repeated)

Students from all majors have the unique opportunity to experience firsthand the religions and philosophies of different cultures and environments through international or domestic travel. (Interterm)

PR 431 Topics in Religious and Theological Studies

3 hours

An in-depth study of a particular religion or topic in religious studies, or of a particular person or topic in Christian history or theology. Emphasis will be placed on critically reading key texts and understanding religious or theological subjects in their appropriate contexts, and then engaging them from the perspectives of students' own interests and life philosophies. Topics will vary from year to year. For example, the course might study Islam or Buddhism, or topics like religious ritual or religious art and architecture. Or it might focus on a figure such as Augustine or Thomas Merton, or on topics like Christian worship or problems in Christian ethics. (Fall, even years)

PR 432 Topics in Philosophy

3 hours

A study of a specific field within philosophy that will introduce its important questions and help students understand and evaluate critically the different answers that philosophers have proposed. The emphasis throughout will be on practicing the methods of philosophical reflection and debate. Topics will vary year to year, for example, philosophy of law, philosophy of science, philosophy of mind, philosophy of religion, or aesthetics (philosophy of art). (Fall, odd years)

PR 475 Senior Seminar/Thesis

2 hours

Senior Philosophy and Religion majors are required to do a senior thesis with the topic approved by their departmental advisor no later than midterm of the fall semester. Students may enroll for the course fall, interterm, or spring during their senior year, but are expected to work on their project throughout the year in consultation with their departmental advisor, and to meet periodically with other Philosophy and Religion seniors as they do so.

Individualized Courses Available

295/495 Field Experience (1-4 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings & Research (1-4 hours)

Master of Education Course Descriptions

CI 610 Issues in Learning

3 cr hrs

This course will identify national and regional issues surrounding education and the ways these issues impact educators.

CI 615 Foundations of Education/ Cultures in Education

3 cr hrs

This course will explore issues, problems and solutions relevant to schooling in a pluralistic society by viewing schools as social institutions that reflect and influence both the values and the cultural dynamics of a society at large. Issues of race, social class, and gender will be explored as factors of inequity that shape students and teachers both in and out of the classroom. Starting with their own lives, students investigate education as an agent of social change.

Class work as well as experiential assignments will assist participants' exploration of their own as well as their students' identities in order to identify the effects of various factors on the teaching experience, educational culture, and school change efforts. Special attention will be given to considerations necessary to implement action research projects.

CI 620 Fundamentals of Action Research.

3 cr hrs

This course provides a structured approach to the practice of action research. Educators learn how to identify relevant issues, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their schools. Students will begin to apply action-research methodologies in their own environments.

CI 625 Curriculum and Instruction

3 cr hrs

This course begins with a historical look at the development of the curriculum in American schools followed by a review of current curricular trends. After exploring *what* is taught, attention is turned to *how* it is taught. Multiple approaches of instructions will be explored; each based on a different philosophical theory.

CI 630 Changes in Education

3 cr hrs

This course will focus on systemic and structural change at the school and classroom levels. Case studies of school change models, both traditional and experimental, will be examined and discussed as possibilities and springboards for candidates' own action research projects. Emphasis will be placed on the collaborative nature of successful school change as well as analysis of examples of failures. Guest speakers will also provide insight into dimensions of school change.

CI 640 Teacher as Leader

3 cr hrs

Teacher as Leader is a graduate course designed to explore several roles that instructional leaders engage in, such as classroom leader, team leader, school leader, organization leader, and/or professional leader. Theoretical perspectives and research examining issues related to group dynamics, motivation, communication, and human relations are explored. Students will look at organizational change, ethical decision-making, team building and adult learning theory.

CI 645 Data Collection and Proposal Development

6 cr hrs

Educators will engage in reflective practices as they develop a plan for action research, collect and analyze appropriate data, and develop data-informed decisions/actions to improve student learning and enhance professional growth.

CI 665 School and Community Partnerships

3 cr hrs

The purpose of the School and Community Partnerships course is for students to connect business and community resources with school resources

to enrich students' educational experience and increase student achievement and/or knowledge. Real world examples will inform students' inquiry into ways partnerships can be forged and sustained. Particular consideration will be paid to the schools and communities in which students work.

CI 670 Legal Issues: Litigation v. Advocacy

3 cr hrs

This course is designed to familiarize educators with the legal system as it pertains to the educational process in order to empower educators to employ educational law to students' advantage.

CI 675 Project Implementation

6 cr hrs

In this course, educators will use collected data to enact change. At the end of the implementation period, students will engage in reflective assessment of themselves and their program.

CI 650 Elective: Mentoring the Researcher

min 5 cr hrs

Additional courses / directed studies can be requested at any time for students seeking to better understand specific issues related to their projects. Students are required to take two hours of elective courses during their coursework.

SE 610 Foundations for Special Education Services

4 cr hrs

Our ultimate goal is to create classrooms in which future citizens can learn to respect individual differences, value diversity, and get along with one another. This course provides a safe environment in which to explore the history and philosophy of special education, policies and procedures in special education, and diversity in the classroom.

SE 615 General Methods for Special Education Services

4 cr hrs

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D) including a mandatory observation of the SPED 615 student's teaching completed by the ACCK instructor. Prerequisite: SPED 610.

SE 645 Behavior Management

2 cr hrs

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include positive behavior intervention and supports, classroom management, social skills instruction, student support meetings, and functional behavioral analysis, non-aversive intervention, and behavior intervention plans.

SE 621 Grades K-6 Methods for Special Needs

4 cr hrs

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, and progress monitoring. SPED 631: Grades K-6 Field Experience must be taken concurrently. SPED 631 will involve 15 to 20 contact hours with school aged children including 10+ intervention sessions with one student with high-incidence special education needs. Prerequisites: SPED 610 & 615

SE 631 Grades K-6 Field Experience

1 cr hr

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 621. Students will participate in IEP development, lesson planning, and instruction.

SE 661 Grades 6 - 12 Methods for Special Needs

4 cr hrs

This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

SE 671 Grades 6 - 12 Field Experience

1 cr hr

This field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 661 Methods course.

SE 641 Grades PreK-3 Methods for Special Needs

4 cr hrs

Grades PreK-3 Methods addresses matching strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring.

SE 651 Grades PreK-3 Field Experience

1 cr hr

This is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 641. Students will participate in IEP development, lesson planning, and instruction.

SE 681 Grades 4-12 Methods for Special Needs

4 cr hrs

This course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with high-incidence special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

SE 691 Grades 4-12 Field Experience

1 cr hr

This field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 681 Methods course.

SE 733 Grades K-6 Internship

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice.

SE 771 Grades 6-12 Clinical Experience

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice.

SE 773 Grades 6-12 Internship

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice.

SE 751 PreK-12 Clinical Experience

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective,

culturally sensitive practice.

SE 753 PreK-12 Internship

4 – 6 cr hrs

This course is a supervised teaching experience with a special educator who provides services for elementary level students with high-incidence learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice.

Statement of Mission and Identity

McPherson College is a vibrant community of persons from diverse faiths and cultural backgrounds committed to its mission: *to develop whole persons through scholarship, participation and service.*

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a 126-year history of providing excellent career-oriented liberal arts education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, non-violence, non-conformity and transformation through education. Brethren strive to “continue the work of Jesus – peacefully...simply...together.”

McPherson College’s programs integrate career guidance and practical experiences into a traditional liberal arts curriculum that upholds the highest standards of academic excellence. Our goal is to help students discern a vocational call consistent with their gifts and interests and to prepare them for a life of meaningful work.

Community is central to McPherson College. We affirm diversity within the community, emphasizing unity and acceptance rather than judgment and rejection. Because we believe that the pursuit of truth is a collective endeavor, and that the point of scholarly learning is to advance the common good, McPherson College aspires to be a healthy community of learning where whole persons nurture and balance their physical, intellectual, and spiritual components; develop and live in respectful, reciprocal relationships with others; and are committed to responsible service to the world.

To accomplish our mission, McPherson embraces the ideals of scholarship, participation and service.

Scholarship. All absolute Truth is God’s Truth and humankind must labor diligently in the pursuit of truth we can know; thus, McPherson College upholds the highest standards of academic excellence. Faculty strive to teach students to think critically and independently, to communicate clearly and effectively, to integrate knowledge across the disciplines, and to assess the value conflicts in issues. This is done without coercion, letting the evidence lead the search, and with respect for the consciences and value differences of others.

Participation. Students apply knowledge, practice skills, and deepen and broaden their understanding of themselves and others through active participation in diverse learning experiences. A smaller community requires greater participation from its members. For these reasons, McPherson College is committed to being a small college and encouraging student participation in a variety of activities.

