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# Campus Information

Sterling College  
125 W. Cooper  
Sterling KS 67579  
620-278-2173 (Campus)

1-800-346-1017 (Admissions)  
FAX 620-278-4411  
<http://www.sterling.edu>  
[admissions@sterling.edu](mailto:admissions@sterling.edu)  
[webmaster@sterling.edu](mailto:webmaster@sterling.edu)

**Location:** In the town of Sterling, on Kansas Highways 14 and 96, 18 miles northwest of Hutchinson

Sterling College is an accredited 4-year liberal-arts college, offering undergraduate education from a Christian perspective, affiliated with the Presbyterian Church (USA).

Accredited by *The Higher Learning Commission* and a member of the *North Central Association*, 30 N. LaSalle St., Suite, 2400, Chicago, IL 60602-2504 (1-800-621-7440); and by the *Kansas State Board of Education*, 300 SW Tenth, Topeka, KS 66612. *For full listing of accreditations see page 8.*

## Statement of Nondiscrimination

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability, or age. Persons having inquiries concerning the College's compliance with Title VI, Title IX, Section 504, Clery Act, ADA, and the Age Discrimination Act may contact the Vice President for Academic Affairs, Sterling College, Sterling, Kansas 67579, (620) 278-2173.

Because scheduling classes and arranging housing in accessible facilities may require advance planning, students with disabilities accepted for admission should identify themselves at least one month before the start of the semester of admission and indicate the nature of accommodations requested and to be validated by Sterling College.

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The content of this document is provided for the information of the student. The catalog is not a contract between the student and the College. It is accurate at the time of printing, but is subject to change from time to time as deemed appropriate by the College in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless otherwise stated, are effective when made. Students are expected to read and become familiar with the information contained in the Academic Catalog and are responsible for knowing and understanding regulations and policies for meeting deadlines and requirements for admission, registration and degree programs.

# Academic Calendar

<b>Fall Semester</b>	<b>2007</b>
Residence Halls open – 9:00 a.m.	
First evening meal - new students .....	Aug. 24
Student Orientation begins .....	Aug. 24
Residences open 6:00 p.m. – returning students .....	Aug. 26
Last day to confirm registration .....	Aug. 27
Classes begin .....	Aug. 28
Last day: drop/add/pass option .....	Sept. 10
Last day to remove SP/SU Inc. ....	Oct. 12
Mid-term grades distributed .....	Oct. 17
Homecoming .....	Oct. 20
Advising period for Spring .....	Oct. 29-Nov 2
Last day to officially withdraw .....	Oct. 24
Pre-Enrollment for Spring .....	Nov. 5-9
Thanksgiving break begins 5 p.m. ....	Nov. 20
Classes resume .....	Nov. 26
Final exams week .....	Dec. 11-14
Fall Semester ends .....	Dec. 14
December Graduation date .....	Dec. 15
<b>Spring Semester</b>	<b>2008</b>
Last day to register for Spring .....	Jan. 7
Classes begin .....	Jan. 8
Last day: drop/add/pass option .....	Jan. 21
Last day to remove Fall Incompletes. ....	Feb. 22
Mid-term grades distributed .....	Feb. 27
Last day to officially withdraw .....	Mar. 5
Advising period for Fall .....	Mar. 10-14
Spring Break begins 5 p.m. ....	Mar. 14
Spring Breather/Good Friday (offices closed) .....	Mar. 20-21
Classes resume .....	Mar. 24
Pre-Enrollment period for May Term & Fall .....	Mar. 24-28
Final exams .....	Apr. 21-24
Spring Semester ends .....	Apr. 24
Baccalaureate - 7:30 p.m. ....	Apr. 25
Commencement – 9:45 a.m. ....	Apr. 26
<b>May Term</b>	<b>2008</b>
Registration .....	Apr. 28
Classes begin .....	Apr. 29
Last day: drop/add/pass option .....	Apr. 30
Last day to officially withdraw .....	May 1
Last day of May Term .....	May 16
May graduation date (no ceremony) .....	May 17

# Mission of Sterling College

**Our mission:** The purpose of Sterling College is to develop creative and thoughtful leaders who understand a maturing Christian faith.

**Our vision:** Within a decade, to be recognized as the finest Christ-centered, servant leadership development-focused, liberal arts experience in the Great Plains.

**Our core values:** Faith, calling, learning, integrity, service, and community.

**Our priorities:** Sterling College is committed to an environment of academic excitement in the tradition of a thorough exploration of all truth in the light of God's Word. An enthusiastic Christian faith and experience permeate all aspects of the College life. Activities are designed to encourage and to develop the skills necessary to understand our world and to create positive change in it. Specifically, we seek to build within our students creativity, critical thinking, effective communication and leadership for use in the workplace, as well as in the community, church and home. We seek to cultivate a Christ-centered world view through which students are able to explore and understand themselves, their faith, their environment, and their heritage. We further strive to foster the values of independent inquiry, a thirst for lifelong learning, emotional maturity, and positive self-worth, and an understanding of a maturing Christian faith that provides the foundation and meaning for life.

**Our process:** The College works to achieve its priorities through the learning experiences of the liberal arts curriculum, faculty/student interactions, and a residential lifestyle. The liberal arts curriculum is designed to build breadth and depth of understanding through a general education core, specialization in a major, and attention within majors to career preparation. The College affirms the primacy of the faculty/student relationship and the importance of excellence in instruction and advising. Relationships of faculty to students are built around principles of serving, mentoring, modeling, and discipleship. The campus lifestyle is designed to provide a unifying community experience for social, educational and faith development.

**Our faith:** The board, faculty, administration and staff possess an active and visible Christian faith which encourages the entire campus community in its pursuit of a wholesome and practical Christian life. We personally trust and collectively bear witness to the one, eternal God, revealed as Father, Son and Holy Spirit. We are redeemed from our sins by Christ's life, death and resurrection, and it is by God's grace alone that we joyfully receive our salvation through a personal faith in Christ Jesus. God the Holy Spirit is active, providing us with God's sustaining presence and power, and working sanctification in the faithful. We believe in the life of the world to come in which righteousness will dwell and God will reign forever. We accept the inspiration and authority of Scripture (both Old and New Testaments) which directs

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our daily living and illumines our minds, and we embrace the Church as the body of Christ and God's witness of His love in the world.

**Our relationships:** Founded in 1887 by the Synod of Kansas of the United Presbyterian Church of North America, Sterling College continues to affirm its historical ties with the Presbyterian tradition. The College is governed by an independent, self-perpetuating Board of Trustees. Sterling College holds strong the mandate of the original charter to be “thoroughly Christian, but not in any sense sectarian.” The diversity of God’s people is welcomed, and the College respects the differences in denominational distinctives and worship traditions.



# General Information

## Philosophy of Education

Sterling College strives for academic excellence through a variety of approaches to learning. In the belief that learning and Christian commitment are important to developing a well-rounded person, students are encouraged to develop a view of the world in God's terms. Sterling College's curriculum provides the student with a broad educational experience that is also deep enough to prepare students to contribute to a rapidly changing world.

## The History of Sterling College

The United Presbyterian Church of North America, which later joined what is now the Presbyterian Church (USA), organized Cooper Memorial College in 1887. The original name honored a revered former leader of the denomination. The original curriculum offered four majors, and a preparatory department offering high school courses for those students unable to attend such institutions in their home communities. The major included a "Classical Course", a general liberal arts emphasis, a "Normal Course" for prospective teachers, an "English Course" for future school administrators, and a business course.

These original curriculum choices remain the primary focus of Sterling College (renamed in 1920) into this new millennium. Few other colleges in the United States have been able to retain their original focus while continually updating the content of courses and the techniques of teaching them.

Another distinctive aspect of Sterling College, dating from its inception, is the emphasis placed on its status as a Christian college within the Presbyterian tradition. Its faculty and staff have always been, and continue to be, believing Christians who strive to combine the concepts of faith and learning in their lives and in the classroom.

Sterling College looks to the future with confidence. With support from the community, churches, and thousands of dedicated alumni and friends who annually help the College, the Sterling College tradition continues. The background and interests of the students, combined with the College's Christian focus, gives Sterling College a heritage and a future which promise each student a concerned and supportive learning environment.

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### **Family Educational Rights and Privacy Act (FERPA)**

Sterling College complies with the Family Educational Rights and Privacy Act of 1974 as amended by Buckley/Pell Amendment, Section 153 of the Education Amendments of 1974. Students have the right of access to and the right to obtain copies of their educational records except letters of reference written prior to January 1, 1975. A student's written consent is necessary to permit the release of educational records and personal information. For a complete listing of procedure, refer to the Student Handbook found on [www.sterling.edu](http://www.sterling.edu) under Student Life.

### **Statement of Financial Condition**

Information about the institution's financial condition is included in IRS Form 990, "Return of Organization Exempt from Income Tax" and may be obtained through the Office of Financial Services. Requests should be made to the Vice President for Financial Services.

### **Accreditation and Associations**

Sterling College is accredited by *The Higher Learning Commission* and is a member of the *North Central Association of Colleges and Secondary Schools*, 30 N. LaSalle St., Suite, 2400, Chicago, IL 60602-2504 and by the *Kansas State Board of Education*, Topeka, KS. The College is approved for education of veterans under the GI Bill of Rights and is on the approved list of premedical schools of the American Medical Association. Women graduates are eligible for membership in the American Association of University Women. Sterling College maintains membership in the Council of Independent Collegee (CIC), Council for the Advancement and Support of Education (CASE), the Association of Presbyterian Colleges and Universities, the Council for Christian Colleges and Universities (CCCU), the Kansas Collegiate Athletic Conference (KCAC), the Kansas Independent College Association and Kansas Independent College Fund (KICA/KICF), Kansas Association of Colleges of Teacher Education (KACTE), Kansas Association for Private Colleges of Teacher Education (KAPCOTE), Commission on Accreditation of Athletic Training Education (CAATE), and the Associated Colleges of Central Kansas (ACCK).

The Council for Christian Colleges and Universities (CCCU) is a coalition of over 90 member colleges and universities throughout the United States and Canada that provides support for the member institutions and course opportunities for the students enrolled at member institutions. Programs available through the CCCU are listed at the end of the course listings in this catalog.

The Associated Colleges of Central Kansas (ACCK) is a consortium founded in 1966 by Sterling and five other colleges: Bethany at Lindsborg, Bethel at North Newton, Kansas Wesleyan at Salina, McPherson at McPherson, and Tabor at Hillsboro. All are coeducational, liberal arts, regionally-accredited and church-related schools within 40 miles of McPherson, Kansas, and are incorporated as an association of colleges with

an office and central staff located in McPherson.

The ACCK provides for its member colleges a large number of services and programs that none could furnish independently. Among these are a shared computing system and a very active interlibrary loan and service system. Sterling's students have access to classes taught on the other campuses and to cultural and athletic events. Several academic programs are shared among the six colleges, such as special education, secondary teacher education, computer science, and athletic training.

## **The Academic Year**

The academic year at Sterling uses a "4-4-1" calendar, with two 15-week semesters followed by a three-week May-term. During May-term, students enroll in a single class to concentrate their efforts on one course. May-term lends itself to courses different in format than those offered during the regular semesters and makes it possible to have more off-campus and individualized programs that would not be feasible otherwise.

## **The Campus**

### **Cooper Hall (1887)**

Cooper Hall was the original building on the campus, and the College was known as Cooper College until 1920. Cooper Hall is listed in the National Register of Historic Places and in the American Presbyterian/Reformed Historical Sites Registry. The building has undergone extensive renovation, and reopened in Fall 2003 as the focal point of the Social Entrepreneurship and Habitat for Humanity Programs.

### **Spencer Hall (1919)**

Sterling's first president, the Reverend Francis Marion Spencer, was honored when the second campus building was completed. In addition to the auditorium, the building houses the communication and theatre arts department and the history/government department. Major renovation of the auditorium was completed in 1974; theatre production areas were renovated in 1985 through a matching grant from the Mabee Foundation. At Homecoming, 1979, the auditorium was named in honor of Ruth Culbertson, '30 whose estate funds had provided further building renovation and installation of a new organ.

### **Wilson Hall (1920)**

Formerly the gymnasium, Wilson Hall was named for Professor S.A. Wilson, a member of the faculty from 1887 until his death in 1943. Remodeling of the lower floor was completed in 1973 to house a rehearsal room for instrumental and vocal music, as well as offices for music department faculty. The upper floor is now used for classes and campus activities.

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### **Campbell Hall** (1925)

Named in honor of Dr. R. T. Campbell, president from 1910-33, Campbell Hall served for many years as residence hall for women and the location of the cafeteria. It now houses men and provides office space for the religion and philosophy department and the language and literature department. The classroom space in Campbell Hall is handicapped-accessible.

### **Kelsey Hall** (1954)

The original library on campus, Kelsey Hall now houses the behavioral science department, administrative offices, and several classrooms. It was named in honor of Dr. Hugh A. Kelsey who was president from 1933-46. In 1968 funds from the estate of Roy Thompson, a Sterling area farmer, made possible an expansion of the administration wing.

### **McCreery Hall** (1957)

This women's residence hall was named to honor Dr. William M. McCreery, president from 1946-1973. The McCreery Hall basement contains one classroom.

### **X Hall** (2006)

New women's residence hall, yet to be named.

### **Y Hall** (2006)

New men's residence hall, yet to be named.

### **The Student Union** (1961)

Since February 1961, the Student Union has been the site of many campus activities. The cafeteria, snack bar, post office, study lounge, recreational room, bookstore, and student life offices are located here. The main dining hall honors "Aunt Ella" Smith who was involved in serving meals to students from 1910-52. A 1966 addition provided more dining space, including the Chandler Board Room named for Jerome Chandler, chairman, Board of Trustees from 1962-1984. Over the years several renovations have remodeled the two lounges, game room, and snack bar.

### **Kilbourn Hall** (1962)

This men's residence hall was named for Nelson Kilbourn, alumnus, grandson of the first president, and long-time member and former chairman of the Board of Trustees. A second wing was added in 1965.