Service. God’s love is personified in the life of Jesus who came to serve the world. Through works of peacemaking and compassion, humanity responds to God’s love and becomes an instrument of God’s servanthood in the world. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others.

Business Program

Purpose Statement

The department commits itself to fostering students’ learning so that they are prepared for professional pursuits and/or graduate study.

The department achieves this purpose when its graduates can

- demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major;
- perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society;
- perform effectively in groups;

- persuasively communicate business-related ideas in a variety of media and settings.
- develop a global mindset recognizing the diversity of cultures, practices, traditions, and philosophies. Be able to adapt to a changing world.

One major and one interdisciplinary major are available within the Department of Business Administration. Within the Business Administration major, there are four emphasis areas, and a student must choose at least one area in which to concentrate their study: Management, Marketing, Finance, and Accounting.

Core Requirements for all Business Majors: 41 hours

G-BA 101 Introduction to Business (3 hours)
EC 201 Principles of Economics: Macro (3 hours)
EC 204 Principles of Economics: Micro (3 hours)
AC 205 Financial Accounting (3 hours)
AC 206 Managerial Accounting (3 hours)
***G-CM 218** Business Communication Applications (3 hours)
G-BA 220 Business Applied Statistics (4 hours)
BA 221 Marketing (3 hours)
BA 224 Principles of Management (3 hours)
BA 315 Business Law (3 hours)
BA/AC 320 Management/Accounting Information Systems (3 hours)
BA 325 Financial Management I (3 hours)
BA 375 Business Ethics (1 hour)
***BA 475** Business Strategy and Policy (3 hours)

Accounting Emphasis

AC 305 Intermediate Accounting I (3 hours)
AC 306 Intermediate Accounting II (3 hours)
AC 315 Cost Accounting (3 hours)
AC 316 Individual Income Tax (3 hours)
AC 437 Principles of Auditing (3 hours)

Hours in ACCOUNTING: 15 hours

Business Elective Hours: 6 hours

41 Core + 15 ACCOUNTING + 6 Elective = 62 total hours

Management Emphasis

BA 324 Organizational Behavior (3 hours)
***BA 339** Human Resource Management (3 hours)
BA 342 International Business (3 hours)
BA 490 Operations Management (3 hours)

Hours in MANAGEMENT: 12 hours

Business Elective Hours: 9 hours

41 Core + 12 MANAGEMENT + 9 Elective = 62 total hours

Financial Emphasis

AC 305 Intermediate Accounting I (3 hours)
EC 451 Money and Banking (3 hours)
BA 426 Financial Management II (3 hours)
BA 428 Investments (3 hours)

Hour in FINANCE: 12 hours

Business Elective Hours: 9 hours

41 Core + 12 FINANCE + 9 Elective = 62 total hours

Marketing Emphasis

BA 322 Advertising and Promotion (3 hours)
BA 327 Consumer Behavior (3 hours)
BA 342 International Business (3 hours)
BA 427 Marketing Research (3 hours)

Hours in Marketing: 12 hours

Business Elective Hours: 9 hours

41 Core + 12 MARKETING + 9 Elective = 62 total hours

Departmental Minors

Business Administration Minor: 24 total hours

G-BA 101 Introduction to Business (3 hours)

AC 205 Financial Accounting (3 hours)

AC 206 Managerial Accounting (3 hours)

EC 202 Survey of Economics (3 hours)

BA 224 Principles of Management (3 hours)

BA 221 Marketing (3 hours)

BA 315 Business Law (3 hours)

BA 325 Financial Management I (3 hours)

International Business Minor: 18 total hours

BA 342 International Business (3 hours)

G-PS 125 International Relations (3 hours)

EC 451 Money and Banking (International Finance) (3 hours)

Choose 2 trips or 2 Modern Language classes or any combination for 6 hours

***G-BA 342IT** International Travel (2 trips) (6 hours)

***G-ML 108** Spanish I (3 hours)

***G-ML 109** Spanish II (3 hours)

3 Hours in supporting courses: World Religions, Intercultural Communication, non-US modern history or Political Science

Other Business Concentrations

In addition to the prescribed majors outlined above, there are other ways in which a student may seek concentration in fields within this department.

Technology Major: Automotive Restoration Management

The goal of the Automotive Restoration Management option is to develop graduates who are prepared for professional pursuits and/or graduate study.

Music Major: Music Business Administration

Art Major: Graphic Design Marketing

Interdisciplinary Alternatives

McPherson College offers students the opportunity to create their own major courses of study. Proposals for such majors must be approved by the Educational Policies Committee and must satisfy criteria for acceptable levels of academic rigor and integrity. The interdisciplinary section of this catalog provides more information. Students have successfully proposed such personalized programs in business-related areas such as Sports Management and Marketing.

CPA Study

Students who are currently interested in sitting for the CPA (Certified Public Accountants) exam must meet the requirements as determined by the State Board of Accountancy. One of the requirements to sit for the CPA exam is 150 hours of college credit. McPherson College advises students pursuing a career in public accounting to complete their undergraduate degree at McPherson College and then complete a master's degree in business or accounting. To facilitate this approach, McPherson College has entered into articulation agreements with Emporia State University, Wichita State, and Fort Hays State. For additional information, contact Professor Rod Gieselman at 620-242-0539 or Professor David O'Dell at 620-242-0541.

Business Course Descriptions

Economics

EC 201 Principles of Economics: Macro

3 hours

The first semester of general economics deals with these major topics: supply and demand, the market system, the role of government; unemployment, economic fluctuations; fiscal and monetary policy approaches to economic stabilization; impact of international trade issues on domestic economic problems. (Fall)

EC 202 Survey of Economics

3 hours

This course is designed to provide non-business majors with a basic understanding of key economic principles from both the "macro" and "micro" perspectives. Topics will include: supply and demand, economic goals and measures, market types, economic fluctuations, monetary and fiscal policy, and international trade. (even Spring)

EC 204 Principles of Economics: Micro

3 hours

The second semester of general economics study. The course focuses on concepts of supply and demand in the context of perfect and imperfect product and resource markets. In addition, students apply economic concepts to a variety of current topics, labor unions, income distribution, and health care. It is recommended, but not required, to take EC 201 prior to EC204. (Spring)

EC 451 Money and Banking

3 hours

A study of the nature and function of money, its relation to prices, and the many functions of the American banking system. Prerequisite: EC 204, AC 206. (Fall)

Accounting

AC 205 Financial Accounting

3 hours

A study of the elements of accounting, the balance sheet, income statement, principles of double entry accounting, the process of closing books, and depreciation methods. (Fall)

AC 206 Managerial Accounting

3 hours

A continuation of Financial Accounting, with the emphasis on various entity capital structures, analysis and interpretation of financial statements, statement of cash flows, present value concepts, and introduction to cost accounting. Prerequisites: AC 205. (Spring)

AC 305 Intermediate Accounting I

3 hours

The first of two in-depth financial accounting courses. The conceptual framework, critical analysis of generally accepted accounting principles, and applications are stressed. Topics include the balance sheet, income statement, the statement of cash flows debt financing, equity financing, earnings per share, and accounting changes and error correction. Prerequisites: EC 204,C or better in AC 205. (Fall)

AC 306 Intermediate Accounting II

3 hours

The second of two in-depth financial accounting courses. Continued in-depth analysis of generally accepted accounting principles and related applications are emphasized. Topics include the earnings management, revenue cycle, revenue recognition, inventory and cost of goods sold, non-current operating assets, investments, leases, income taxes, pensions, other payroll topics, derivatives, contingencies, etc. Prerequisites: AC 305.(Spring)

AC 315 Cost Accounting

3 hours

The study of standard costing, cash budgeting, process costing, job order costing and their applications to the management decision process. Prerequisite: AC 206, BA 224. (Fall, even years)

AC 316 Individual Income Tax

3 hours

The study of individual income tax theory, planning and application. Prerequisites: EC 204, AC 206, BA 224. (Fall, odd years)

AC 320 Accounting Information Systems

3 hours

The concept of accounting information systems refers to all accounting procedures designed and implemented to ensure that transactions are properly recorded, processed, and disclosed. This course will use the case method of instruction to assist student skill development in evaluation and construction of accounting systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with BA 320. Students may not receive credit for both AC 320 and BA 320. Prerequisites: AC 206, BA 224. (Spring,)

AC 437 Auditing

3 hours

The following topics are included in this course: theory and application of the following concepts: materiality, risk, internal control evaluation, and audit evidence (analytical and substantive). Students will learn to evaluate the risk of financial statement assertions and choose appropriate audit procedures. This course concentrates on auditing standards generally accepted in the United States as issued by the AICPA auditing standards board and PCOAB. Other items include financial statement fraud, independence, legal liability, and ethical responsibilities. Prerequisites: AC 306, 315, and 320. (Spring, odd years)

Business Administration

G-BA 101 Introduction to Business

3 hours

An introduction to the study of business for all students entering the business program at McPherson College. The course will highlight topics such as the environment of business, current business trends, business management, management of human resources, marketing management, information management, and managing financial resources. In addition, the course will examine McPherson College curriculum and resources, career aspirations, and necessary business skills. (Fall and Spring)

G-CM 218 Business and Professional Communication

3 hours (Language Intensive)

Business and Professional Communication is a course designed to expose students to strategies for effective communication in a business environment. Students will deal with both oral and written forms of communication. The course will also deal with the effective communication of information through the use of spreadsheets and graphs, as well as on-line communication skills that are essential to success in today's business environment. Students will learn effective techniques for using technology to enhance an oral presentation as well. (Fall)

G-BA 220 Business Applied Statistics

4 hours

A study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The student will receive a solid foundation in mathematical theory, practical application, and MS Excel. Prerequisites: ID119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22, or an appropriate score on the departmental placement test. (Spring)

BA 221 Marketing

3 hours

A study of marketing institutions and the functions which they perform: pricing, promotion, distribution, and product development. The course will also address effects of external domestic and international environments on marketing strategy. (Fall)

BA 224 Principles of Management

3 hours

An introductory study of management based on the four primary functions of management: planning, organizing, leading, and controlling. Students will also have the opportunity to survey a variety of management literature. (Fall and Spring)

G-BA 230 Personal Finance

3 hours

This course provides an overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. This class is recommended for non-business majors in their junior or senior years. (Fall)

BA 235 Entrepreneurship and Small Business Management

3 hours

Focus is on the start-up and development of a small business. Topics include acquisition of capital; design of accounting systems and cash control; principles of taxation and payroll deductions; financial statement analysis; legal issues related to workers' compensation, product liability, contracts fundamentals, and forms of business organization; election, hiring, and appraisal of employees; marketing of product; inventory control; location

and facilities analysis; and regulatory impacts. Course requires preparation of a complete business plan. Prerequisite: AC 205. (Fall)

BA 315 Business Law

3 hours

This course is designed to help students master the fundamental and legal and regulatory knowledge necessary to perform in today's business environment. Students will develop an understanding of how to solve a legal problem and will study topics such as contracts, sales governed by the UCC, bankruptcy, principle- agent relationships and employer/employee legal issues. (Spring)

BA 320 Management Information Systems

3 hours

The concept of management information systems refers to all management procedures designed and implemented to insure that data related to the basic goals, strategies, and operations of the business entity are properly and timely collected, processed, and reported. This course will use the case method of instruction to assist student skill development in evaluation and construction of management systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with AC 320. Students may not receive credit for both BA 320 and AC 320. Prerequisites: BA 224. (Spring)

BA 322 Advertising and Promotion

3 hours

Advertising and promotion is a course that directly relates to marketing and how advertising drives the company's' marketing plan. The class will explore all forms of print and electronic media and learn to evaluate the effectiveness of advertising. The class will revolve around applying material from the text, to developing and executing an actual advertising plan. Client meetings will be held with the organization we will be preparing advertising. After the completion of this course, students will have a full understanding of what goes into an advertising campaign. The students will have a greater appreciation for what it takes to produce a 30-second commercial and budgeting, negotiating and persuading the client. Prerequisite: BA 221 (Fall)

BA 324 Organizational Behavior

3 hours

In depth exploration of the management functions of organizing and leading/directing. Emphasis on individual motivation, group process and team management, leadership styles and effectiveness, organizational communication, decision-making, managing global workforces and diversity, management of change, organizational culture, and organizational design. Prerequisite: BA 224 Principles of Management (Fall)

BA 325 Financial Management I

3 hours

A study of concepts in financial management including evaluation of financial performance, valuation of securities, and capital budgeting. This course includes a term project designed to evaluate the financial performance of publicly traded companies within an industry. Prerequisites: AC 206 (Fall)

BA 327 Consumer Behavior

3 hours

This course is designed to help students evaluate why people do what they do when they buy something. Students will examine behavioral science concepts applicable to understand the buyer's behavior and investigate specific processes of consumer decision-making. Topics will include: purchase decisions, reference groups; and sociological, psychological, and economic aspects of consumer behavior. Additional topics will include: environmental influences on consumer evaluation, consumer attitudes, and post-purchase evaluation. Prerequisite: BA 221. (Spring)

BA 339 Human Resource Management

3 hours (Language Intensive)

A study of the processes, problems, and opportunities associated with the human resources deployed by an organization. Major topics include planning, staffing, training and development, compensation, employee relations. Prerequisite: BA 224. (Spring)

BA 342 International Business

3 hours

A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Prerequisites: EC 204, BA 224. (Fall)

BA 375 Business Ethics

1 hour (Junior Seminar)

This course is a study of the ethical issues that confront persons within the context of business. It examines frameworks for ethical analysis and

contemporary business issues most likely to confront students with ethical questions in the future. These frameworks are applied in multiple case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements except courses numbered in the 400's. (Spring)

BA 426 Financial Management II

3 hours

The continuing study of financial management concepts including cost of capital, capital structure, dividend policy, working capital management, lease financing, corporate restructuring, and international finance. Prerequisites: BA325 and AC305. (Spring)

BA 427 Marketing Research

3 hours

This course concerns the use of marketing research as an aid to making marketing decisions. It focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Additionally this course addresses how the information used to make marketing decisions is gathered and analyzed.

BA 428 Investments

3 hours

A study of investment media, sources of investment information, the stock risk, modern portfolio theory, and the analysis and evaluation of industries and firms. As part of this class students manage \$100,000 of the college's endowment. Prerequisite: EC 204, AC 206, and BA 325(Spring)

The course focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Accordingly, this course is appropriate for both prospective users of research results and prospective marketing researchers. Prerequisite: BA 221 , BA322, BA327. (Spring)

BA 475 Business Strategy and Policy

3 hours (Senior Seminar and Language Intensive)

This is a capstone course for all Business majors. This course is an intense study of the role of strategic planning in the success of an organization. It provides a framework for such planning and the practical application of strategic planning through case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements. (Spring)

BA 490 Operations Management

3 hours

The course builds on the systematic application of quantitative techniques to business problems. Techniques such as Six Sigma will be addressed as a practical application to base management decisions in manufacturing settings as well as service industries. Prerequisites: BA224. (Fall)

Individualized Courses Available

295/495 Field Experience (1-4 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)

Teacher Education Course Descriptions

(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)

CI 101 (SPED 320) Beginning American Sign Language

2 hours

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

CI 105 Social Studies Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the social studies portion of the C-BASE twice are required to

take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

CI106 Mathematics Review for Teachers

1 hour

This course is designed as a review for the C-BASE exam. Candidates who have failed the mathematics portion of the C-BASE twice are required to take this course. The course will meet by appointment for the first weeks of the semester (until the C-BASE is offered). (Fall and Spring)

G-CI 150 Introduction to Education

3 hours

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher.(Fall and Spring)

CI 202 (SPED 322) Intermediate American Sign Language

2 hours

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing.(Spring)

CI 220 Principles and Strategies of Teaching

3 hours

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and professional responsibilities.(Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses except G-CI 333.

CI 232 Educational Technology

2 hours

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

G-CI 251 Introduction to Education Practicum

1 hour

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351. Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. (Prerequisite: G-CI 150 and consent of the Director of Field Experiences)

CI 315 Reading in the Content Field

2 hours

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

G-CI 333 Intercultural Education Seminar

2 hours

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. (Fall and Spring)

CI 351 Secondary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. (Fall/ Spring)

CI 401/AR 401 Methods for Teaching Art in the Secondary School

2 hours

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

CI 404 (ED 450) Methods for Teaching Modern Language

3 hours

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School

3 hours

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School

3 hours

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School

3 hours

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools

2 hours

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm, odd years)

CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School

3 hours

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School

3 hours

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School

2 hours

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Interterm)

CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School

3 hours

This course is designed to prepare students to teach English to non-native speakers at either the K-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

CI 451 Methods for Teaching General Music in the Elementary School

3 hours

For music education majors. The methods and materials for music teaching at elementary level. (Fall)

CI 453 Methods for Teaching Vocal Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Spring)

CI 454 Methods for Teaching Instrumental Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Interterm)

CI 455 The Teaching-Learning Process

3 hours (Language Intensive)

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. (Fall and Spring)

CI 475 Student Teaching in the Secondary School

6 or 12 hours

Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

CI 476 Professional Seminar in Education

2 hours

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall/Spring)