### **Evans Hall** (1963)

This women's residence hall was named for Harold and Aileen Evans to honor their continuing faithful service to their Alma Mater. Mrs. Evans was active in speech, drama, and alumni affairs, and Mr. Evans served for many years on the Board of Trustees, including three years as chairman.

**Thompson Hall (1964)**

Thompson Hall was named for Dr. Ruth Thompson, professor of chemistry (1920-1965). The building houses the biology, business, computer science, mathematics, and physical science departments, as well as the Academic Support center. Bell Hall, a large lecture hall, is named for Professor Talmon Bell who was head of the mathematics department from 1895-1947.

**McCracken Field - Smisor Stadium (1964)**

McCracken Football Field is named in honor of Dr. J. C. McCracken, former student, All-American football player at the University of Pennsylvania during his medical school career, Olympic star, and medical missionary to China. Smisor Stadium honors Frank Smisor, former alumni secretary and farm manager. The track honors Dr. Ralph T. McCreight, a 1920's Sterling College track star.

North of McCracken Field are four tennis courts, built in 1964 and named in honor of Dr. J. W. Fields, former member of the Board of Trustees. A baseball diamond and practice fields are also part of the facilities.

**Gleason Physical Education Center (1971)**

A sports center which includes the basketball court, swimming pool, offices and classrooms was completed in May, 1971. At Homecoming, 1986, the Center was named in honor of Clair L. Gleason, coach, professor, athletic director, 1953-86. In 1990 a comprehensive weight training facility was added to the Center, called the Edwards Weight Center, in honor of John and Ed Edwards, Sterling College Athletes in the 1910's.

**Brownlee Plaza (1977)**

Brownlee Plaza, located at the center traffic point for the campus in front of the Mabee Library, was the gift of alumni and friends to honor George Brownlee, alumnus and former staff member. The clock with chimes is a memorial to Harold and Aileen Evans.

**Art/Education Center (1978)**

One block south of the campus, the building that was once the Sterling Community Hospital has become the Art/Education Center. Since 1979 it has provided the setting for student and faculty art exhibits, traveling art exhibits and special shows, and classroom and office space for the departments of art and education.

**Mabee Library (1996)**

Mabee Library opened in April 1996, serving as a gateway to global information resources, and includes an academic computing classroom and lab. Computer workstations provide network access to the on-line catalog, over 50 bibliographic databases, and the Internet. The Crebbs museum, located in the Library, was a 1964 gift of Chester M. Crebbs (class of 1917) and his wife in memory of his parents. It houses Indian artifacts and items of local history.

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# Admissions

All prospective students are encouraged to visit the college so that they can become acquainted with the campus, faculty, coaches, staff, and students. Many scholarships are determined through personal interviews and auditions.

## Procedures

A student will be considered for admission to the College when the following documents have been received by the admissions office:

1. A completed application accompanied by the non-refundable processing fee;
2. An official record of all high school and college transcripts and/or knowledge folios;
3. Results from either the ACT (American College Test) or the SAT (Scholastic Assessment Test).

## Credit by Examination

1. **Advanced Placement Program (AP):** Sterling College participates in the Advanced Placement Program of the College Entrance Examination Board. Credit will be granted for test scores of 5, 4, or 3 and a pass will be recorded on the student's transcript. (Contact the registrar's office for details.)
2. **College Level Examination Program (CLEP):** Sterling College participates in the CLEP testing program and will grant credit without grades for satisfactory scores as recommended by the American Council of Education.
3. **Defense Activity for Nontraditional Education Support (DANTES):** The DANTES program was developed by the Department of Defense to help service members meet their educational goals. DANTES sponsors a wide range of examination programs. Credit is awarded based upon recommendations from the American Council on Education.
4. **Institutional Credit by Examination:** Sterling College provides its own program of credit by examination in some subjects (popularly called "test out"). In general, grades of A, B, C, and No Credit may be obtained. Students who receive a grade of A or B may ask to have the grade and the credit recorded on their transcripts for an additional fee; students who receive a C may be excused from taking the course in question as part of the requirements but may not receive college credit. Exams for credit and test-out must first be approved by the department chair and instructor. Application to take examinations for credit should be made to the Registrar's Office.

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### First-Year Students

Admission status will be determined on an individual basis utilizing grade information, ACT/SAT scores, and, when possible, personal interviews. For full admission to Sterling College, first-year students must have a 2.2 cumulative high school grade point average (on a 4-point scale) and have a minimum ACT composite score of 18 or SAT composite score of 1290. Students who do not meet the minimum admission requirements may appeal to the Vice President for Enrollment Services to be considered for acceptance on probationary status.

Students are admitted by letter from the Office of Admissions when the following credentials have been received and judged to meet stated requirements:

1. *Transcript of Secondary School Work*

Graduation from an accredited high school or an equivalent level of achievement is required for regular first-year status. Applicants may be accepted, however, on the basis of six (6) or seven (7) semesters of high school with the understanding that the remaining credits must be completed at a satisfactory level of quality. A General Education Development (GED) diploma is regarded as the equivalent of high school graduation.

Sterling College welcomes applications from home schooled students. In addition to an academic transcript and/or knowledge folio, ACT or SAT scores, Sterling College may require a placement exam, e.g. in math or writing.

**Athletes must adhere to NAIA regulations.**

2. *Records of Ability*

All entering full-time, first-year students under 21 years of age must submit either ACT or SAT scores before official acceptance can be granted. ACT or SAT scores are used in placing students at appropriate levels and are highly recommended for all entering students.

### Transfer Students

Courses taken at another institution before the student enrolls at Sterling College will be evaluated by the Registrar in terms of the requirements at Sterling. All prior academic work must be reported for evaluation. Sterling College reserves the right to decline the transfer of courses completed at an unaccredited institution.

For full admission to Sterling College, transfer students must have a 2.2 cumulative college grade point average (on a 4-point scale). If less than 12 semester credits have been earned at the college level, they must also have a minimum ACT composite

score of 18 or SAT composite score of 1290. Transfer students who do not meet the minimum admission requirements may appeal to the Vice President for Enrollment Services to be considered for acceptance on probationary status.

The policies for admission for candidates of advanced standing are as follows:

1. Transferring students will provide official transcripts to the Registrar of Sterling College for evaluation. Courses being transferred must have a grade of C- or better.
2. Remedial/preparatory level credits will not be accepted for transfer.
3. Transfer credit can be accepted for only one physical activity course per year. Sterling College does not give or accept credit for athletic participation.
4. No more than 65 transferred hours from a two-year college will count toward Sterling College graduation requirements.
5. Courses submitted for transfer from institutions not accredited by a regional accrediting agency will be accepted if one of the following criteria can be met:
  - a. a grade of C or better in a succeeding course taken at Sterling;
  - b. a passing grade on an examination for the specific subject; and/or
  - c. a written notification from the Registrar and appropriate department head stating the equivalency of each course in question.
6. In order to graduate from Sterling College, transfer students must fulfill all requirements for the Bachelor of Arts or Bachelor of Science degree. They must meet all general education requirements and specific departmental requirements for the major as well as the residency requirements (24 of the last 30 credits taken at Sterling College). A minimum of six credits must be taken in the department of one's major to enable a transfer student to receive a Sterling College major; a minimum of three credits is required for a minor.

## **Early Admission**

Gifted high school students completing the 11th grade may apply for admission to Sterling College. The applications are reviewed in the same manner as those of high school graduates. Strong approval by a high school administrator is essential.

## **Pre First-Year Students**

Students who have completed at least two and one-half (2 1/2) years of high school

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may register for courses at Sterling College with the following conditions:

1. All pre first-year students may be conditionally admitted by the Office of Admissions upon recommendation of the student's high school counselor and/or principal.
2. All high school students must be admitted as pre first-year, as stipulated in the Sterling College general catalog, and pay tuition and fees.
3. All courses taken for credit will be placed on regular Sterling College transcripts with indications that credit was taken under pre first-year status. Pre first-year credit will be accepted as follows:
  - a. Acceptance of credits at Sterling College upon admission as degree students will be at full value and will fulfill any and all degree requirements as described in the appropriate catalog;
  - b. Transfer of pre first-year credit to other colleges and universities will be under control of those institutions, but Sterling College will assist students in obtaining credit at other institutions for courses taken;
  - c. Credits do not count toward high school graduation unless arrangements have been made in advance with both high school and Sterling College officials.
4. High school students may take no more than nine (9) hours, including class audits, during one (1) semester. Students wishing to take more than six (6) hours must receive approval from the Academic Dean and their high school counselor or principal before registering for additional hours.

## Auditors

A student may audit classes to gain understanding of the topics, but cannot participate in testing. Auditors do not receive a grade or academic credit. Students who wish to audit classes must be granted admission to the College and receive approval from the course instructor. See page 32 for further information about auditing.

## International Students

Applicants from other countries must submit an application for admission, official transcript from their high schools and any colleges they have attended, and all school test scores, school-leaving examinations or country-wide standardized tests. In addition, international students should submit scores for the Test of English as a Foreign Language (TOEFL) which demonstrate proficiency in the use of the English language. Generally, a minimum TOEFL score of 520 (written) or 190 (computer-

based) is required for admission. Athletes must adhere to NAIA regulations.

## Readmitted Students

Any student wishing to return to Sterling College after an interruption in consecutive attendance must complete an application form through the Office of Admissions and arrange for official transcripts from each college attended since leaving Sterling, including any extension or correspondence courses, to be sent to the Office of Admissions. In order to be accepted, the application form must be approved by the appropriate administrative officers, the Registrar, and the financial service office.

## Veterans

Veterans are encouraged to consider the advantages of completing their studies at Sterling College.

1. Veterans who were not able to complete high school before going into the armed services will be eligible for admission upon receiving sufficiently high scores in the General Education Development (GED) tests.
2. The College will grant college-level credit for service training and experience based upon the recommendations in the most recent version of “A Guide to the Evaluation of Educational Experiences in the Armed Forces.” Official records of participation must be presented to the Registrar in order for credit to be granted.
3. Sterling College is approved to offer veterans educational benefits.

## Deposit

Before registration, a security deposit is required to reserve your place in classes, a residence hall and to hold your Financial Aid package. The deposit is \$100 for residential students and \$50 for commuting students. Deposits are refunded in full, provided there are no outstanding charges, when students graduate or transfer from Sterling College.

## Orientation

For many students, entering college is a major transition and can be a challenge. Students encounter new people and face new expectations. To make the transition as smooth as possible, Sterling College offers an orientation program for both new students and their parents by providing opportunities for social involvement with others while learning more about the College.

**Foundations of Servant Leadership:** This one credit course focuses on Sterling College’s history and culture, skills for academic success and life-long learning, career

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planning/choosing a major, and faith development. Upon entrance, new students are assigned to a seminar group led by a faculty advisor and an upper class mentor who provide the context to assist students with their transition to college life during orientation and fall semester.

## Educational Expenses

The tuition charge at Sterling College covers instruction, admission to all athletic events, theatrical programs, lectures and most special concerts, the use of the Student Union, and other services.

Room and board costs include housing in college residence halls and meals in the college cafeteria while school is in session. Student teachers are required to follow the calendars of the schools in which they are assigned to teach. Should the calendar of some particular school and the calendar of Sterling College have different holidays, breaks, or beginnings and endings of the school year, the student teacher will follow his or her assigned school calendar. Additionally, should student teachers find a situation where Sterling College is closed for a particular break and the assigned school is not closed, the student teacher will assume the cost of his or her room and board.

Special Fees include extra charges for special services and instruction, such as private lessons. Students are responsible for textbooks and may be asked to purchase specialty items for certain classes. These will be specified at the beginning of each semester. Students must provide their own transportation for classes meeting on other campuses and for student teaching. Mileage reimbursement may be available to those attending classes on other ACCK campuses and at the ACCK offices in McPherson.

Sterling College reserves the right to change tuition and fees at any time.

## Annual Schedule of Charges 2007-08\*

### TUITION

Full-time (12 to 17 hours)	\$15,500.00
Part-time (1 to 6 hours) per credit hour	\$315.00
Part-time (7 to 11 hours) per credit hour	\$575.00

### NEW STUDENT FEES

Initial Application Fee	\$25.00
One-time Advance Liability Deposit - Commuter	\$50.00
Residential	\$100.00

## MISCELLANEOUS FEES

Audit Fee (per credit hour)	\$55.00
Late Registration Fee	\$25.00
Overload Fee per hour (over 17 credits per semester)**	\$315.00
Credit by Examination (per credit hour)	\$25.00
Graduation Fee	\$60.00
Transcript Fee (first one no charge)	\$3.00
Returned Check Fee	\$25.00
Art materials fee	\$20.00

## PRIVATE LESSONS (In addition to regular tuition)

Per credit hour	\$200.00
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## BOARD

Board (10 meals per week)	\$3112.00
Board (14 meals per week)	\$3430.00
Board (unlimited meals)	\$3830.00

## HOUSING

Room (full occupancy)	\$2400.00
Reduced occupancy	\$3000.00
Designated Single	\$2520.00
New Residence Hall (Estimate)	\$3200.00

## HEALTH INSURANCE

Required unless a signed insurance waiver is returned to the Student Life Office (Estimate)	\$500.00
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## STUDENT TEACHING/CAREER SERVICES

Student Teaching & Placement Fee	\$150.00
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Financial matters must be in order by August 1 (fall semester) or January 1 (spring semester). Students who fail to pay any amounts due are not eligible to re-enroll, receive grades, transcripts or diplomas until the account has been settled. All collection costs will be paid by the student. The College reserves the right to charge a student for damages to college property.

\* **Note:** For subsequent years, students should consult the *Annual Schedule of Charges* available from the Office of Financial Services. Some costs are subject to change after this catalog has been printed.

\*\* Overload fee is not charged to students enrolled in 18 credit hours who are also enrolled in Band or Choir.

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### COLLEGE PAYMENT PLANS:

1. Payment in full.
2. Sterling College Payment Plan offered by Tuition Management Services  
Contact the business office for further information on these options.  
College personnel will discuss these options further with interested students and prospective students.