CI 495/295 Field Experiences in Education

1-4 hours

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring)

G-EE 210 Children's Literature

3 hours (Language Intensive)

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

EE 230 Mathematics Content for Elementary Teachers

3 hours

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

EE 301/AR 358 Methods for Teaching Art in the Elementary School

2 or 4 hours

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

EE 303 Reading and Language Arts I

4 hours (Language Intensive)

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

EE 304 Methods for Teaching Music in the Elementary School

2 hours

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School

2 hours

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

EE 306 Methods for Teaching Science in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall)

EE 307 Methods for Teaching Mathematics in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring)

EE 309 Methods for Teaching Social Studies in the Elementary School

2 hours

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. Prerequisite: CI 220. (Spring)

EE 375 Elementary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/ Spring)

EE 444 Reading/Language Arts II

2 hours

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. Prerequisites: EE 303 and CI 220 (Spring)

EE 465 Student Teaching in the Elementary School

6 or 12 hours

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

SE 210 Introduction to Infants, Children, and Youth with Special Needs

3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a prerequisite for other special education courses. (Fall and Spring)

SPED 220 Field Experience in Services for Students with Special Needs

1 hour

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. (Fall, Interterm, Spring, and Summer)

SPED 310 Foundations for Special Education Services

4 hours

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

SPED 315: General Methods for Special Education Services

4 hours

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

SPED 321 Grades K-6 Methods for Special Needs

4 hours

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 331 Grades K-6 Field Experience

1 hour

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 341 Grades PreK-3 Methods

4 hours

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

SPED 345 Behavior Management

2 hours

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

SPED 351 Grades PreK-3 Field Experience

1 hour

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

SPED 361 Grades 6-12 Methods for Special Needs

4 hours

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 371 Grades 6-12 Field Experience

1 hour

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 381 Grades 4-12 Methods

4 hours

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

SPED 391 Grades 4-12 Field Experience

1 hour

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course.

SPED 431 Grades K-6 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 433 Grades K-6 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 451 Grades PreK-12 Clinical Experience

5 hours

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 453 Grades PreK-12 Internship

5 hours

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 471 Grades 6-12 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371 Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 473 Grades 6-12 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 499 Capstone Issues

1 hour

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, AACK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

SPED 349 Communication Development and Communication Disorders

3 hours

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

SPED 380/678 Topics in Special Education:

1 hour

This course will focus on brining the students up to date on current methods, changes In the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

Individualized Courses Available

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)

Philosophy & Religion Course Descriptions

G-PR 101 Old Testament-Hebrew Bible: God and People in Ancient Israel

3 hours

An exploration of the history, literature, and religion of ancient Israel using selected portions of the Hebrew Bible (Old Testament) as primary

sources. The course focuses on major themes that have shaped the life and faith of both Jewish and Christian religious communities to this day, and will provide students opportunities to consider how these themes might inform their thinking about their own lives. (Fall)

G-PR 102 Jesus: New Testament Foundations

3 hours

An introduction to the New Testament that focuses on understanding the life and teachings of Jesus in his first-century context. The course will also explore how these foundational texts continue to inform Christian life and faith, and will provide students opportunities to ponder the potential impact of these reflections on their own lives. (Fall)

G-PR 104 Ethics

3 hours

This course enables students to think critically about moral values and the process of ethical decision-making. Students will be challenged, both to understand how and why others think about the moral life as they do, and to evaluate critically their own moral values and the ways they resolve ethical problems. (Interterm and Spring)

G-PR 106 Spiritual Pathways: Transformation, Compassion, and Vocation

3 hours (Language Intensive)

An introduction to religion that considers (1) how different religious traditions understand life as a journey in search of spiritual awakening and transformation and (2) how these different traditions in turn see compassion for others and devotion to service as two keys to living an authentic human life. In view of the preceding, the course culminates with a reflection on the meaning of personal vocation and offers students an opportunity to consider their own individual life callings. (Fall)

G-PR 107 Critical Thinking

3 hours

This course will help students understand how we draw conclusions about what is true in any and all aspects of life. The goal of the course is for students to develop their skill at evaluating the quality of their thinking, especially by becoming aware of common ways in which our reasoning goes wrong. The course will encourage students to consider both how critical thinking can become a way of life, and the positive impact that critical thinking can have on our world. (Spring)

G-PR 201 Introduction to Philosophy

3 hours

This course will introduce students to the activity of philosophy. In dialogue with the Western philosophical tradition, students will practice systematic, critical, and deep reflection on some of the most fundamental questions that can be asked, for example, What can we know, and how? What does it mean to be human? Does life have ultimate meaning, and what might that meaning be? Students will be introduced to the concept of a "life philosophy" and provided the opportunity to develop their own personal philosophies of life. (Fall, and Interterm even years)

G-PR 202 Christian Traditions

3 hours

An exploration of different, contemporary traditions of Christian faith and practice that will help students grasp some of the diverse ways that Christians today understand the meaning of following Jesus. The course will consider important texts from these diverse traditions, as well as biographies of some of their key representatives, and then ponder their significance for Christians and non-Christians alike who seek to live lives of meaning and purpose. (Spring)

G-PR 203 Science and Religion

3 hours

Especially in the United States, science and religion are typically presupposed to be in conflict with each other. This course starts from a different presupposition. It begins by exploring in some detail the story of the universe told by contemporary cosmology and evolutionary biology, and in the process invites students to consider how a dialogue between science and faith might lead to a rich, coherent, and personally meaningful understanding of humanity and of humanity's place in the universe. (Spring)

G-PR 204 Peacemaking: Religious Perspectives

3 hours

This course critically engages diverse religious perspectives on peacemaking. It begins by exploring the various positions on non-resistance, non-violence, and humanitarian service taken by the historic peace churches: Mennonite, Quaker, and Brethren. It then seeks precedents for these positions in Christianity's past, and finally moves forward into the present, with special attention to conversations within and between different world religions about the religious roots of violence, and about the vital contribution that religious believers and communities can make to world peace. (Spring, even years)

G-PR 206 Religion and Environmental Stewardship

3 hours

Beginning with Christianity and then exploring the perspectives of other religions, western and eastern, this course explores how religious belief and practice impact human attitudes toward the natural world, shaping in turn both how environmental problems are perceived, and the steps that are, or are not, taken to address these problems, such as global climate change, preserving biological diversity, and the consequences of environmental degradation for the poor. Throughout, students will be given opportunities to evaluate critically their own sense of vocation to environmental stewardship. (Spring, odd years)

PR 304 The Church of the Brethren and Beyond: The Christian Church Serves Our World

3 hours

With special emphasis on the Church of the Brethren, a study of how Christian churches are helping to serve others and bring peace amidst the many cultural, racial, and political struggles of our day. (Fall, even years)

G-PR 306 World Religions

3 hours

An introduction to major world religions, including, but not limited to: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. The goal is for students to understand key teachings and practices of each, and thereby to develop an understanding of and empathy for how adherents of these traditions experience life and the world around them. Finally, student will consider how their study of these traditions might contribute to their own life and thought.

PR 375 Junior Seminar

1 hour

Philosophy and Religion majors during their junior year are required to meet together to critically reflect on the idea of vocation from a variety of religious and philosophical perspectives, and then both to research a profession they are considering and to reflect on how pursuing that profession might answer to their developing sense of vocation.

PR 431 Topics in Religious and Theological Studies

3 hours

An in-depth study of a particular religion or topic in religious studies, or of a particular person or topic in Christian history or theology. Emphasis will be placed on critically reading key texts and understanding religious or theological subjects in their appropriate contexts, and then engaging them from the perspectives of students' own interests and life philosophies. Topics will vary from year to year. For example, the course might study Islam or Buddhism, or topics like religious ritual or religious art and architecture. Or it might focus on a figure such as Augustine or Thomas Merton, or on topics like Christian worship or problems in Christian ethics. (Fall, even years)

PR 432 Topics in Philosophy

3 hours

A study of a specific field within philosophy that will introduce its important questions and help students understand and evaluate critically the different answers that philosophers have proposed. The emphasis throughout will be on practicing the methods of philosophical reflection and debate. Topics will vary year to year, for example, philosophy of science, philosophy of mind, philosophy of religion, or aesthetics (philosophy of art). (Fall, odd years)

PR 475 Senior Seminar/Thesis

2 hours

Senior Philosophy and Religion majors are required to do a senior thesis with the topic approved by their departmental advisor no later than midterm of the fall semester. Students may enroll for the course fall, interterm, or spring during their senior year, but are expected to work on their project throughout the year in consultation with their departmental advisor, and to meet periodically with other Philosophy and Religion seniors as they do so.