### Special Benefits

The following special benefits are provided for students taking courses at Sterling College:

1. No tuition is charged to students over 65; and
2. Half tuition is charged for a maximum of six (6) credits per semester for high school students.

### Liability & Credit for Withdrawal from the College

By registering for classes or completing housing or meal plan applications, a student incurs a legal obligation to pay tuition, fees, room, and board.

If a student withdraws prior to the start of the semester and incurs no charges, the tuition deposit is forfeited. If the student has incurred any charges, the deposit is applied to those charges.

If a student withdraws during the semester, charges will be prorated if he/she has been enrolled for less than or equal to 60% of the term, and completes the necessary withdrawal forms obtained from the Registrar or Student Life Office. If a student has been enrolled for more than 60% of the term, he/she is not eligible for a reduction in tuition, fees, and room or board charges.

The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays and excluding spring break. For example, there are 108 calendar days in each semester of the 2005-2006 calendar year. If a student withdraws on the 50<sup>th</sup> day of the semester, the charges and financial aid will be prorated to reflect that he/she has been enrolled for 46.3% of the semester (50 divided by 108).

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal

SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared. Federal law requires all student borrowers to participate in an exit interview through the financial aid office.

The following items are not subject to the refund policy:

- Lab, course, or computer fees
- Medical insurance
- New student fees
- Late fees (payment, program filing, registration, change of program, etc.)
- Deferred payment fees
- Returned check fees
- Residence Hall fines
- Parking fines
- Finance charges

## Health Insurance

Students are required to purchase the student health insurance unless a signed insurance waiver is provided at registration as proof of personal insurance coverage.

# Financial Assistance

The Sterling College financial aid program exists to assist students who might not otherwise be able to attend college. Financial aid consists of scholarships, grants, awards, loans, and employment, which singly or in combination may be awarded to students, and are applied first to tuition costs. The financial aid office is located in Kelsey Hall.

The College participates federally funded financial aid programs. Only students who have completed the proper application procedure will be considered for assistance. Students must first be accepted for admission, and then complete the Free Application for Federal Student Aid (FAFSA).

## Federal Aid

1. **Federal Pell Grants** are available from the federal government for students meeting certain financial need qualifications. Such grants are made to a maximum of \$4310 per year. The amount of the grant is determined by a federal formula and is based upon the family's ability to assist with the student's education cost. The amount of the grant is not controlled by the

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individual or the College.

2. **Federal Supplemental Educational Opportunity Grants (SEOG)** are available from the federal government and are administered by Sterling College. They are awarded to those students who meet certain financial qualifications.
3. **Tribal Grants.** Any student who is at least one-fourth American Indian, Eskimo, or Aleut as recognized by a tribal group served by the Bureau of Indian Affairs, may apply for a tribal grant. The amount is based on financial need and availability of funds from the area agency. Students must first submit an application for financial aid and supportive documents by the deadline.
4. **Federal Perkins Loans.** Perkins loans can be granted by the College in amounts up to \$4,000 per year based on validated financial need. Repayment need not begin until nine months after the borrower ceases to carry a minimum of six hours and must be completed within ten years thereafter. For teachers who teach in designated poverty areas, up to 100 percent of the principal and interest can be canceled.  
*Payment.* Beginning with a payment on the first day of the tenth month, a minimum monthly payment of \$40 plus interest shall be paid. There is no penalty for early repayment. The interest rate is 5% per annum.
5. **Federal College Work Study (CWSP).** Work Study is a federal program available to those students demonstrating financial need. Work study students who are employed are expected to perform the duties assigned. Work study employees should understand that their first obligation is their account in the business office. Students work a limited number of hours per week, and earnings cannot exceed demonstrated financial need. If the student quits the job, or is terminated for cause, the College is under no further obligation for the balance of the work award.
6. **Federal Subsidized And Unsubsidized Stafford Loans.** Students may apply for Stafford Loans through banks, credit unions, or savings and loan associations. To apply for a Stafford Loan visit [www.sterling.edu/campus/finaid](http://www.sterling.edu/campus/finaid). Repayment begins six (6) months after graduation or withdrawal from school. The interest rate is fixed for the 2007-08 academic year. The maximum loan is \$3500 for first-year students, \$4500 for second-year students, and \$5500 for other undergraduates. Students have the right to cancel all or a portion of a loan or a disbursement of a loan.
7. **Federal Parent Loan For Undergraduate Students (PLUS).** The Education Amendments of 1980 established a loan program for parents of dependent undergraduate students called Parent Loans for Undergraduate

Students. Loans carry a fixed rate for the 2007-08 academic year. Parents have the right to cancel all or a portion of a loan or a disbursement of a loan. Informational brochures are available in the financial aid office. To apply for a PLUS loan visit [www.sterling.edu/campus/finaid](http://www.sterling.edu/campus/finaid).

## State of Kansas Aid

**Kansas Comprehensive Grant (KCG).** State grants are available for qualified Kansas resident students. These grants, which range up to \$3,000 per academic year, are determined by family size, financial resources, and educational cost. To be eligible, the students must demonstrate financial need through the Free Application for Federal Student Aid (FAFSA). Students must also:

1. Be a Kansas resident who has not received a bachelors degree
2. Meet the April 1 application deadline (FAFSA must be received by April 1)
3. Be a full-time student, attending a fully accredited independent Kansas college
4. Have at least a 2.0 cumulative grade point average at the end of each spring semester.

The **Kansas State Scholarships, Kansas Teacher Scholarships, Ethnic Minority Scholarships** require a special application. Students are advised to contact their high school counselor or the Sterling College financial aid office as soon as possible for details.

## Other States

Many other states have tuition grant programs, and some allow the student to use the funds at an out-of-state school. Check with your high school counselor for further information.

## Institutional Aid

1. **Academic, Athletic, and Major Scholarships** are available to incoming first-year and transfer students. Applicants for these scholarships must be accepted for admission and complete the Free Application for Federal Student Aid (FAFSA). Scholarships are based on high school performance and are renewable throughout one's college career as long as academic performance meets specified standards. Residential and cumulative GPAs are considered independently and both must meet the published criteria.
2. **College of Emporia Academic and Alumni Scholarships** are sponsored by the C of E Alumni Association. Students should identify themselves to the financial aid office as being children or grandchildren of C of E alumni.
3. **Work Study Program.** Students may be employed in various positions on

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campus. For students participating in the Working Grant Program, designated earnings will be applied to their student account.

4. **National Presbyterian College Scholarships.** NPCS scholarships are competitive and are awarded only to entering first-year students who are communicant members of the Presbyterian Church (USA), however they are renewable. Applicants must take the ACT or SAT no later than December of their senior year in high school. (Contact the financial aid office or pastor for further information.)
5. **Samuel Robinson Scholarships.** These scholarships are available on a competitive basis to junior and senior students enrolled in any of the colleges related to the Presbyterian Church (USA) and are in the amount up to \$1000. Students memorize The Shorter Catechism and write an essay on an assigned topic. Further information can be obtained in the financial aid office or Religion/Philosophy Department.
6. **Other Awards.** The financial aid office, library and the student life office have information on other types of grants, fellowships and loans. This is assistance provided by outside agencies to students who make application, meet the qualifications, and are chosen to be the recipients by the funding agency.

## Student Life

The development of the student at Sterling College takes place outside of the classroom as well as in the classroom. The goal of Student Life is to build on the academic program of the College. This is accomplished by providing students with experiences which further the development of the whole person within the context of relationships with staff, faculty, and one another.

### Guidelines and Expectations

Sterling College is a Christian community that seeks to integrate faith and learning in all that it does. As a Christian community we need to acknowledge the lordship of Christ in every area of our lives. This means that, as an institution committed to academic excellence and the development of the whole person, all members of the College community are expected to discipline themselves in a variety of ways. Students are to be disciplined in their studies. They are to develop skills and acquire knowledge that will stretch their minds. Staff and faculty are to be disciplined in their areas of responsibility and expertise. Students, staff, and faculty are to be disciplined in their lifestyle, adhering to the lifestyle expectations established by the College as

guided by its understanding of Biblical principles and desiring to give honor and glory to God in all that they do.

Sterling College has established a set of lifestyle expectations, which all students, staff, and faculty are required to observe. These lifestyle expectations include, but are not limited to: appropriate dress consistent with Christian standards; conduct that shows respect for all officials, athletes, and spectators at both intercollegiate and intramural sports events; conduct that shows respect for self and others at all College sponsored events, including but not limited to theatre, music, art, chapel, and convocation events; restricted visitation hours by members of the opposite sex in the residence halls; a policy of abstinence with regard to the possession or use of alcoholic beverages on campus and at off-campus events; the prohibition of the use, possession, or distribution of illegal substances; the agreement to abstain from the possession or use of any tobacco products on campus and at off-campus events; the expectation of sexual purity; and abiding by the laws of the local community, the state, and the nation. These expectations are laid out in the *Student Handbook*, the *Staff Handbook*, and the *Faculty Handbook*.

Sterling College also embraces the Biblical perspective that humankind is created in God's image and that each created individual has unique worth and value. The College, therefore, is committed to the creation of a community that treats each person with love and respect and stands opposed to all forms of sexual harassment, violence, and racial or ethnic hatred. The *Student, Staff, and Faculty Handbooks* further elaborate on the College's policy regarding human dignity and racism.

## Residence Life

Sterling College is not only an academic institution, it is also a place where a majority of students live while earning their degrees. Residence life is designed to give students an opportunity to develop a sense of belonging and community. Students are also exposed to differences in background, ideas, personalities, and beliefs. In learning to live with differences students will learn more about themselves.

Because scheduling classes and arranging housing in accessible facilities may require advance planning, students with a disability who are accepted for admission should identify themselves at least one month before the start of the semester of admission and indicate the nature of any accommodations needed.

In Sterling College's residence halls, students are able to develop meaningful relationships and the socialization skills that are necessary to be an effective community member. They have the opportunity to develop moral and spiritual values on a personal basis within a supportive environment. In short, the experiences that students have in the residence halls form an integral part of their growth and development as individuals. Sterling provides housing for students in six on-campus residence halls, which vary in size and character.

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**Kilbourn Hall** is a men's residence hall housing approximately 150. Rooms for three or four men contain both a study room and a bedroom. Kilbourn is air-conditioned and has a computer lab on the second floor.

**Campbell Hall** is also a men's residence hall and houses 84. The rooms are built for one or two students, and there is a computer lab on the second floor.

**McCreery Hall** is a women's hall that houses 130 in rooms which are home to one or two students. The lounge is the focal point for resident activities. McCreery is air-conditioned and has a computer lab in the basement.

**Evans Hall**, the second women's hall, houses approximately 75. The rooms are built for three or four, and consist of a study room and a bedroom. Evans is air-conditioned. A computer lab is located on the first floor.

**X and Y Halls** are new 2-story residence halls, yet to be named, one for men and one for women. They were first occupied in Fall 2007 and house 2-3 students per room, each room with a private bath. The rooms on each floor are built around a commons area.

## Chapel/Convocation

The Chapel/Convocation ministry is focused on the process of spiritual formation. In order for Chapel/Convocation to initiate, nurture, and sustain a life of discipleship in Jesus Christ, two weekly Chapel opportunities are available: on Wednesday morning and Sunday evening. Students are also encouraged to participate in Bible studies conducted in the residence halls. Each semester typically provides two to four Convocations in various disciplines to engage our minds and souls.

## Spiritual Formation

Sterling College is deeply concerned about the spiritual growth of each individual student, staff, and faculty member. Many informal opportunities for Bible study, prayer, and fellowship are found on campus, in addition to local church services.

## Cultural Life

Many organizations are active on campus, bringing together students and faculty with similar interests. A few examples are listed below:

Art exhibits at the Art Center feature displays by local and national artists, traveling shows, and student shows. Of special interest is the annual Prairie Art Exhibition each spring, a juried show featuring outstanding work by regional artists. The Art Department is also a member of Christians in the Visual Arts.

The Sterling College Music Department has numerous voice and instrumental ensembles. SC Concert Choir and SC Band are the large performing ensembles. Numerous smaller groups are off-springs of these: Percussion Ensemble,

Woodwind Quintet, String Ensemble, SC Brass, Jazz Ensemble, Men's and Women's Choruses, and Highland Singers. All ensembles perform on and off campus, throughout the year, as a service to the community. The SC Concert Choir and Highland Singers tour regularly throughout the year, in and out of state.

The Sterling College Theatre produces six to eight productions per year, including a big-cast musical each fall and a wide variety of drama from Shakespeare to touring children's theatre to original works.

## Personal and Psychological Counseling

Sterling College is an educational institution with an emphasis on formal academics. Within this academic structure some students may have psychological and spiritual needs. To meet these needs, counseling is available on several levels.

Every new student is immediately assigned a faculty advisor (mentor). These faculty advisors (mentors) are willing to help students as they work through questions of learning, faith, and life. In addition, Resident Directors are available as counselors for students' needs. Student Life staff members are selected for their ability to relate to students as they develop self-identity, self-confidence, and relationships with others.

If intensive counseling is needed, College staff and faculty refer students through the Dean of Student Life to professional counselors. All counseling is confidential.

## Student Activities

**Student Government Association (SGA)** serves as the liaison between the students and the administration, faculty, and staff. It is the responsibility of SGA to hear and address items of interest and concern expressed by the student body. SGA provides students with important leadership opportunities as well as an avenue to discuss issues and provide suggestions designed to resolve problems and concerns of students. It is an important voice within the college community.

**Campus Activities Board (CAB)** is a branch of SGA whose purpose is to discover, program, and implement activities that the student body of Sterling College will find entertaining and thought-provoking. The goal is to enhance the learning each student receives in the classroom and to provide opportunities to integrate experiences, knowledge, abilities, and faith. CAB sponsors concerts, movies, student talent exhibitions, awareness days, dances, and many other campus activities.

**Publications.** SGA funds and supervises production of three student publications, the *Sterling Stir*, the *Great Plains Review* and *The Warrior*.