Individualized Courses Available

295/495 Field Experience (1-4 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings & Research (1-4 hours)

Statement of Mission and Identity

McPherson College is a vibrant community of persons from diverse faiths and cultural backgrounds committed to its mission: *to develop whole persons through scholarship, participation and service.*

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a 126-year history of providing excellent career-oriented liberal arts education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, non-violence, non-conformity and transformation through education. Brethren strive to “continue the work of Jesus – peacefully...simply...together.”

McPherson College’s programs integrate career guidance and practical experiences into a traditional liberal arts curriculum that upholds the highest standards of academic excellence. Our goal is to help students discern a vocational call consistent with their gifts and interests and to prepare them for a life of meaningful work.

Community is central to McPherson College. We affirm diversity within the community, emphasizing unity and acceptance rather than judgment and rejection. Because we believe that the pursuit of truth is a collective endeavor, and that the point of scholarly learning is to advance the common good, McPherson College aspires to be a healthy community of learning where whole persons nurture and balance their physical, intellectual, and spiritual components; develop and live in respectful, reciprocal relationships with others; and are committed to responsible service to the world.

To accomplish our mission, McPherson embraces the ideals of *scholarship, participation and service.*

Scholarship. All absolute Truth is God’s Truth and humankind must labor diligently in the pursuit of truth we can know; thus, McPherson College upholds the highest standards of academic excellence. Faculty strive to teach students to think critically and independently, to communicate clearly and effectively, to integrate knowledge across the disciplines, and to assess the value conflicts in issues. This is done without coercion, letting the evidence lead the search, and with respect for the consciences and value differences of others.

Participation. Students apply knowledge, practice skills, and deepen and broaden their understanding of themselves and others through active participation in diverse learning experiences. A smaller community requires greater participation from its members. For these reasons, McPherson College is committed to being a small college and encouraging student participation in a variety of activities.

Service. God’s love is personified in the life of Jesus who came to serve the world. Through works of peacemaking and compassion, humanity responds to God’s love and becomes an instrument of God’s servanthood in the world. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others.

Business Program

Purpose Statement

The department commits itself to fostering students’ learning so that they are prepared for professional pursuits and/or graduate study.

The department achieves this purpose when its graduates can

- demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major;
- perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society;
- perform effectively in groups;
- persuasively communicate business-related ideas in a variety of media and settings.
- develop a global mindset recognizing the diversity of cultures, practices, traditions, and philosophies. Be able to adapt to a changing world.

One major and one interdisciplinary major are available within the Department of Business Administration. Within the Business Administration major, there are four emphasis areas, and a student must choose at least one area in which to concentrate their study: Management, Marketing, Finance, and Accounting.

Core Requirements for all Business Majors: 41 hours

G-BA 101 Introduction to Business (3 hours)

EC 201 Principles of Economics: Macro (3 hours)

EC 204 Principles of Economics: Micro (3 hours)

AC 205 Financial Accounting (3 hours)

AC 206 Managerial Accounting (3 hours)

***G-CM 218** Business Communication Applications (3 hours)
G-BA220 Business Applied Statistics (4 hours)
BA221 Marketing (3 hours)
BA 224 Principles of Management (3 hours)
BA 315 Business Law (3 hours)
BA/AC 320 Management/Accounting
Information Systems 3 hours
BA 325 Financial Management I (3 hours)
BA 375 Business Ethics (1 hour)
***BA 475** Business Strategy and Policy (3 hours)

Accounting Emphasis

AC 305 Intermediate Accounting I (3 hours)
AC 306 Intermediate Accounting II (3 hours)
AC 315 Cost Accounting (3 hours)
AC 316 Individual Income Tax (3 hours)
AC 437 Principles of Auditing (3 hours)

Hours in ACCOUNTING: 15 hours
Business Elective Hours: 6 hours

41 Core + 15 ACCOUNTING + 6 Elective = 62 total hours

Management Emphasis

BA 324 Organizational Behavior (3 hours)
***BA 339** Human Resource Management (3 hours)
BA342 International Business (3 hours)
BA 490 Operations Management (3 hours)

Hours in MANAGEMENT: 12 hours
Business Elective Hours: 9 hours

41 Core + 12 MANAGEMENT + 9 Elective = 62 total hours

Financial Emphasis

AC 305 Intermediate Accounting I (3 hours)
EC 451 Money and Banking (3 hours)
BA 426 Financial Management II (3 hours)
BA428 Investments (3 hours)

Hour in FINANCE: 12 hours
Business Elective Hours: 9 hours

41 Core + 12 FINANCE + 9 Elective = 62 total hours

Marketing Emphasis

BA 322 Advertising and Promotion (3 hours)
BA 327 Consumer Behavior (3 hours)
BA342 International Business (3 hours)
BA 427 Marketing Research (3 hours)

Hours in Marketing: 12 hours
Business Elective Hours: 9 hours

41 Core + 12 MARKETING + 9 Elective = 62 total hours

Departmental Minors

Business Administration Minor: 24 total hours

G-BA 101 Introduction to Business (3 hours)
AC 205 Financial Accounting (3 hours)
AC 206 Managerial Accounting (3 hours)
EC202 Survey of Economics (3 hours)
BA 224 Principles of Management (3 hours)
BA 221 Marketing (3 hours)
BA 315 Business Law (3 hours)

BA 325 Financial Management I (3 hours)

International Business Minor: 18 total hours

BA 342 International Business (3 hours)

G-PS 125 International Relations (3 hours)

EC 451 Money and Banking (International Finance) (3 hours)

Choose 2 trips or 2 Modern Language classes or any combination for 6 hours

***BA 342IT** International Travel (2 trips) (6 hours)

***G-ML 108** Spanish I (3 hours)

***G-ML 109** Spanish II (3 hours)

3 Hours in supporting courses: World Religions, Intercultural Communication, non-US modern history or Political Science

Other Business Concentrations

In addition to the prescribed majors outlined above, there are other ways in which a student may seek concentration in fields within this department.

Technology Major: Automotive Restoration Management

The goal of the Automotive Restoration Management option is to develop graduates who are prepared for professional pursuits and/or graduate study.

Music Major: Music Business Administration

Art Major: Graphic Design Marketing

Interdisciplinary Alternatives

McPherson College offers students the opportunity to create their own major courses of study. Proposals for such majors must be approved by the Educational Policies Committee and must satisfy criteria for acceptable levels of academic rigor and integrity. The interdisciplinary section of this catalog provides more information. Students have successfully proposed such personalized programs in business-related areas such as Sports Management and Marketing.

CPA Study

Students who are currently interested in sitting for the CPA (Certified Public Accountants) exam must meet the requirements as determined by the State Board of Accountancy. One of the requirements to sit for the CPA exam is 150 hours of college credit. McPherson College advises students pursuing a career in public accounting to complete their undergraduate degree at McPherson College and then complete a master's degree in business or accounting. To facilitate this approach, McPherson College has entered into articulation agreements with Emporia State University, Wichita State, and Fort Hays State. For additional information, contact Professor Rod Gieselman at 620-242-0539 or Professor David O'Dell at 620-242-0541.

Business Course Descriptions

Economics

ED 201 Principles of Economics: Macro

3 hours

The first semester of general economics deals with these major topics: supply and demand, the market system, the role of government; unemployment, economic fluctuations; fiscal and monetary policy approaches to economic stabilization; impact of international trade issues on domestic economic problems. (Fall)

EC 202 Survey of Economics

3 hours

This course is designed to provide non-business majors with a basic understanding of key economic principles from both the "macro" and "micro" perspectives. Topics will include: supply and demand, economic goals and measures, market types, economic fluctuations, monetary and fiscal policy, and international trade. (even Spring)

EC 204 Principles of Economics: Micro

3 hours

The second semester of general economics study. The course focuses on concepts of supply and demand in the context of perfect and imperfect product and resource markets. In addition, students apply economic concepts to a variety of current topics, labor unions, income distribution, and health care. It is recommended, but not required, to take EC 201 prior to EC204. (Spring)

ED 451 Money and Banking

3 hours

A study of the nature and function of money, its relation to prices, and the many functions of the American banking system. Prerequisite: EC 204, AC 206. (Fall)

Accounting

AC 205 Financial Accounting

3 hours

A study of the elements of accounting, the balance sheet, income statement, principles of double entry accounting, the process of closing books, and depreciation methods. (Fall)

AC 206 Managerial Accounting

3 hours

A continuation of Financial Accounting, with the emphasis on various entity capital structures, analysis and interpretation of financial statements, statement of cash flows, present value concepts, and introduction to cost accounting. Prerequisites: AC 205. (Spring)