***The Sterling Stir*** is the student newspaper. It provides formal practical experience for students interested in journalism.

***Great Plains Review (GPR)*** is the annual literary magazine published by Sterling College. The GPR accepts submissions of poetry, prose and art work

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from students, staff, faculty, alumni and friends.

***The Warrior***, the Sterling College yearbook, is published under the direction of a student editor and student staff.

**Student Organizations.** Sterling College has active student clubs and organizations, providing opportunities for involvement in different areas of interest. Opportunities also exist to start new organizations. Check with the Student Government Association office to find out how.

- Alpha Chi – academic honorary fraternity
- Alpha Psi Omega – theatre
- Behavioral Science Club
- Catholic Student Association (CSA)
- Chi Beta Sigma – business
- Class Offices
- Fellowship of Christian Athletes (FCA)
- Future Science Professionals Association (FSPA)
- Habitat for Humanity
- My Brother's Keeper
- PEACE (People Educated About Caring for Earth)
- Pi Kappa Delta – forensics
- Residence Hall Councils
- Sterling College Online Radio (SCOR)
- Time Trek
- Sterling College Online Television (SCOTv)

## Social and Recreational Life

The college provides a broad and varied program of social opportunities for students. This includes movies, parties, banquets, dances, clubs, special interest organizations, and recreational events. There is an active intramural athletic program for men and women, including flag football, basketball, ping pong, pool, beach volleyball, and softball. The Student Union provides three lounge areas, a snack bar, and game room. Lighted outdoor basketball and sand volleyball courts provide additional recreational opportunities.

## Intercollegiate Athletics

Varsity sports baseball, basketball, cross country, football, soccer, softball, track and volleyball. Sterling College is a member of the National Association of Athletics

(NAIA) and the Kansas Collegiate Athletic Conference (KCAC).

# ACADEMIC PROGRAM INFORMATION

## Academic Requirements and Policies

### Definitions

**ACCK** — a consortium of six Kansas colleges to which Sterling belongs. Students may take courses at these other schools and some degree programs are shared among the schools. The central office is in McPherson, KS.

**Audit** — an enrollment status in which a student attends a course with the permission of the instructor but receives no grade or academic credit.

**Council for Christian Colleges and Universities (CCCU)** — a coalition of over 100 member colleges and universities throughout the United States and Canada which provides support for the member institutions and course opportunities for the students enrolled at member institutions.

**Course** — a program of study lasting one semester (or one interterm) usually involving lectures, discussions, and/or laboratory experiences.

**Credit** — the recognition given for successful completion of a course, expressed in “hours” with the standard one semester lecture course being three credits.

**Electives** — those courses selected by the student to complete the total hours needed for graduation but not required by the core curriculum or the major. These are important options for the student to pursue interests beyond the major.

**General Education** — the courses required for every student, regardless of major. These courses provide a background of knowledge which allows students to place their chosen major in the context of the entire world.

**Grade Point** — the number value assigned to the grade a student earns in each course.

**Grade Point Average** — the total number of credits earned (credits x grade) divided by total hours attempted. The GPA is a measure of the student’s level of achievement and is used to determine academic awards or to assess academic discipline.

**Hours** — units of credit for a course based on the number of hours a course meets each week. The number of hours each student needs to complete degree requirements is explained in the next section.

**May-term** — a three-week study period following Spring semester in which students may take a course. Some specialized or travel courses are offered at this time.

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**Major** — the primary field of study selected by a student, usually based on the student's career objectives.

**Minor** — a secondary field of study, not required for graduation, selected by some students who wish to develop additional skills.

**Prerequisite** — any requirement which must be met with a passing grade of C- or better before enrollment in a course.

**Semester** — a 15 week period of study.

**Transcript** — an official document from the Registrar's Office listing all academic work completed or attempted, and the official grades and grade point averages.

## ACADEMIC POLICIES

The rules and regulations by which a college operates its program are called Academic Policies. At Sterling College these policies are constantly under review by the Faculty in order to make sure that they are consistent with the curriculum, fair to the students, and as few and as simple as possible. The Academic Policy Committee of the Faculty oversees the implementation of these policies. Some of the more important policies are listed below. Faculty advisors have a more complete list of these policies with supporting rationales.

### Class Schedules

Class schedules are published each semester and are available online at [www.sterling.edu](http://www.sterling.edu) under "Academics". Although every effort is made to be accurate in its course offerings, the College reserves the right to make essential course changes, to discontinue any course for which an insufficient number of students register, or to change the semester in which a course is offered.

### Attendance

Class attendance is required of all students. It is the obligation of the student to maintain good standing in the course. Absences, especially unexcused absences, may make this difficult.

Faculty members will specify in the course syllabus at the beginning of the term their policies regarding absences or irregular attendance and will keep a record of attendance. Irregular attendance or excessive absences may result in the lowering of a student's grade or the student being withdrawn from the course. Activity sponsors will identify participants and their schedules for faculty records.

Excused absences are those that occur because of illness, death in the family, or similar emergency, of which the Vice President for Academic Affairs has been notified. (Appropriate documentation may be required.)

Absences due to college-sponsored activities are those relating to academic or co-curricular field trips (including athletic events and concert tours), conferences or the like. While faculty members are normally expected to work with students involved in such activities, it is the student's responsibility to inform the instructor **prior** to the absence according to the instructor's attendance policy set forth in their syllabus. Such absences do not in any case excuse the student from work required in the course.

Students must complete course assignments missed due to any absence. When an exam, student performance, or laboratory is scheduled for the same time as the student activity, the student's first responsibility is to the exam, performance, or laboratory, unless special arrangements have been made with the instructor in advance.

Students are responsible for reporting absences to their instructors prior to class. In addition, an extended absence of more than 3 days must also be reported to the Academic Dean's Office. Students are responsible for all class work.

## Course Numbering System

Course numbers are intended to guide students and advisors in appropriate course selection. The levels are:

- 100-199 No prerequisites required. Introductory and survey courses primarily for first-year students and General Education.
- 200-299 Courses with one or more prerequisites. Primarily for sophomores.
- 300-399 Courses with two or more prerequisites. Primarily for juniors and seniors.
- 400+ Senior level courses. ACCK courses, primarily for education majors.
- 500+ Graduate level courses available through the ACCK.

## COURSE ENROLLMENT POLICIES

### First-Year Course Requirement Policy

Each semester of the freshman year, students are required to enroll in three courses that meet general education requirements. During the freshman year four specific courses are required, and the student must choose two other general education courses. Freshmen are required to enroll in, and are not allowed to drop or withdraw

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from, these courses:

1. College Composition I;
2. College Composition II;
3. Introduction to Computers;
4. Foundations of Servant Leadership

Transfer students must have completed all of the above courses or their equivalent by the end of their first year at Sterling College.

If any of the above courses are waived by the appropriate department, the student will still be required to take three general education classes during each semester.

Students are required to take Human Social Context no later than the second semester of the Sophomore year.

## Directed Study/Independent Study

An **Independent Study** is a specific program of study, for 1-3 credits, under the direct supervision of a faculty member. The faculty member meets with the student for at least one hour per each hour of credit per month. Enrollment in this type of course is limited to juniors and seniors in their major area(s) only and for a maximum of 6 credits toward degree completion.

A **Directed Study** is a catalog course which is offered on an independent basis because it is not on the current schedule, or it is offered in conflict with another required course. The amount of time spent with the student is at the faculty member's discretion. Faculty members are not obligated to teach a course as a Directed Study, and the department may also identify courses which cannot be taken in this format.

Procedures:

1. The student and the faculty supervisor must plan the course in advance.
2. The faculty member must design a syllabus to meet the requirements of this individualized course of study.
3. To register for the course, the student must present a completed contract form with the course syllabus to the Registrar's Office no later than the 1<sup>st</sup> week of the Fall and Spring semesters, or the first day of Mayterm.
4. Directed or Independent Studies over the summer must be the exception rather than the rule. The approval of the course instructor and department chair must be obtained. The completed contract with syllabus must be submitted to the Registrar's Office no later than April 15<sup>th</sup>.
5. The Academic Dean must approve all requests prior to enrollment in the course.

## Auditing

All persons wishing a grade in a course must take it for credit. All persons wishing to attend a course without credit must enroll in the course as an auditor. No change

from audit to credit or from credit to audit may be made after the initial 10-day drop/add period. Audits will be limited to one course a semester for students enrolled full-time. Part-time students may audit a maximum of two courses during a semester. Audit fee is \$55 per credit and applies to anyone auditing a course, regardless of special tuition arrangements. The fee is waived only if the credits fit within the full-time load of 12-17 credit hours.

Before enrolling for an audit course, students must obtain a form from the Registrar's Office and secure the permission of the instructor. Where a course has enrollment limits, students taking the course for credit will be given priority. Auditors must understand that the instructor is under no obligation to evaluate their work and/or performance. Audits, successfully completed, will be recorded on transcripts. Students desiring to audit courses must first be admitted to the College in order that an academic record may be established.

## Concurrent Enrollment

Any course taken at another institution while a student is enrolled at Sterling College (correspondence or summer school, as examples) must have the prior approval of the Registrar to ensure appropriate application to a Sterling College degree program.

## General Enrollment Policies

1. **Course Registration:** Students may not attend a class unless they are properly enrolled and register in accordance with the procedure set by the registrar's office.
2. **Adding or Dropping Courses after Registration:** Students who wish to drop or add a class must obtain a form from the registrar's office and have it signed by their academic advisor. Deadline for adding or dropping a course is the 10<sup>th</sup> class day of each respective semester at 5:00 p.m.
3. **Withdrawal from Courses:** To officially withdraw from a course students must obtain a card from the registrar's office, and have it signed by their academic advisor and by the course professor. The signed card must then be returned to the registrar's office. In order for the withdrawal to be "official" this process must be completed before the fifth school day after mid-term grades are released. A "W" will be recorded on the academic transcript. Grades for "unofficial" course withdrawals will be recorded as an "F" on the academic transcript. Please consult the academic calendar to determine the last day to withdraw from a course.
4. **Withdrawal from College:** To officially withdraw from Sterling College after a term has begun students must report to the Student Life office to

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receive a withdrawal form. The withdrawal form must be signed by the following college personnel or their designees: the Vice President of Enrollment, Vice President of Student Life, Director of Financial Aid, Resident Director (if a resident student), Academic Advisor, Director of the Library, Registrar, and the Vice President for Finance. Refunds will be made where applicable. Students who officially withdraw from Sterling College will not be permitted to eat on campus or live in the residence halls after their official withdrawal date. The last official date to withdraw from college is the same as the last date to withdraw from courses.

## Course Load

Part-time	Less than 12	credit hours
Full-time	12 - 17	credit hours
Overload*	Over 17	credit hours

**Note:** To be eligible to participate in any extracurricular activity representing the college off-campus, a student must be a full-time student enrolled in at least 12 credits. Students on probation are not permitted to carry more than 13 credits. Students wishing to take an overload must obtain permission from the Registrar. Refer to Schedule of Charges for overload fee.

\* Students enrolled in 18 credit hours who are also enrolled in Band, Choir, or an ensemble are not charged an overload fee.

## Grading and Recording Policies

### 1. Definition of Credits

A *course credit* unit is equal to fourteen 50-minute classroom sessions or the equivalent.

A *laboratory credit* unit is equal to at least 28 hours in the lab.

An *out-of-class experience* unit is equated in terms of performance rather than time.

### 2. Grading System

Grade reports are given to students and advisors at mid-term, at the end of each semester, and at the end of the interterm period. The report is sent to the student's home address at the end of each semester. A brief description of letter designations is given below:

A	“Superior performance of all required work, or, in some cases, performance beyond that which is actually required.”
B	“Distinctly good work in all class requirements.”
C	“Fairly good performance of assigned work.”
D	“Inferior work”
F	“Failure to meet minimum performance requirements.”

- I “Incomplete.” Students who, for **unavoidable reasons due to serious illness or family emergency**, are unable to complete the course requirements before the end of the course may request that the course instructor assign to them a grade of “I” (incomplete). **NOTE: a grade of incomplete WILL NOT be assigned unless the student requests it.** The Incomplete Grade Form must be signed by the student, as well as the instructor. An incomplete grade must be removed by the course instructor by the seventh Friday of the following semester. Failure to remove the “I” results in an “F” or the grade assigned by the instructor.
- IP “In progress.” Grades have not been recorded.
- P “Pass.” This grade is given when students select the pass option and under the traditional grading policy would receive a grade of C- or above. The “P” grade is also recorded for students who successfully complete the requirements of any course which uses only the Pass/Fail grading system.
- W “Officially withdrawn”

### 3. **Pass Option**

After the freshman year, students may elect to take certain courses on a pass basis. The purpose of this option is to encourage students to take courses outside their major areas or in fields with which they are unfamiliar, in order to get broader exposure to the liberal arts without being penalized by a possible low grade. Regulations governing this option are as follows:

- A. Only four such options may be exercised while attending Sterling, no more than one per semester and only after the freshman year. (Courses which only assign the pass/fail letter grades do not count toward the total of four such courses that students may elect.);
- B. Students on academic probation are not eligible to exercise this option;
- C. The option may not be used for courses in a student’s major discipline or in any courses which may be outside the discipline but are required for minor or in the teacher certification program;
- D. Students should indicate their desire to exercise this option when first enrolling in a particular course. No change will be allowed in the selection of the Pass Option after the initial 10 day drop/add period;
- E. When signing up for a course on a pass basis, students may indicate a desire to take a proposed grade rather than the “pass.” If the student receives the desired grade, this grade is automatically recorded on the transcript rather than the “pass.” In such a circumstance this option still counts as one of the four pass options available;
- F. The option may not be used in courses needed to meet a Basic

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Skills requirement; and

- G. The Pass Option applies only to grades of C- or higher. Grades of D+, D, D-, and F will be recorded as grades on the transcript.

4. **Grade Points**

A	4.0	A-	3.7	B+	3.3
B	3.0	B-	2.7	C+	2.3
C	2.0	C-	1.7	D+	1.3
D	1.0	D-	0.7	F	0.0

5. **Time Limitation**

Students have seven (7) years from their initial enrollment to complete the requirements of the catalog under which they initially enrolled. Those taking longer will have to complete the requirements of the current catalog. Appeals will be considered by the Academic Dean working with the Academic Policy Committee.

6. **Classification of Students**

Class standing is determined at the beginning of each semester as follows:

First-Year (Freshman)	0-31 credits
Sophomore	32-62 credits
Junior	63-93 credits
Senior	94 or more credits

7. **Transcript requests**

Students needing a copy of their Sterling College transcript must submit a personally signed, written request to the Registrar's office. Forms are available. The first request is free, thereafter a \$3.00 fee per transcript must accompany each request. Transcripts will be released only if all financial obligations to SC are satisfied and educational loans are not in default.

## ACADEMIC STATUS

### I. SATISFACTORY PROGRESS

Students must have a minimum cumulative GPA of 2.00 in order to graduate. The College will notify students when their performance is not reaching that minimum level. Students who cannot reasonably expect to successfully finish their academic program will not be allowed to continue enrolling at Sterling College. The minimum academic standards used to determine satisfactory progress are listed on page 39.

The following standards are consistent with federal and state financial aid regulations and the NAIA athletic regulations and apply to academic standing, financial aid, and athletic eligibility.

Students must meet the following two minimum standards:

- A. Students must complete at least 24 semester hours in a calendar year (two semesters and winter, summer, &/or May-terms) at an accredited institution.
- B. Students must keep their GPAs above the limits that determine suspension as listed in the table on the following page.

The status of every student, whether full- or part-time, is determined after each semester grading period and is based on the following:

- A. To avoid suspension, full-time, first-time freshmen **MUST** earn at least six credit hours in each of their first two semesters. Beyond that point, they must earn at least eight credit hours each semester. Transfer students must earn at least 8 credit hours beginning with their first Sterling College semester
- B. Summer study may be used to make up deficiencies for athletic eligibility in either minimum hours or in GPA. However, students should seek the approval of the Registrar before they schedule summer work to be sure that the courses they take are appropriate and will be acceptable to the College.
- C. Full-time students must complete the Chapel and convocation requirement during every semester during which they are enrolled in the College. **Chapel/Convocation is a requirement for graduation.**
- D. Additional rules apply to financial aid and athletic eligibility. For example, financial aid will **NOT** be continued after two semesters on Financial Aid Probation.
- E. Students readmitted following academic suspension are not eligible for financial aid that semester.

Even these minimal standards may not be sufficient for some varieties of financial aid or for students wishing to attend graduate or professional schools. Students should seek advice from their academic advisors about the level of academic performance that is appropriate.

Any student who is not making satisfactory progress may lose financial aid and athletic eligibility and/or the right to continue academic coursework.

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### **Academic Warning**

If the academic deficiency can be corrected with only slight improvement in grades in one semester, the student is placed on academic warning. There are no restrictions of activity but the student needs to be aware of the GPA requirements for graduation.

### **Academic Probation**

When a deficiency is serious enough to require significant improvement in grades for more than one semester, in order to achieve the GPA requirements for graduation, students are placed on academic probation. During the first semester that students are placed on academic probation, they are required to participate in GD099 and a study skills group in order to obtain the skills needed to be successful in college. Students on academic probation should be aware that their academic careers are in serious jeopardy. Some programs and activities, financial aid, and athletic eligibility may not be available. Students on academic probation will not be allowed to enroll in more than 13 credit hours.

If at the end of the first probationary semester sufficient academic progress still has not occurred, the student will again be placed on academic probation for the following semester. At the end of the second consecutive probationary semester if the criteria for satisfactory academic progress has not been met, academic suspension will result.

Exception:

Any student who achieves a semester GPA of at least 2.0 for 8 or more completed hours will be allowed to remain at the institution for the subsequent semester regardless of the cumulative GPA.

## **II. ACADEMIC SUSPENSION**

Students whose residential GPA falls below the specified standards, or who fail to meet the standards for satisfactory progress as defined above, will be suspended from the college for at least one semester. Readmission following suspension is **NOT** automatic. Readmission will be based upon evidence that the difficulties encountered have been resolved. Students readmitted following academic suspension will be placed on academic probation, with academic status reevaluated at the end of the term.

## **III. ACADEMIC DISMISSAL**

Suspended students who are readmitted and who fail to raise their residential GPA, or any student who suffers from a deficiency which makes it unreasonable to anticipate eventual completion of degree requirements, will be permanently dismissed.

### Minimal Academic Standards for Satisfactory Academic Progress

To avoid suspension, full-time, first-time freshmen MUST earn at least six credit hours in each of their first two semesters. Beyond that point, they must earn at least eight credit hours each semester. Transfer students must earn at least 8 credit hours beginning with their first Sterling College semester.

TOTAL RES. HRS. ATTEMPTED	WARNING if res GPA is below	PROBATION if res GPA is below	SUSPENSION if res GPA is below	INELIGIBLE FOR FIN. AID & ATHLETICS if cum GPA is below
00 - 15	2.0	1.7	1.0	
16 - 31	2.0	1.85	1.2	
32 - 44	2.0	1.9	1.4	
45 - 62		2.0	1.6	2.0
63 - 75		2.0	1.7	2.0
76 - 93		2.0	1.8	2.0
94 - 110		2.0	1.9	2.0
110 -		2.0	1.95	2.0

## **Academic Honors**

### **Dean's Honor Roll**

The Dean's Honor Roll is announced at the end of each semester. To be eligible students must have a GPA of 3.5 or better in at least 12 credits of graded residential work. A student receiving a grade of F or Incomplete (I) in any course (including Chapel/Convocation) will not be eligible for consideration.

### **Kelsey Scholars and Alpha Chi**

At the end of the spring semester of each year, full-time students who have met the following standards are designated as Kelsey Scholars and are recognized at Keynote Convocation the following fall. From this group, a limited number of students are eligible during their junior or senior year for membership in Alpha Chi, a national honorary scholastic fraternity.

Requirements:

1. Sophomore standing or above
2. GPA of 3.5 or above in both residential and cum GPA
3. Minimum of 2 semesters in residence at Sterling College
4. No incompletes on record

### **Graduation honors**

Students who complete at least 60 credits at Sterling will be eligible for graduation honors. Residential GPA and cumulative GPA will be considered independently and both must meet the following criteria. If the GPAs are at two different levels, the lower GPA will determine the honor.

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3.90	and above	Summa Cum Laude
3.70	to 3.899	Magna Cum Laude
3.50	to 3.699	Cum Laude

## BACCALAUREATE DEGREE REQUIREMENTS

Sterling College grants the degrees of Bachelor of Arts and Bachelor of Science. All candidates for the baccalaureate degree must meet the following requirements:

1. Candidates must be recommended by the Faculty and approved by the Board of Trustees;
2. Candidates must have completed 124 credit hours (no more than 65 credit hours from a 2-year college – see page 15), with a cumulative grade point average of 2.0 (C). A cum gpa of 2.5 is required for education certification;
3. Candidates must have completed at least 24 of their last 30 credit hours at Sterling College;
4. Candidates must have fulfilled the requirements of the general education portion of the liberal arts curriculum, including the **Chapel and Convocation** requirement;
5. Candidates must have fulfilled the requirements for a major, and must have attained a minimum grade point average of 2.5 in their declared majors and minors;
6. Candidates must complete testing required for institutional assessment in both general education and the major upon recommendation of the Assessment Committee; and
7. Candidates must attend the graduation ceremony to receive their diplomas.

### Degree Requirements Exemption

In order to receive exemption from any degree requirement a student must file a written petition with the Academic Dean. The student's major advisor should also make a recommendation to the Academic Dean. Final authority rests with the Academic Dean working with the Academic Policy Committee.

### Graduation Ceremonies

The annual baccalaureate and commencement ceremonies are held at the end of the spring term each year. Students who complete their work at the end of the Fall Semester will not receive their diplomas until the following spring commencement, but may receive a transcript indicating their eligibility for the degree. The program for

each commencement ceremony carries the names of all students who have completed the requirements for graduation and also the names of those who will have completed such requirements prior to the beginning of the Fall semester of that year.

## Academic Integrity

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and to the core values of faith, calling, learning, integrity, service and community. Within this context, Sterling College has a covenant with its students – past, present, and future. Our commitment to academic integrity requires that each student and faculty member be responsible for creating an environment of trust and respect in which the search for knowledge, truth, and wisdom can be successfully accomplished. These are the expectations:

Students will:

- Perform and represent honestly their own academic work.
- Properly acknowledge others' ideas, words, and creations when appropriate.
- Respect the learning environment and the expression of others' ideas and opinions.
- Demonstrate good stewardship in the use of academic resources.

Any violation of these expectations will be considered academic misconduct and will result in disciplinary actions. The following definitions illustrate violations of the Sterling College expectations:

- Cheating is the unauthorized use of data, information, study guides or other materials within the context of an academic exercise.
- Falsification or fabrication of data involves creating or altering information from exercises, experiments, fieldwork, or internships. It also involves modifying official records such as transcripts, grade cards or other report forms.
- Plagiarism is the presentation of another person's work as one's own. Plagiarism can be avoided by proper use of quotations, footnotes, and bibliographic citations.
- Disrespect of the classroom environment or misuse of academic resources is any action that could prevent another student from succeeding academically.

If an instructor believes academic misconduct has occurred, the instructor is to check with the office of the Academic Dean to determine whether or not the alleged offense is a first violation. The instructor is to discuss the situation with the student, giving the student the opportunity to confirm or deny the allegation; if personal contact is

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not possible, the instructor must notify the student of the action taken.

For the first violation:

The instructor is to assess the case and determine the penalty. While the ordinary penalty for the first academic misconduct offense is a failing grade for the test, paper, project, etc., the instructor has the option of requiring the assignment to be redone, or giving a failing grade for the course.

For repeated violations:

The instructor is to report the case to the Academic Dean, who will assess the penalty in consultation with the instructor and the student. The ordinary penalty for a second offense of academic misconduct is academic suspension for at least one semester. The Academic Dean is to inform the student of such suspension.

Appeal of Disciplinary Action:

The student always has the right to appeal any judgement and/or penalty. The Academic Affairs Committee will hear the case of the student and of the instructor, and have the authority to confirm, modify, or overturn the judgement and/or the penalty.

## STUDENT ACADEMIC APPEALS PROCESS

Students may appeal an academic decision when the basis of that appeal would be:

- a. inappropriate application of syllabus standards in grading by a faculty member, or inappropriate application of an academic policy or procedure by the Registrar.
- b. unethical conduct in grading or in regard to academic policy or procedural decisions.

The appeal process must begin by the end of the seventh (7th) week of the following semester.

**Note:** It is in everyone's best interest if the issue can be resolved at the lowest level, between the student and the faculty member or the Registrar. While the student may discuss his or her concern privately with anyone, **an appeal is not considered to be official until the student submits a written appeal to the appropriate person.** In that written appeal, the student should request a written response.

### Order of Appeal Procedure

For syllabus standards and/or grading appeals:

1. Instructor
2. Academic Dean
3. Academic Policy Committee

For academic policy and procedure appeals:

1. Registrar
2. Academic Dean
3. Academic Policy Committee

## **Academic Services**

### **Council for Christian Colleges and Universities (CCCU)**

One of the major benefits to the students enrolled at Sterling College is the CCCU's student programs. Students can enroll in courses of study including the American Studies Program, Australian Studies Centre, China Studies Program, Contemporary Music Program, Los Angeles Film Studies Center, Latin American Studies Program, Middle East Studies Program, Programmes in Oxford, Russian Studies Program, Summer Institute of Journalism, and Uganda Studies. See complete descriptions of these programs at [www.cccu.org](http://www.cccu.org).

## **Computer Center**

The Computer Center is dedicated to providing electronic resources to support research and learning. The Center works to create an environment that emulates what students will find in the marketplace. Resources are used to provide students access to up-to-date equipment and software. While hardware and software are important, the Center's primary focus is to provide quality instruction and advising so that students receive the highest possible benefit from technology. The Center is located on the second floor of Thompson Hall.

## **Library Instruction Program**

“The mission of Mabee Library is to serve the information needs of the Sterling College community through acquiring, organizing and preserving books and serials, non-print and electronic resources, and providing guidance, consultation and instruction to assist users in effectively obtaining, evaluating and applying needed information.”

Mabee Library contains a growing collection of books, periodicals, audiovisual and multimedia resources selected to support student learning. Print and electronic reference tools point to a wealth of information resources that can be delivered to students through interlibrary loan or printed as full-text. Computer workstations provide network access to the on-line catalog, bibliographic databases, and the Internet. Through cooperative agreements, faculty and students have easy access to the resources of ACCK libraries and to other academic and public libraries in Kansas.

Librarians participate with classroom instructors in helping students to develop “information literacy,” the skills and concepts essential for functioning effectively in an information society. Information literacy includes the ability to locate, evaluate and use needed resources in a variety of formats.

# THE CURRICULUM

All Sterling College students are expected to complete two sets of requirements; those of the general education curriculum and those of the department or major. In this catalog the departments are listed in alphabetical order with the specific majors indicated at the top of each section. The specific courses required for the major are listed. The actual sequence in which these courses are taken will be determined with the help of the student's academic advisor.

In each department a course is identified by a two letter code (BI = biology, MU = music, RP = religion/philosophy) and a three digit number (first-year courses generally are in the 100 series; courses with prerequisites are generally in the 200, 300 or 400 series). Each course description indicates the number of credit hours earned by successful completion of the class and some general indication of the material covered in the course. More specific information on the course content, requirements, and schedule is available in the course syllabus which can be obtained from the Office of the Academic Dean or from the instructor.