AC 305 Intermediate Accounting I

3 hours

The first of two in-depth financial accounting courses. The conceptual framework, critical analysis of generally accepted accounting principles, and applications are stressed. Topics include the balance sheet, income statement, the statement of cash flows debt financing, equity financing, earnings per share, and accounting changes and error correction. Prerequisites: EC 204,C or better in AC 205. (Fall)

Ac 306 Intermediate Accounting II

3 hours

The second of two in-depth financial accounting courses. Continued in-depth analysis of generally accepted accounting principles and related applications are emphasized. Topics include the earnings management, revenue cycle, revenue recognition, inventory and cost of goods sold, non-current operating assets, investments, leases, income taxes, pensions, other payroll topics, derivatives, contingencies, etc. Prerequisites: AC 305.(Spring)

AC 315 Cost Accounting

3 hours

The study of standard costing, cash budgeting, process costing, job order costing and their applications to the management decision process. Prerequisite: AC 206, BA 224. (Fall, even years)

AC 316 Individual Income Tax

3 hours

The study of individual income tax theory, planning and application. Prerequisites: EC 204, AC 206, BA 224. (Fall, odd years)

Ac 320 Accounting Information Systems

3 hours

The concept of accounting information systems refers to all accounting procedures designed and implemented to ensure that transactions are properly recorded, processed, and disclosed. This course will use the case method of instruction to assist student skill development in evaluation and construction of accounting systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with BA 320. Students may not receive credit for both AC 320 and BA 320. Prerequisites: AC 206, BA 224. (Spring,)

AC 437 Auditing

3 hours

The following topics are included in this course: theory and application of the following concepts: materiality, risk, internal control evaluation, and audit evidence (analytical and substantive). Students will learn to evaluate the risk of financial statement assertions and choose appropriate audit procedures. This course concentrates on auditing standards generally accepted in the United States as issued by the AICPA auditing standards board and PCOAB. Other items include financial statement fraud, independence, legal liability, and ethical responsibilities. Prerequisites: AC 306,

315, and 320. (Spring, odd years)

Business Administration

G-BA 101 Introduction to Business

3 hours

An introduction to the study of business for all students entering the business program at McPherson College. The course will highlight topics such as the environment of business, current business trends, business management, management of human resources, marketing management, information management, and managing financial resources. In addition, the course will examine McPherson College curriculum and resources, career aspirations, and necessary business skills. (Fall and Spring)

G-CM 218 Business and Professional Communication

3 hours (Language Intensive)

Business and Professional Communication is a course designed to expose students to strategies for effective communication in a business environment. Students will deal with both oral and written forms of communication. The course will also deal with the effective communication of information through the use of spreadsheets and graphs, as well as on-line communication skills that are essential to success in today's business environment. Students will learn effective techniques for using technology to enhance an oral presentation as well. (Fall)

G-BA 220 Business Applied Statistics

4 hours

A study of the principles of descriptive statistics, probability, sample and population relationships, estimation, and hypothesis testing. The student will receive a solid foundation in mathematical theory, practical application, and MS Excel. Prerequisites: ID119 Intermediate Algebra with a grade of C or better, or three years of high school mathematics and an ACT mathematics score of 22, or an appropriate score on the departmental placement test. (Spring)

BA 224 Principles of Management

3 hours

An introductory study of management based on the four primary functions of management: planning, organizing, leading, and controlling. Students will also have the opportunity to survey a variety of management literature. (Fall and Spring)

G-BA 230 Personal Finance

3 hours

This course provides an overview of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. This class is recommended for non-business majors in their junior or senior years. (Fall)

BA 235 Entrepreneurship and Small Business Management

3 hours

Focus is on the start-up and development of a small business. Topics include acquisition of capital; design of accounting systems and cash control; principles of taxation and payroll deductions; financial statement analysis; legal issues related to workers' compensation, product liability, contracts fundamentals, and forms of business organization; election, hiring, and appraisal of employees; marketing of product; inventory control; location and facilities analysis; and regulatory impacts. Course requires preparation of a complete business plan. Prerequisite: AC 205. (Fall)

BA 315 Business Law

3 hours

This course is designed to help students master the fundamental and legal and regulatory knowledge necessary to perform in today's business environment. Students will develop an understanding of how to solve a legal problem and will study topics such as contracts, sales governed by the UCC, bankruptcy, principle- agent relationships and employer/employee legal issues. (Spring)

BA 320 Management Information Systems

3 hours

The concept of management information systems refers to all management procedures designed and implemented to insure that data related to the basic goals, strategies, and operations of the business entity are properly and timely collected, processed, and reported. This course will use the case method of instruction to assist student skill development in evaluation and construction of management systems through application of the systems approach. Basic systems concepts and computer resources will be addressed concurrently with AC 320. Students may not receive credit for both BA 320 and AC 320. Prerequisites: BA 224. (Spring)

BA 221 Marketing

3 hours

A study of marketing institutions and the functions which they perform: pricing, promotion, distribution, and product development. The course will also address effects of external domestic and international environments on marketing strategy. (Fall)

BA 322 Advertising and Promotion

3 hours

Advertising and promotion is a course that directly relates to marketing and how advertising drives the company's marketing plan. The class will explore all forms of print and electronic media and learn to evaluate the effectiveness of advertising. The class will revolve around applying material from the text, to developing and executing an actual advertising plan. Client meetings will be held with the organization we will be preparing advertising. After the completion of this course, students will have a full understanding of what goes into an advertising campaign. The students will have a greater appreciation for what it takes to produce a 30-second commercial and budgeting, negotiating and persuading the client. Prerequisite: BA 221 (Fall)

BA 324 Organizational Behavior

3 hours

In depth exploration of the management functions of organizing and leading/directing. Emphasis on individual motivation, group process and team management, leadership styles and effectiveness, organizational communication, decision-making, managing global workforces and diversity, management of change, organizational culture, and organizational design. Prerequisite: BA 224 Principles of Management (Fall)

BA 325 Financial Management I

3 hours

A study of concepts in financial management including evaluation of financial performance, valuation of securities, and capital budgeting. This course includes a term project designed to evaluate the financial performance of publicly traded companies within an industry. Prerequisites: AC 206 (Fall)

BA 327 Consumer Behavior

3 hours

This course is designed to help students evaluate why people do what they do when they buy something. Students will examine behavioral science concepts applicable to understand the buyer's behavior and investigate specific processes of consumer decision-making. Topics will include: purchase decisions, reference groups; and sociological, psychological, and economic aspects of consumer behavior. Additional topics will include: environmental influences on consumer evaluation, consumer attitudes, and post-purchase evaluation. Prerequisite: BA 221. (Spring)

BA 339 Human Resource Management

3 hours (Language Intensive)

A study of the processes, problems, and opportunities associated with the human resources deployed by an organization. Major topics include planning, staffing, training and development, compensation, employee relations. Prerequisites: BA 224 and BA 324. (Spring)

BA 342 International Business

3 hours

A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Prerequisites: EC 204, BA 224. (Fall)

BA 426 Financial Management II

3 hours

The continuing study of financial management concepts including cost of capital, capital structure, dividend policy, working capital management, lease financing, corporate restructuring, and international finance. Prerequisites: BA325 and AC305. (Spring)

BA 428 Investments

3 hours

A study of investment media, sources of investment information, the stock risk, modern portfolio theory, and the analysis and evaluation of industries and firms. As part of this class students manage \$100,000 of the college's endowment. Prerequisite: EC 204, AC 206, and BA 325(Spring)

BA 427 Marketing Research

3 hours

This course concerns the use of marketing research as an aid to making marketing decisions. It focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Additionally this course addresses how the information used to make marketing decisions is gathered and analyzed.

The course focuses on the different types of marketing research (qualitative and quantitative) as well as the complex issues at each stage of the marketing research process, including research objectives, questionnaire construction (specifically for survey research), sampling, data collection, and statistical analysis. Accordingly, this course is appropriate for both prospective users of research results and prospective marketing researchers. Prerequisite: BA 221 , BA322, BA327. (Spring)

BA 490 Operations Management

3 hours

The course builds on the systematic application of quantitative techniques to business problems. Techniques such as Six Sigma will be addressed as a practical application to base management decisions in manufacturing settings as well as service industries. Prerequisites: BA224. (Fall)

BA 375 Business Ethics

1 hour (Junior Seminar)

This course is a study of the ethical issues that confront persons within the context of business. It examines frameworks for ethical analysis and contemporary business issues most likely to confront students with ethical questions in the future. These frameworks are applied in multiple case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements except courses numbered in the 400's. (Spring)

BA 475 Business Strategy and Policy

3 hours (Senior Seminar and Language Intensive)

This is a capstone course for all Business majors. This course is an intense study of the role of strategic planning in the success of an organization. It provides a framework for such planning and the practical application of strategic planning through case studies. Prerequisites: Prior completion of or contemporaneous enrollment in all other major requirements. (Spring)

Individualized Courses Available

295/495 Field Experience (1-4 hours)

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)

Teacher Education Course Descriptions

(Course numbers listed in parentheses after McPherson College numbers are ACCK course numbers.)