The mission of Sterling College is to develop creative and thoughtful leaders who understand a maturing Christian faith. As servant leaders within the context of a Christ-centered world-view, students are encouraged to develop an understanding of the world and how to work positive change within it. Given the pace of change in the world, students must learn to remain open to new ideas and interpretations and allow this new learning to inform their maturing faith. Sterling College divides the curriculum in the traditional way, with a general education curriculum that provides a common body of knowledge to all students, and majors which provide specialized disciplinary study. Sterling College's general education program, like the majors, is grounded in the mission statement, and is designed to help develop faithful, creative, and thoughtful leaders. It includes 55 objectives that are divided into ten specific areas of study. The following pages identify individual courses especially designed to develop students' understanding in each area. Several courses are listed more than once in the following description to show specifically how the general education objectives are met. Areas 1-4 and 10 are not content specific. In some of these areas, general education courses are designed to initiate development that continues into the major. In other areas, course requirements are described differently as noted in the boxed material below the objectives.

**Note:** Following these objectives is a list of the courses required to satisfy the general education requirement at Sterling College with each course listed only once. Completing these courses will assure that the student has met the general education objectives.

# GENERAL EDUCATION

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## 1. Information Acquisition Skills

Students will:

1. understand the importance and nature of information.
2. analyze information and information systems according to content, organization and format.
3. retrieve information using a variety of systems and tools.
4. evaluate information for relevance and reliability.
5. understand how to use information responsibly and ethically.

CS101 Introduction to Computers	2 credits
LL101 College Composition I or LL107 Honors Composition I	3 credits 3 credits
LL102 College Composition II or LL108 Honors Composition II	3 credits 3 credits

**Note:** Introduction to Computers and College Composition I and II must be taken in the first year.

## 2. Thinking Skills

Students will:

1. develop the ability to think quantitatively, using numerical and symbolic methods of problem solving.

The successful completion of an approved Math course Options include: MA108, MA110, MA150, BS196, RP231 or any math course for which one of the above is a prerequisite. Cannot be fulfilled with MA090, MA105 or ED130.	3-5 credits
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2. develop the ability to think critically, analyzing information, organizing it systematically, and evaluating its relevance for answering questions.
3. develop the ability to think creatively, developing original products and processes while exploring problems.
4. develop the ability to think reflectively, thinking about past experiences that relate to their immediate sensory and perceptual state.
5. develop the ability to think synthetically, integrating diverse ways of knowing and perceiving into a coherent whole.
6. develop the ability to think compassionately, holding the general welfare of others as a standard for evaluation.

Thinking skills are necessary in all courses. For these objectives, faculty will ensure that requisite skills are taught and evaluated so the combination of general education courses presents experiences to fulfill all five objectives.

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## 3. Communication Skills

Students will:

1. comprehend the components of proficient communication.
2. express themselves proficiently in written and spoken Standard American English.
3. analyze and evaluate oral, written, and mediated communication as presented by themselves and others.
4. receive and respond to peer and professional evaluations.
5. communicate effectively to a variety of audiences.
6. understand how to use a variety of media technology to communicate.

Common foundations for these skills are presented in the following requirements:

CS101 Introduction to Computers	2 credits
LL101 College Composition I or LL107 Honors Composition I	3 credits
LL102 College Composition II or LL108 Honors Composition II	3 credits
CT101 Public Speaking or CT130 Oral Interpretation	3 credits

**Note:** Introduction to Computers and College Composition I and II must be taken in the first year.

## 4. Whole Person Development

Students will gain knowledge and skills necessary for wholeness in and integration among the following areas:

1. physical
2. mental
3. spiritual
4. emotional
5. social

Common foundations for these skills are presented in the following requirements:

ES101 Concepts in Physical Fitness and Health	2 credits
Physical Activities Course - any one course required	1 credit
GD105 Foundations of Servant Leadership	1 credit
GD130 Human Social Context	3 credits
GD190 Chapel and Convocation*	0 credits
GD499 Faith and Life Seminar	2 credits
Any Literature Course except LL256 Child & Adolescent Literature or LL254 Film as Literature	3 credits
RP137 Basic Philosophical Concepts	3 credits

\* Attendance at 14 chapels and two convocations is required each semester to fulfill the requirements of the Chapel and Convocation class GD190. This is a graduation requirement. For additional information see page 140 of this Catalog.

**Note:** Foundations of Servant Leadership must be taken in the first semester of the first year.

## 5. Natural World Experience

Students will:

1. understand that observation is the central method of science for gaining data about the natural world.
2. understand the relationships among empirical data, hypotheses, theory, and laws of nature.
3. understand basic concepts that characterize and explain systematic order in the organic world.
4. understand basic concepts that characterize and explain systematic order in the inorganic world.
5. understand the inter-relatedness of organic and inorganic systems as complex reorganizations of matter dependent on natural processes.
6. appreciate the impact of scientific knowledge on contemporary living and value our responsibility to be wise stewards of the applications of that knowledge.

Biological Sciences (Any 100 level course)	4-5 credits
Physical Science (inc. Chemistry or Physics)	3-5 credits

**Note:** At least one of these science courses must be a lab course.

## 6. Human Social Experience

Students will:

1. understand scientific information about historical origins of human societies.
2. comprehend processes by which the mind interprets and constructs our social experiences.
3. analyze differences among people's perceptions that arise from different experiences, memories, values, and social contexts.
4. comprehend principles of organizing social existence.
5. use social organizational principles as tools to understand a variety of social systems found throughout the world.
6. evaluate strengths and weaknesses of various patterns of organization based on equity of outcomes across groups.
7. synthesize their reflections into an expanded world view that places their own social and cultural backgrounds into a global context.
8. increasingly value attempts to reconcile conflicting differences among people

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and seek equitable and just distribution of resources and power on a global scale.

GD130 Human Social Context	3 credits
GD499 Faith and Life Seminar	2 credits
RP137 Basic Philosophical Concepts	3 credits

**Note:** Human Social Context must be taken in the freshman or sophomore year.

## 7. Historical Experience

Students will:

1. understand methods of historical interpretation.
2. develop an appreciation of past civilizations.
3. analyze present events based on underlying ideas that have driven similar events in history.
4. evaluate the important ideas, events, texts, movements, and people in world history.

HG101 History of World Civilization I or	3 credits
HG102 History of World Civilization II	3 credits
HG111 History & Government of the United States I or	3 credits
HG112 History & Government of the United States II	3 credits

## 8. Aesthetic Experience

Students will:

1. comprehend the history, contexts, and importance of artistic expression in culture.
2. be conversant with great works of the fine arts.
3. employ principles of form and design to analyze and describe the various arts.
4. understand the materials, processes, and perspectives of the various forms of the fine arts.
5. consider and understand basic issues of aesthetics relating to the fine arts.
6. understand the roles and responsibilities of the artist, art critic and historian, and the audience.
7. value creative activity and personal enrichment through the fine arts.

Six credits required, three each from approved courses in any two of the three areas of Art, Music, Theatre and Drama.

1. Art	
AR105 Introduction to Art or	3 credits
AR150 Color and Design or	3 credits
AR211 Art History I or	3 credits
AR212 Art History II or	3 credits
Any applied Art course(s)	3 credits
2. Music	

MU100 Music Appreciation or MU110 Music Appreciation Live	3 credits
Any applied music course(s) including private lessons, the major instrumental ensembles, Band or Choir	3 credits
3. Theatre and Drama	
CT105 Introduction to the Theatre or	3 credits
Any applied Theatre course(s)	3 credits
<b>Note:</b> Applied courses may count in only one of the two areas. At least one must be NON-applied.	

## 9. Religious & Philosophical Experience

Students will:

1. understand the religious dimensions of human experience.
2. understand the literary content, historical development and theological significance of the Bible.
3. understand the biblical foundation, historical development and contemporary significance of the basic doctrines of Christian theology.
4. appreciate the contributions of past thinkers to current philosophical questions.
5. reflect on foundational questions regarding reality, beauty, truth, morality, freedom, and language.

GD190 Chapel and Convocation*	0 credits
RP102 Introduction to Old Testament	2 credits
RP103 Introduction to New Testament	2 Credits
RP266 Basic Christian Doctrine	3 credits
RP137 Basic Philosophical Concepts	3 credits
* see note on page 48 on the GD190 requirement	

## 10. World-view and Leadership Development

Students will:

1. integrate a Christian world-view and Christian leadership with all aspects of learning and living.
2. use the resources of scripture, theology, Christian history, and ethics to reflect and act upon contemporary problems.
3. develop a coherent faith-informed world-view expressed through servant leadership.

Common experiences for developing these skills are presented in the following requirements:

GD190 Chapel and Convocation*	0 credits
GD499 Faith and Life Seminar	2 credits
* see note on page 48 on the GD190 requirement	

(Some courses are listed more than once in the above descriptions.)

Below is a list of the courses that satisfy the general education requirements at Sterling College.

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## Courses Required For General Education

1.	CS101 Introduction to Computers	2 credits
2.	LL101 College Composition I or LL107 Honors Composition I	3 credits 3 credits
3.	LL102 College Composition II or LL108 Honors Composition II	3 credits 3 credits
4.	CT101 Public Speaking or CT130 Oral Interpretation	3 credits 3 credits
5.	MA108 Contemporary Math or MA110 College Algebra or MA150 Pre-Calculus or RP231 Logic or BS196 Statistics for the Behavioral Sciences or any math course for which one of the above is a prerequisite.	3 credits 3 credits 4 credits 3 credits 3 credits
6.	ES101 Concepts in Physical Fitness and Health	2 credits
7.	Physical Activities Course - any one course required	1 credit

**The above courses represent basic skills necessary for all college students. Students are required to earn a minimum grade of C- in each of these classes to meet the basic skills requirement.**

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8.	RP137 Basic Philosophical Concepts	3 credits
9.	GD105 Foundations of Servant Leadership	1 credit
10.	GD190 Chapel and Convocation (see note on page 48 on the GD190 requirement)	0 credits
11.	Any Literature Course (not writing or language courses) except LL254 Film as Literature or LL256 Child and Adolescent Literature	3 credits
12.	GD130 Human Social Context	3 credits

**Note:** One of the two courses taken to fulfill general education requirement numbers 13 and 14 **must include a lab.**

13.	Biological Sciences (Any 100 level course)	3-5 credits
14.	Physical Science (including Chemistry or Physics)	3-5 credits

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15.	HG101 History of World Civilization I or HG102 History of World Civilization II	3 credits 3 credits
16.	HG111 History & Government of the United States I or HG112 History & Government of the United States II	3 credits 3 credits

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Note: To meet the fine arts requirement, a student **must meet any two of the three requirements** identified here as numbers 17, 18, or 19. The student is not required to take classes from all three areas. Remember, **at least one of the courses MUST be NON-applied.**

17.	AR105 Introduction to Art or AR150 Color and Design or AR211 Art History I or AR212 Art History II or Any applied Art course(s)	3 credits 3 credits 3 credits 3 credits 3 credits
18.	MU100 Music Appreciation or MU110 Music Appreciation Alive Any applied music course(s) including private lessons, instrumental ensembles, Band, Lasses, or Choir	3 credits 3 credits 3 credits
19.	CT105 Introduction to the Theatre or CT230 The Musical Theatre (Interterm trip) or Any applied Theatre course(s).	3 credits 3 credits 3 credits
20.	RP102 Intro to Old Testament and RP103 Intro to New Testament	2 credits 2 credits
21.	RP266 Basic Christian Doctrine	3 credits
22.	GD499 Faith and Life Seminar	2 credits

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**Total General Education Courses Required: 53 - 58 credits**

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**Note:** In special cases, demonstrated prior knowledge, experience, or a chosen major will allow students to substitute a course for those listed. Such substitutions must have the approval of the student's advisor, the Registrar, and the Academic Dean.

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**Students are required to successfully complete all of the general education requirements, including those that receive no academic credit, in order to be eligible to graduate.**

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## ACADEMIC MAJORS AND MINORS

Every major is designed to produce in the student:

- A. *knowledge of the discipline's content and methods*, including:
  1. historical and philosophical background
  2. range of subject matter
  3. central principles
  4. generally accepted unifying perspectives (theories, laws, methods, systems, and models).
  
- B. *continuing development of skills related to the discipline's content*, including:
  1. acquiring information for producing creative projects
  2. analyzing, synthesizing, and evaluating primary source material
  3. writing and speaking critically and creatively
  4. pursuing advanced study and/or a career.
  
- C. *values relating the discipline to world-view perspectives*, including:
  1. relating discipline-specific knowledge to other areas of inquiry
  2. applying ethical guidelines to discipline-specific activity
  3. relating discipline-specific content to Christian faith.
  4. using discipline-related information to provide voluntary service to the community.

## MAJORS

The faculty has defined a major as an academic area of concentration of prescribed courses totaling between 35 and 47 credit hours. A few of the following majors may require fewer than 35 or more than 47 credit hours; these majors have been approved for inclusion in this catalog by the faculty. Sterling College offers the following 20 majors. Each major will include a required service project and a required creative product.

Art & Graphic Design

Athletic Training

Biology

Business Administration

Chemistry

Christian Ministries (See *Religion and Philosophy Department*)

Communication and Theatre Arts

Elementary Education

English (See *Language and Literature Department*)

Exercise Science

Forensic Science

Graphic Design and Effects

History

Independent Interdisciplinary  
Mathematics  
Music  
Music Education  
Psychology  
Sports Management  
Religious and Philosophical Studies

**Note:** Sterling works to prepare students for careers and/or further advanced study in many areas. Students should consult their advisors about their career plans. Each department can recommend course selections for various career/graduate school interests.

## MINORS

A minor is a secondary area of study allowing students to customize their education for their needs and interests. Sterling College offers the following minors:

Applied Mathematics  
Art & Graphic Design  
Biology  
Business:  
    Economics  
    Entrepreneurship  
    General Business  
    International Business  
    Leadership/Management  
    Marketing  
    Real Estate  
    Social Entrepreneurship  
Chemistry  
Christian Ministries (See *Religion and Philosophy Department*)  
Communication and Theatre Arts  
English (See *Language and Literature Department*)  
Exercise Science  
Family Studies (See *Religion and Philosophy Department*)  
Greek (See *Language and Literature Department*)  
History  
Political Science (See *History Department*)  
Music  
Psychology  
Religious and Philosophical Studies  
Adaptive Special Education

Course descriptions under each department represent approved courses required of majors and minors. Additional courses may be offered but not listed in the catalog.

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## EDUCATION LICENSURE

Education Licensure is necessary for students desiring to teach in public schools in the state of Kansas. Sterling provides licensure in the following areas:

- Art Education
- Biology Education
- Chemistry Education
- Communication and Theatre Arts Education
- Elementary Education
- English Education
- Mathematics Education
- Music Education
- Physical Education and Health
- History and Government Education



# Art and Graphic Design

The Art and Graphic Design department provides a flexible, varied, and well-balanced group of art experiences that lead to an acquaintance with art history and appreciation, and to individual creative growth and expression through visual and tactile means.

The offerings meet the needs of three types of students: those wishing to major in art in preparation for advancement academically or professionally, including studio art and computer graphics; those wanting an understanding of art as part of their liberal arts education; and those preparing to teach art at any level.

## ART & GRAPHIC DESIGN MAJOR (BA)

Core Requirements:

AR105	Introduction to Art	3 credits
AR110	Drawing 1	3 credits
AR150	Color and Design	3 credits
AR211	Art History I	3 credits
AR212	Art History II	3 credits
AR350	Topics in Art <u>or</u>	3 credits
RP345	Aesthetics	3 credits

Subtotal: 18 credits

Studio Courses: 15 credits required. Choose five of the following seven classes.

AR130	3-D Design I	3 credits
AR140	Printmaking I	3 credits
AR160	Ceramics I	3 credits
AR170	Fibers	3 credits
AR180	Photography I	3 credits
AR215	Computer Design	3 credits
AR220	Painting I	3 credits
AR235	Sculpture	3 credits
Any Advanced Level Studio course		3 credits
AR490	Senior Art Exhibition	3 credits

Total: 39 credits

## ART & GRAPHIC DESIGN MINOR

AR110	Drawing I	3 credits
AR150	Color and Design	3 credits
AR211	Art History I *	3 credits
AR212	Art History II *	3 credits
AR350	Topics in Art *	3 credits
RP345	Aesthetics *	3 credits

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AR130	3-D Design I **	3 credits
AR140	Printmaking I **	3 credits
AR160	Ceramics I **	3 credits
AR170	Fibers **	3 credits
AR180	Photography I **	3 credits
AR215	Computer Design**	3 credits
AR220	Painting I **	3 credits
AR235	Sculpture I **	3 credits

Total: 18 credits

\* Students must choose one of the above classes.

\*\* Students must choose three of the above courses.

## ART EDUCATION LICENSURE PreK-12

Core Requirements for the Art Major 18 credits

And the following studio and methods courses:

AR220	Painting I	3 credits
AR130	3-D Design	3 credits
AR140	Printmaking I	3 credits
AR160	Ceramics I	3 credits
AR170	Fibers I	3 credits
AR180	Photography I	3 credits
AR215	Computer Design	3 credits
Any Advanced Level Studio Course		3 credits
AR275	Elementary Art Methods	3 credits
AR376	Secondary Art Methods	3 credits
AR490	Senior Art Exhibit	1 - 3 credits

Total: 49 - 51 credits

**All professional education and major coursework must be completed before Clinical Teaching Experience. Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs for professional education courses required.**

**Note:** The courses required for PreK-12 licensure in Art fill the requirements for a major in Art. There is no provisional licensure in Art.

## GRAPHIC DESIGN & EFFECTS MAJOR (BA)

AR150	Color and Design	3 credits
AR180	Photography	3 credits
AR215	Computer Design	3 credits
AR281	Digital Photography	3 credits
AR326	Design and Technology	3 credits
CS110	Foundations of CIS	3 credits
CS150	CIS I	3 credits

CS250	CIS II	3 credits
CS200	Computer Systems	3 credits
CS392	Service	1 credits
CS490	Senior Project	3 credits
CS350	Internet Programming	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT247	Media Production I	3 credits
CT347	Media Production II	3 credits
CT447	Advanced Production	3 credits
CT153	Mass Media Labs	2 credits
Elective:	BU220 Marketing, CT336 Public Relations, or any AR, CT, CS class 200 or above	3 credits
		Subtotal: 51 credits

## Art & Graphic Design Course Descriptions:

### **AR105 Introduction to Art 3 credits**

Intended for the student without an art background. Includes a study of the basic elements, principles, and concepts of art, with an introduction to major artists and their work in several artistic media. Materials fee. (Spring)

### **AR110 Drawing I 3 credits**

### **AR210 Drawing II 3 credits**

### **AR310 Drawing III 3 credits**

### **AR410 Drawing IV (majors only) 3 credits**

Basic elements of drawing from nature and life in various media such as pencil, crayon, charcoal, ink, felt pen, pastel, etc. AR210 requires in-depth studies of the methods introduced in AR110. AR310 involves drawing the clothed figure. Depicting expressive emotion is the main theme. AR410 is for art majors only and has AR310 as a prerequisite. Materials fee. (Fall)

### **AR130 3-D Design I 3 credits**

### **AR230 3-D Design II 3 credits**

A study of the elements and principles of design, and how these are applied to 3-D forms. Techniques to be learned will include carving, casting, construction, forming, modeling, assemblage, and mixed media. AR230 is a continuation of AR130 with a concentration on a specific technique. Materials fee. (Fall)

### **AR140 Printmaking I 3 credits**

### **AR240 Printmaking II 3 credits**

A study of the main printmaking techniques throughout history to present day. Students will produce prints using intaglio, stencil, relief, and embossing techniques. AR240 will allow students to try advanced materials and techniques. Materials fee.

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(Fall, odd years)

### **AR150 Color and Design** **3 credits**

A focus on the elements and principles of design, and an introduction to the various artistic media and methods employed in two-dimensional design. Special study will be done in the color theories and relationships. Meets general education requirement number 17. Materials fee. (Spring)

### **AR160 Ceramics I** **3 credits**

Ceramics uses a multicultural approach to introduce students to the basic construction techniques of pinch, coil, slab, and wheel work. Students explore a range of clay from earthenware to stoneware. Glazing and firing techniques include pit-firing, raku, electric, and high fire gas reduction. Materials fee.

### **AR260 Ceramics II** **3 credits**

Students will concentrate on advanced hand-building and wheel throwing techniques. Laboratory assignments will enable the student to create glazes and investigate firing techniques related to glazes. Materials fee. Prerequisite AR160.

### **AR170 Fibers I** **3 credits**

### **AR270 Fibers II** **3 credits**

Designed for students interested in using their hands with fibers in weaving, macramé, batik, applied design, and stitchery. AR270 is a continuation of AR170. Materials fee. Prerequisite for AR270 is AR170.

### **AR180 Photography I** **3 credits**

This course is designed to teach the basic techniques and aesthetics of black and white photography. Class sessions will be divided between lecture, field, and darkroom experiences. Emphasis will be on creating/increasing camera and darkroom skills as a form of artistic expression. Materials fee. 35mm adjustable camera required - contact department for specifications. (Spring)

### **AR211 Art History I** **3 credits**

The history of artistic media, methods, styles, and artists from pre-history to the proto-Renaissance. Dominant ideas and values of western and non-western art will be examined. (Fall)

### **AR212 Art History II** **3 credits**

A study of artistic media, methods, styles, and artists from the Proto-Renaissance to the 20th Century. (Spring)

### **AR215 Computer Design** **3 credits**

Covers the basic elements of computer design and introduction to design and graphic software. Students will use PCs equipped with *Adobe Illustrator* and *Photoshop* to understand and practice layout and design. Prerequisites: AR 150 or AR110 and



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### **AR314 History of American Art 3 credits**

This course will be a survey of American art from colonial 1500 to contemporary 21st century. Prerequisites: AR211 or AR212.

### **AR350 Topics in Art 3 credits**

An independent study which allows a student to do special research in a particular area of history, theory, or criticism. Art majors only. (As listed)

### **AR349 Art & Architecture in New York 3 credits**

This course will be a study and appreciation of the art, architecture, significant periods, styles, and collections of American art and architecture as found in New York City. (As listed)

### **AR376/L Secondary Art Methods 3 credits**

A study of the history and philosophy of art education in general, and of curricula and methods particular to teaching art at the secondary level. May be offered through another ACCK school. Prerequisite: grade of B- or better in ED195; ED219, and concurrent with AR376L. Materials fee. (As listed)

### **AR38\_\_ Projects in \_\_\_\_\_ 1-3 credits**

Advanced study for in a particular medium for art majors who have taken all scheduled courses in that studio area. (e.g. AR381 Projects in Drawing would be equivalent to Drawing IV, and available only after AR110, AR210, and AR310 were taken. Other possibilities include: AR382 Painting, AR383 3-D Design, AR384 Printmaking, AR386 Ceramics, AR387 Fibers, AR388 Photography, and AR389 Computer Design.) (As listed)

### **AR490 Senior Art Exhibition 3 credits**

Seniors assess the strengths and weaknesses of their portfolios. They prepare a portfolio of their best work to present to the public and prospective employers. Seniors compile a slide portfolio and resume. Other requirements include application to a juried art show, discussion of faith and ethical issues as related to contracts and copyright, community service, and the presentation of a professional show of their work at the Art Center. (Spring)



# Behavioral Science

The psychology major provides courses that prepare students for productive family and community life, employment in human service related entry-level positions, and graduate study in psychology. The major includes a common set of core courses, advanced courses, and electives. A minor in psychology is also available.

## PSYCHOLOGY MAJOR (BA)

### Core Requirements:

BS125	General Psychology	3 credits
BS196	Statistics for the Behavioral Sciences	3 credits
BS225	Developmental Psychology	3 credits
BS261	Social Psychology	3 credits
BS295	Behavioral Science Research Methods	4 credits
BS490	Service Seminar	2 credits
	Subtotal:	18 credits

### Advanced Courses:

BS325	History & Philosophy in Psychology	3 credits
BS345	Biological Foundations of Behavior	4 credits
BS365	Learning Theory	4 credits
BS385	Abnormal Psychology	3 credits
BS386	Theories of Personality	3 credits
	Subtotal:	17 credits

### Elective Courses (for a total of 6 credits):

BS160	Social Inequality Field Trip	3 credits
BS254	Adult Development	3 credits
BS265	Psychological Testing	3 credits
BS270	Theories of Counseling	3 credits
BS290	Psychology Practicum	3 credits
BS397	Independent Study	1-2 credits
	Subtotal:	6 credits
	Total:	41 credits

## PSYCHOLOGY MINOR

### Core Courses:

BS125	General Psychology	3 credits
BS196	Statistics for the Behavioral Sciences	3 credits
BS225	Developmental Psychology	3 credits
BS261	Social Psychology	3 credits
BS295	Behavioral Science Research Methods	4 credits
	Subtotal:	16 credits

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Advanced Courses (Select one of the following):

BS345	Biological Foundations of Behavior	4 credits
BS365	Learning Theory	3 credits
BS385	Abnormal Psychology	3 credits
BS386	Theories of Personality	3 credits

Electives (Select one of the following):

BS160	Social Inequality Field Trip	3 credits
BS265	Psychological Testing	3 credits
BS270	Theories of Counseling	3 credits

Total: 22-23 credits

## PSYCHOLOGY Course Descriptions:

### **BS115 Principles of Sociology 3 credits**

This course presents the sociological perspective to answering questions about behavior. Emphasis is given to the importance of patterns of social organization and the meaning these patterns have for individual and social life. (As offered)

### **BS125 General Psychology 3 credits**

This course presents the psychological perspective to answering questions about behavior. The roles of our physical makeup, experiences, and how these factors work together to help explain the mind and normal and abnormal behavior are considered. (Spring)

### **BS138 Human Sexuality 3 credits**

Students consider biological and psychological aspects of sexuality. Content includes basic sexual anatomy and physiology, the development of sexuality, sexuality in cultural contexts, and typical and atypical sexual interactions. (Offered occasionally)

### **BS160 Social Inequality Field Trip 3 credits**

Students spend one week on campus learning background information about Central America including its history of colonialism, its export economics, its political volatility and the resulting wealth inequality. Students then travel for 2 weeks in Central America to experience the extant inequality. The class participates in reciprocal development projects with local people. Each student selects a topic for further exploration through interviews with Latin American people. (May-term.)