CI 101 (SPED 320) Beginning American Sign Language

2 hours

The purpose of this course is to learn the basics of sign language. It will provide the student with an opportunity to express and receive signed communication. (Fall and Spring)

G-CCI 150 Introduction to Education

3 hours

This course provides an overview of the historical role of schools in our society, the current governance and finance structures, and the challenges schools face in this new century. It also addresses planning for a career in professional education, and becoming a successful teacher.(Fall and Spring)

CI 202 (SPED 322) Intermediate American Sign Language

2 hours

The purpose of this course is to increase conversational sign language and to introduce interpreting skills. It will provide the student with an opportunity to increase his/her ability to express and receive signed communication, expand his/ her vocabulary, and improve his/her fluency in signing.(Spring)

CI 220 Principles and Strategies of Teaching

3 hours

A general methods class required of all education students. This course must be taken before or concurrent with other EE or CI courses. If taking concurrent, must have permission from the instructor. The class provides an introduction to teaching, including defining the teaching act, developing classroom communities, classroom management, assessment and evaluation, models of teaching, integration of technology, and

professional responsibilities.(Fall and Spring) A minimum grade of C in CI 220 is required as a prerequisite for ALL 300 & 400 level CI, EE or SE courses.

CI 232 Educational Technology

2 hours

Educational Technology is designed to ensure that teacher education candidates understand the function of technology in schools and society, exhibit skills using instructional tools and technology to gather, analyze, and present information, improve instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively. (Fall and Spring)

G-CI 251 Introduction to Education Practicum

1 hour

This practicum is conducted in the Wichita Public Schools or another urban district. It must be completed before enrolling for EE375 or CI 351. Students are required to spend 30 contact hours in a classroom. This class is offered every semester; however, a block of time must be established to ensure a worthwhile and quality experience. Students will maintain a reflective journal with emphasis on recording observations of teaching and learning, management techniques, the diversity of the student population, and the use of technology. (Prerequisite: G-CI 150 and consent of the Director of Field Experiences)

CI 315 Reading in the Content Field

2 hours

This course provides students seeking licensure at the PK-12 and 6-12 level the strategies necessary for reading to learn. The strategies learned are appropriate for all content areas and all learners. Future educators will learn how to plan instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. Prerequisite: CI 220. (Fall)

G-CI 333 Intercultural Education Seminar

2 hours

A study of our diverse society and how it pertains to education and the educational setting. Students electing to participate in the related field study that adequately depicts intercultural relations in an educational setting must also enroll in CI 495 Field Experience in Education. (Fall and Spring)

CI 351 Secondary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure at the secondary or PK-12 level. This course is offered for variable hour credit depending on the student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the chair of the Department of Curriculum & Instruction for appropriate registration. This practicum must occur between CI 251 and CI 475. It is recommended that students seeking license at the 6-12 level take this class in conjunction with the appropriate content methods class. Prerequisites: CI 220. Completed application and interview to Teacher Education Program required. (Fall/ Spring)

CI 401/AR 401 Methods for Teaching Art in the Secondary School

2 hours

This is a comprehensive study of secondary art curricula and instructional methods relevant to today's art educator in the public schools. Discussions will address a multitude of current trends, issues, and "hot" topics on the national scene, including the National Art Standards as part of the Goals 2000 program and Quality Performance Accreditation (QPA) in Kansas public schools. Considerable time and effort will be spent on writing and developing art curricula around the four content areas of art production, art history, art criticism, and aesthetics. Preparing and delivering a micro-teaching experience at McPherson High School is also a component of this course. Prerequisite: CI 220. (Spring)

CI 404 (ED 450) Methods for Teaching Modern Language

3 hours

This course is designed to prepare the prospective second language teacher for successful teaching at the PK-12 level. It provides theories of second language acquisition and second language teaching methods. Includes planning strategies, measurement/evaluations, test item construction, effective discipline, inclusionary practices, and technology media. Students become familiar with professional organizations and their publication/resources. In microteaching, including group and self-evaluation, students demonstrate current second language methodology. Prerequisite: CI 220. (As needed)

CI 406 (ED 406) Methods for Teaching Natural Science in the Secondary School

3 hours

This six-week course is designed to provide the prospective teacher with knowledge and skill for teaching the natural sciences at the secondary level (grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Microteaching, classroom observation and group and self-evaluation are included. Prerequisite: CI 220. (Spring)

CI 407 (ED 467) Methods for Teaching Mathematics in the Secondary School

3 hours

This course is designed to provide the prospective secondary level (grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selecting materials, techniques of assessment, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: CI 220. (Spring)

CI 408 (ED 440) Methods for Teaching Social and Behavioral Science in the Secondary School

3 hours

This course is designed to prepare students for successful teaching at the secondary level (grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Prerequisite: CI 220. (Spring)

CI 410/PE 410 Methods for Teaching Physical Education in the Secondary Schools

2 hours

A study of various teaching techniques and analysis of fundamental skills of physical education activities in the secondary school setting. The course offers an opportunity to explore various teaching techniques in individual, dual, and team activities in the field of physical education for the secondary schools. Prerequisites: PE 110, PE 160, PE 161, G-CI 150, G-CI 251, CI 220. (Interterm, odd years)

CI 416 (ED 416) Methods for Teaching Speech and Theatre in the Secondary School

3 hours

This course requires students to apply speech and drama content to the techniques needed for effective secondary level (grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: CI 220. (Spring)

CI 417 (ED 415) Methods for Teaching English and Language Arts in the Secondary School

3 hours

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: CI 220. (Spring)

CI 426/PE 426 Methods for Teaching Health in the Elementary & Secondary School

2 hours

This course is designed to acquaint the student with a variety of methods and modalities for teaching school health. The health problems of the individual school child and her/his environment will also be studied. Students will be videotaped when teaching a lesson. Prerequisites: G-PE 150 or G-PE 170, G-CI 150, G-CI 251, and CI 220. (Interterm)

CI 428 Methods for Teaching English as a Second Language in the Elementary & Secondary School

3 hours

This course is designed to prepare students to teach English to non-native speakers at either the k-6 level or the 6-12 level. Students will be exposed to teaching techniques, lesson and unit planning, and language assessment. Cultural issues will also be explored. Prerequisite: CI 220. (Fall of even years)

CI 451 Methods for Teaching General Music in the Elementary School

3 hours

For music education majors. The methods and materials for music teaching at elementary level. (Fall)

CI 453 Methods for Teaching Vocal Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Spring)

CI 454 Methods for Teaching Instrumental Music in the Secondary School

3 hours

For music education majors. The methods and materials for music teaching at secondary level. (Interterm)

CI 455 The Teaching-Learning Process

3 hours (Language Intensive)

A comprehensive course that deals primarily with the learner, the learning process, and the learning situation. Examines the role of the teacher in relationship to each of these. This class should be taken the semester before student teaching. Prerequisite: CI 220. (Fall and Spring)

CI 475 Student Teaching in the Secondary School

6 or 12 hours

Student Teaching in the Secondary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

CI 476 Professional Seminar in Education

2 hours

This is a capstone seminar for teaching candidates allowing an interactive opportunity to reflect upon and share their insight, expertise, and commitment to professional education. Must be taken in conjunction with CI 475 and/or EE 465. (Fall/Spring)

CI 495/295 Field Experiences in Education

1-4 hours

An elective laboratory oriented field experience that the student elects to take, or is assigned to, in an educational setting that is designed to enrich their understanding of the profession of education. This experience may or may not be tied to requirements in another course within the department or college. Involvement may be in an educational related role or with an approved experience anywhere in the world. Arrangements must be made in advance. (Fall/Interterm/Spring)

G-EE 210 Children's Literature

3 hours (Language Intensive)

In this course students use the language arts of reading, writing, listening, and speaking to explore the historical development of children's literature in English from its origins through the contemporary period, with an emphasis on contemporary works. While exploring how children's literature artfully structures people's experiences, values, and cultures, students will learn the elements of children's literature, different genres, and current issues pertaining to children's literature. Students will also develop presentation skills for sharing literature with children. For elementary education majors, the knowledge and appreciation of children's literature developed in the course will serve as foundational knowledge for the Reading/Language Arts methods courses. Prerequisite: Sophomore status or consent of instructor. (Spring)

EE 230 Mathematics Content for Elementary Teachers

3 hours

This course will prepare prospective elementary school teachers to understand and apply the basic principles underlying mathematics. It will acquaint them with the topics in mathematics needed for successful mathematics instruction in K-6 classrooms. Topics covered include set theory, computational algorithms, the real and rational numbers, algebraic reasoning, 2D and 3D geometry, statistics and probability, and basic ideas of number theory. This course serves as a prerequisite for EE307. Prerequisite: College-level math course or instructor consent. (Fall)

EE 301/AR 358 Methods for Teaching Art in the Elementary School

2 or 4 hours

This course is a comprehensive study of elementary art curricula and methods relevant to today's educator in the public schools. Topics to be covered include: current techniques and materials, issues in art, basic design concepts, the developmental states of children in an art program, and curriculum implementation. (Fall)

EE 303 Reading and Language Arts I

4 hours (Language Intensive)

This course delivers the knowledge base for understanding and using concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on literacy assessment and evaluation and methods for teaching K-3 grade levels. (Fall)

EE 304 Methods for Teaching Music in the Elementary School

2 hours

This course is for elementary education majors. The emphasis is placed on methods for teaching elementary school children and the integration of music into the elementary school curriculum. Prerequisite: CI 220.(Fall)

EE 305/PE 305 Methods for Teaching Physical Education in the Elementary School

2 hours

This course is designed to introduce prospective elementary school physical education and classroom teachers to the fundamentals, principles, and practices of physical education at the elementary school level. Movement exploration and methods will be stressed in the variety of play activities introduced. Additionally, this course has been designed to integrate theory and concept learning with practical laboratory experiences. Prerequisites: CI 150, CI 220 and G-CI 251. (Spring)

EE 306 Methods for Teaching Science in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to understand and use fundamental concepts in science (including physical, life, and earth and space) as well as concepts in science and technology, science in personal social perspective, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. Prerequisite: CI 220. (Fall)

EE 307 Methods for Teaching Mathematics in the Elementary School

2 hours

This course provides the knowledge base for future elementary teachers to know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data. Prerequisite: CI 220 and EE 230 or Instructor's consent. (Spring)

EE 309 Methods for Teaching Social Studies in the Elementary School

2 hours

A class designed for equipping elementary pre-service teachers with skills, strategies, and major concepts germane to the six social studies literacies: history, geography, socio-politics, citizenship, economics, and culture. Prerequisite: CI 220. (Spring)

EE 375 Elementary Education Practicum & Seminar

1-4 hours

A field experience and seminar for those seeking licensure in elementary education at the K-6 level and those seeking licensure in art, physical education, and Spanish at the PK-12 level. This course is offered for variable hour credit depending on student's past experience(s) and licensure area(s). Student should consult with her/his advisor and the Chair of Teacher Education Program for appropriate registration. This practicum must occur between CI 251 and EE 465. Prerequisites: CI 220. Completed application to Teacher Education Program required. (Fall/ Spring)

EE 444 Reading/Language Arts II

2 hours

This course provides a structure for providing future elementary teachers an opportunity to use concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situation, materials, and ideas. This course focuses on assessment and evaluation and teaching strategies for grades 4-6. Prerequisites: EE 303 and CI 220 (Spring)

EE 465 Student Teaching in the Elementary School

6 or 12 hours

Student Teaching in the Elementary School at McPherson College is a capstone experience allowing students to practice the skills and talents necessary to become effective educators. McPherson College offers student teaching at the appropriate level for all licensure purposes. Student teaching occurs after students have fulfilled all the necessary requirements as outlined in the Advisor/Advisee Handbook. The student teaching experience is scheduled for a minimum of 14 consecutive weeks. Placement and hours may depend on the area(s) of licensure. Students enrolled in this course must have completed the student teaching application process and be concurrently enrolled in CI 476. (Fall and Spring)

SE 210 Introduction to Infants, Children, and Youth with Special Needs

3 hours

This class is a survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws; service delivery systems; advocacy groups; the concept of natural environments and least restrictive environments; and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking licensure in education, is designed to introduce all pre-service teachers to mild and moderate disabilities. The course also serves as a foundation for additional special education coursework. This course is a prerequisite for other special education courses. (Fall and Spring)

SPED 220 Field Experience in Services for Students with Special Needs

1 hour

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with

mild/moderate disabilities. (Fall, Interterm, Spring, and Summer)

SPED 310 Foundations for Special Education Services

4 hours

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and affects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. (Fall & Spring)

SPED 315: General Methods for Special Education Services

4 hours

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D Prerequisite: SPED 310 (Fall & Spring)

SPED 321 Grades K-6 Methods for Special Needs

4 hours

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 331: Grades K-6 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 331 Grades K-6 Field Experience

1 hour

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 321. Students will participate in IEP development, lesson planning, and instruction. SPED 321: Grades K-6 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Fall & Spring)

SPED 341 Grades PreK-3 Methods

4 hours

Grades PreK-3 Methods, addresses strategies to individual and group needs using evidence-based practices. Topics of study include learning plans, embedded instruction within a tiered framework, setting up the environment, adapting methods and materials, positive behavior supports, and progress monitoring. SPED 351, Grades PreK-3 Field Experience, must be taken concurrently. SPED 341 will involve 15 to 20 contact hours including 10 hours reading/pre-literacy and writing/pre-writing interventions with 1 child.

SPED 345 Behavior Management

2 hours

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems, classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B). (Fall & Spring)

SPED 351 Grades PreK-3 Field Experience

1 hour

SPED 351 is a supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 341. Students will participate in IEP development, lesson planning, and instruction.

SPED 361 Grades 6-12 Methods for Special Needs

4 hours

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post- school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SPED 371: Grades 6-12 Field Experience must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 371 Grades 6-12 Field Experience

1 hour

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SPED 361. Students will participate in IEP development, lesson planning, and instruction. SPED 361: Grades 6-12 Methods for Special Needs must be taken concurrently. Prerequisites: SPED 310 & 315. (Spring)

SPED 381 Grades 4-12 Methods

4 hours

The SPED 381 course covers both general and specific methods used by special educators to teach students with disabilities. The course includes transition planning and IEP development, instructional planning, and selection of instructional methods to meet the needs of students with adaptive special education needs. Approaches for selecting methods and materials, for delivering instruction, and for evaluating instructional outcomes based on assessment information will also be demonstrated.

SPED 391 Grades 4-12 Field Experience

1 hour

The SPED 391 field experience course requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resource, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through ACCK. Outside preparation time will be required (six to nine hours per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SPED 381 Methods course.

SPED 431 Grades K-6 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The preservice teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 433 Grades K-6 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 321 or 331. Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 451 Grades PreK-12 Clinical Experience

5 hours

This course is a supervised teaching experience with a special educator who provides services for any of the grades PreK-12 level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 453 Grades PreK-12 Internship

5 hours

This course is a supervised teaching experience working with an on-site mentor and/or evaluator. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for the student hired on a waiver teaching in his/her own classroom. The intern will apply knowledge from all coursework and learning experiences to appropriately adapt and modify learning; manage students and classroom environment being culturally-sensitive to student and family differences; align and implement learning with IEP goals; assess learning; develop and implement academic and behavior intervention plans based on assessments and best practices; develop a case study/IEP, plan, implement, and evaluate lessons; plan and implement appropriate transitions, education and services for the specified grade level (PreK-12)/ages of students; and practice systematic self-evaluation. Prerequisites: SPED 310, 315, 345, 341, 351, 361, and 371. Concurrent or subsequent semester: SPED 499.

SPED 471 Grades 6-12 Clinical Experience (Student Teaching)

5-6 hours

This course is a supervised teaching experience with a special educator who provides services for secondary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371 Concurrent or subsequent semester: SPED 499. (Fall, Spring & Summer)

SPED 473 Grades 6-12 Internship

4-6 hours

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive licensure or for students who have completed a special education clinical experience. Prerequisites: SPED 210, 310, 315, 345, and 361 or 371. Concurrent or subsequent semester: SPED 499. (Fall, Spring &

Summer)

SPED 499 Capstone Issues

1 hour

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACCK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SPED 210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SPED 431 or SPED 471 (or comparable Internship). (Fall, Spring & Summer)

SPED 349 Communication Development and Communication Disorders

3 hours

This class offers a survey of normal and atypical language development, assessment, bilingual education, contributions of the educator to overcoming language problems, and the relationships between oral language and reading and writing. There are no prerequisites for this course. (Interterm and Summer)

SPED 380/678 Topics in Special Education:

1 hour

This course will focus on bringing the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. With consent of advisor.

Individualized Courses Available

299/499 Independent Study (1-4 hours)

388 Career Connections (1-12 hours)

445 Readings and Research (1-4 hours)