### **BS196 Statistics for the Behavioral Sciences 3 credits**

This course provides a foundation for statistics as used in psychology and sociology. It introduces descriptive statistics, the logic of hypothesis-testing and inference, and the basic parametric and nonparametric tests used in the discipline. It includes instruction in computer analysis of data. Prerequisite: MA105 or qualifying score. (Spring)

**BS225      Developmental Psychology      3 credits**

This course covers the portion of the life span that begins with the genetic endowment at conception and goes through adolescence. Particular attention is given to cognitive development and to appropriate parenting strategies for optimal development. Prerequisite: GD130. (Fall)

**BS254      Adult Development      3 credits**

This course presents an introduction to all aspects of aging - psychological, social, and physiological - as they affect the individual. Content includes such problems as occupational retirement, decline in physical health, bereavement, death and dying, social planning for the elderly, and the provision of special medical, economic, and social services. Prerequisite: BS225 or consent of instructor. (Fall)

**BS261      Social Psychology      3 credits**

This course presents a review of scientific study of group processes and how they influence an individual. The effects of groups, societies, and cultures on personality and behavior will be examined. Prerequisites: BS125. (Spring, odd)

**BS265      Psychological Testing      3 credits**

This course introduces students to the history and current practice of psychological testing. Students consider the appropriate role of psychological testing in modern society. A major goal of the course is to enable behavioral scientists and educators to become intelligent users of psychological tests. Prerequisites: BS196 and BS225, or consent of the instructor. (Fall, odd)

**BS270      Theories of Counseling      3 credits**

This course introduces students to several of the major psychotherapies. The introduction includes a review of assumptions about personality made by each of the therapeutic schools and the techniques they typically use. Students have opportunity to find a therapeutic style that fits them and “practice” their style in role-playing situations. The course covers at least psychodynamic, behavioral, and non-directive approaches. Prerequisites: BS125; BS225 is highly recommended. (Fall, even)

**BS290      Behavioral Science Practicum      3 credits**

This course involves the student in work with a cooperating agency. This opportunity allows students to experience occupations related to the helping professions and to bridge the academic and work worlds. Campus training and supervision as well as on-site training and supervision are required. Prerequisites: BS225 and consent of department faculty. (Spring)

**BS295      Behavioral Science Research Methods      4 credits**

This course investigates the methods used to collect information about behavior. It covers field study, correlational, and experimental techniques. Students learn to evaluate data based on descriptive statistics and inferential procedures. Students also learn the basics of scientific report writing. Prerequisite: MA105 or 110, BS125, and BS196. (Fall)

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### **BS325 History and Philosophy in Psychology 3 credits**

This course traces the development of ideas about human behavior which culminated in the formal establishment of psychology as a discipline. Early developments within the formal discipline will also be reviewed. Prerequisites: BS225 & BS295, or instructor consent. (Fall, odd)

### **BS345 Biological Foundations of Behavior 4 credits**

This course presents biological principles which are important to behavior. It covers aspects of comparative and physiological psychology. Specific topics include principles of physiological analysis, structures and functions of the nervous system, and neurophysiological correlates of behavior patterns. The lab includes investigations of neuroanatomy and examination of methods used to investigate brain-behavior relationships. Students must complete lab and research reports. Prerequisites: BS225 and BS295, or consent of the instructor. (Spring, even)

### **BS365 Learning Theory 4 credits**

This course presents principles and theories of learning. Topics include the historical development of classical and operant conditioning and theories to account for these phenomena. Students also consider limits to learning and applications of learning principles. Students must complete lab and research reports. Prerequisites: BS225 and BS295, or consent of the instructor. (Spring, odd)

### **BS385 Abnormal Psychology 3 credits**

In this course students examine the classification, causes, prevention, and treatment of abnormal behaviors. Students will read and synthesize primary source literature. Prerequisites: BS225 and BS295, or consent of the instructor. (Spring, even)

### **BS386 Theories of Personality 3 credits**

In this course students examine the components and structure of personality as seen by major personality theorists. Students will read and synthesize primary source literature. Prerequisites: BS225 and BS295, or consent of the instructor. (Spring, odd)

### **BS397 Independent Study 1-2 credits**

Qualified department majors investigate a problem of interest that arises from previous course work. The original research may be field, lab, or library oriented. In any case, an evaluation of the literature and work toward a formal research paper are required. Prerequisites: junior or senior standing, 3.0 overall GPA, and consent of instructor.

### **BS490 Service Seminar 2 credit**

This course reviews professional expectations about using one's skills to serve the community and provides students the opportunity to reflect on their service assignments. Each student will identify a voluntary service opportunity and conduct that voluntary service throughout the seminar. Junior or senior standing. (Fall)

# Biology

The biology program at Sterling College fulfills a dual function. Courses of study lead to an undergraduate major in the biological sciences, and a number of service courses support other academic areas that are part of the liberal arts program for all non-science majors. The Biology Program combined with the Professional Education courses prepares students for licensure by the Kansas State Department of Education. In addition, the Biology Program prepares students to enter careers or professional schools that require a strong undergraduate program in the biological sciences, such as the pre-professional requirements for schools of medicine, physician's assistant, nursing, dentistry, veterinary medicine, pharmacy, and physical therapy, to name a few.

## BIOLOGY MAJOR (BS)

### Core:

BI170	Zoology	4 credits
BI125	Environmental Science	4 credits
BI263	Genetics	4 credits
BI320	Botany	4 credits
BI350	Cell, Molecular, & Developmental Biology	4 credits
BI498	Senior Seminar I	1 credit
BI499	Senior Seminar II	1 credit
	Any one biology elective	4-5 credits
		Subtotal: 26-27 credits

### Chemistry:

Option 1 or 2 or combination of courses approved by advisor.

#### Option 1

CH110	Introductory General Chemistry	3 credits
CH232	Introductory Organic Chemistry	4 credits
CH265	Biochemistry	3 credits
		Subtotal: 10 credits

#### **Or** Option 2

CH151	General Chemistry I	5 credits
CH152	General Chemistry II	5 credits
CH232	Introductory Organic Chemistry	4 credits
		Subtotal: 14 credits

### Mathematics:

MA110	College Algebra	3 credits
<b>Or</b>	Department-approved course	
		Subtotal: 3 credits

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### Physics:

PH210/211 General Physics I & II	<u>or</u>	10 credits
PH110	Physical Science	5 credits
		Subtotal: 5-10 credits
		Total: 46-56 credits

## BIOLOGY MINOR

BI170	Zoology	4 credits
BI263	Genetics	4 credits
BI320	Botany	4 credits
1 additional biology course		4-5 credits
		Total: 16-17 credits

## BIOLOGY EDUCATION LICENSURE (6-12)

Requirements for the Biology Major and the following courses: Subtotal: 46-56 credits

BI280	Human Physiology*	4 credits
MA150	Pre-Calculus**	4 credits
MA240	Elementary Statistics	3 credits
ED406	Methods of Teaching Natural Science	3 credits
		Total: 52-62 credits

\*Meets elective requirement for the major.

\*\*Meets math requirement for the major.

**All professional education and major coursework must be completed before Clinical Teaching Experience. Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs for professional education courses required.**

## BIOLOGY/MEDICAL TECHNOLOGY DUAL DEGREE PROGRAM

This is a joint program between the Biology Department at Sterling College and the Department of Medical Technology at Wichita State University that would allow a student enrolled in the program to earn two degrees: BS in Biology at Sterling and BS in Medical Technology at Wichita State after meeting certain requirements from both institutions. In addition to the Sterling College General Education and Biology Major requirements, students in the program will take 57 credit hours in the Medical Technology program at Wichita State University. Students must have a minimum of 131 hours for graduation and a 2.5 GPA to enter the WSU program. Students may apply to the program when they are in their second chemistry and biology courses. Acceptance means they have a place reserved for them when they have completed the prerequisite work.

Sterling College courses that are prerequisites for the WSU Program:

BI110	Human Anatomy & Physiology
BI170	Zoology
BI320	Botany
BI344	Microbiology
BI350	Cell, Molecular, & Developmental Biology
BI370	Immunology
CH151/152	General Chemistry I and II
CH 232	Introduction to Organic Chemistry <b><i>or</i></b>
CH261/262	Organic Chemistry I and II
CH265	Biochemistry
BS125	General Psychology

Refer to the WSU catalog for specific requirements and course descriptions in their Medical Technology major. This can be found on page 113 of the 2004-05 on-line catalog. Go to [www.wichita.edu](http://www.wichita.edu) then scroll down and click on Course Catalog.

## **Biology Course Descriptions:**

**BI100 Principles of Biology (Non-lab) 3 credits**

**BI101/L Principles of Biology with Lab 4 credits**

Students will be introduced to scientific thought and exploration. Fundamental principles and concepts of biology will be addressed from the perspective of the universal need all organisms share to meet their physical and biochemical requirements. Understanding the shared as well as different approaches to these requirements allows us to categorize organisms and to better understand our own biology. BI100 will meet the biological science general education requirement without a lab. BI101/L will meet the biological science general education requirement with a lab.

**BI110/L Human Anatomy and Physiology 5 credits**

Introduction to anatomy and physiology of cells, organs, and systems of the human organism. Emphasis will be made to provide better understanding of basic biological principles on each system and appreciation of the delicate functional structure as well as their relationship. Four class discussions and one 3-hour laboratory each week. (Fall)

**BI111 Human Genetics 3 credits**

A basic genetics course considering cell division processes, Mendelian genetic mechanisms, probability, and the interpretation and analysis of genetic data. Specific human genetic problems are illustrated, analyzed, and discussed. This course meets a general education biology requirement (non-lab), but does not meet a biology major/minor elective.

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### **BI120 Economic and Cultural Botany 3 credits**

This course is intended to meet the biological science general education requirement as a non-laboratory course.

### **BI125/L Environmental Science 4 credits**

Introduction to ecological principles including energy flow, nutrient cycles, predator-prey relationships, pollution problems, population dynamics, and renewable & non-renewable energy sources and their alternatives. Position and impact of mankind in the environment and consideration of the sociological, political, economic, and religious implications of their relationship to the ecosystem are addressed. Two class discussions and one three-hour laboratory each week. (Spring)

### **BI170/L Zoology 4 credits**

The study of major biological principles including origins, cellular structure and function, animal architecture and organization, animal classification, and interrelationships of animals within the environment via a survey approach of the major animal phyla. Three class sessions and one three-hour laboratory each week. (Fall)

### **BI258/L Comparative Anatomy 4 credits**

Study of the major vertebrate classes in respect to the anatomy of selected organ systems. Designed for the pre-health professional, the course is taught from a view of the organ systems with major emphasis focused on the understanding of the human anatomical structure. Three discussions and one three hour laboratory each week. Prerequisite: BI170. Additional course fee. (Fall, odd years)

### **BI263/L Genetics 4 credits**

Introduction to principles of Mendelian inheritance and molecular genetics. Emphasis will be on developing the skills of genetic analysis as well as an understanding of basic principles. Three class discussions and one three-hour laboratory each week. Prerequisite: BI170 (Fall)

### **BI280/L Human Physiology 5 credits**

Designed for majors to study the structure, function, and interrelatedness of selected human systems. Emphasis on the phenomenon of biological organization from the molecular level through the organ system level. Four class discussions and one three-hour laboratory each week. Prerequisite: BI170, BI263. (Spring, even years)

### **BI320/L Botany 4 credits**

The study of major biological principles including origins, cellular and tissue structure and function, development, growth, and organization as applied to plants. A survey approach is utilized to introduce the student to bacteria, fungi, photosynthetic protists, and the plant kingdom. Departmental service project is included in this course. Students who transfer Botany into Sterling College will take a 1-credit independent study to fulfill this requirement. Three class sessions and one three-hour lab each week. Prerequisite: BI170 (Spring, odd years)

**BI344/L Microbiology****5 credits**

General consideration of bacterial anatomy and physiology: viruses, disease, and the immunological response. Cellular biochemistry will be emphasized. Four class discussions and one three-hour laboratory each week. Prerequisite: BI170, BI263, and CH151 or CH110. (Spring)

**BI350/L Cell, Molecular, & Developmental Biology****4 credits**

This course covers molecular level cell structure and functions of organelles. Emphasis is placed on ultra structure, organization and function of cellular organelles, and the regulation of selected cell activities. Cell cycle related topics are dealt in detail. Certain signal transduction models are also covered by introduction of current papers from selected scientific journals. Prerequisites: BI110 or BI170, and BI263 (Spring, even years)

**BI360/L Ecology****4 credits**

Study of the biotic and abiotic factors that affect the distribution and abundance of plants and animals. Three class discussions and one three-hour laboratory each week. Prerequisite: BI170. (On demand)

**BI370/L Immunology****4 credits**

Introductory course in immunobiology and immunochemistry. Major topics include the genetics of the immune system, adaptive and innate immune responses, current issues in immunotherapeutics and the immune system in human diseases. Prerequisites: BI 263 and one course in Organic Chemistry. (Spring)

**BI393 Internship in Biology****1-3 credits**

Internships in biology allow for credit to be given to the student acquiring practical training and experiences in a variety of biology-related occupations such as summer work in a biotechnology laboratory, the shadowing of a physician, veterinarian, physical therapist, etc., or the preparing and teaching of selected biology laboratory experiences within the department. Each program will be designed to fit the individual student's needs and plans. One unit of credit is awarded for an approximate 40 contact hours of experience with a maximum of three credits possible. Prerequisite: minimum of 16 credits in biology & chemistry.

**BI394 Directed Readings in Biology****1-2 credits**

Individual study programs designed to remove a specific deficiency in a student's academic program. Prerequisite: consent of instructor.

**BI395 Independent Study****1-3 credits**

Independent research in which the student utilizes scientific methods to solve a biological problem. Highly recommended for students who plan to apply for graduate school. This work may be incorporated into the senior science report. Prerequisite: minimum of 16 credits in biology & chemistry and instructor consent.

**BI440 Topics in Biology****1 credit**

The course is designed to expose students to various topics in Biological, Health, and Medical Sciences. Prerequisite: minimum of 16 credits in biology & chemistry and

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instructor consent.

### **BI441 Biological Research**

**1-3 credits**

This course is designed to enhance the student's knowledge through lab experiences and an on- or off-campus research project under Biology Department supervision. Students are expected to produce tangible outcomes from actual laboratory experiments. Prerequisite: minimum of 16 credits in biology & chemistry and instructor consent.

### **BI498 Senior Seminar I - Library Techniques**

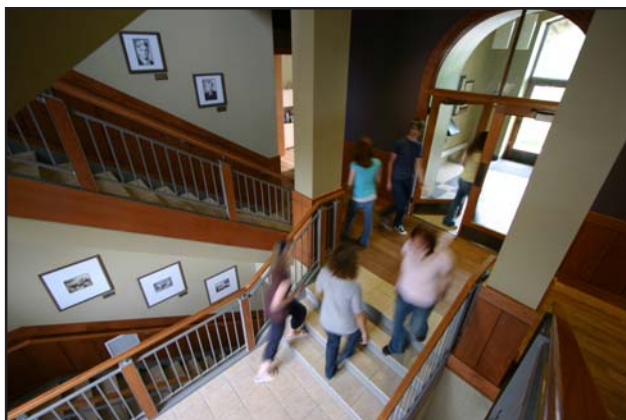
**1 credit**

Following a seminar format, contemporary and ethical issues in the biological sciences will be reviewed and discussed. Also, a study of the bibliographic resources available to gain access to the technical literature of science will be conducted. Each student will compile an annotated bibliography on a selected topic from the primary and secondary literature. Prerequisite: Senior standing in biology. (Fall)

### **BI499 Senior Seminar II - Senior Science Report**

**1 credit**

Development of oral and written skills needed for presenting a technical scientific report. Each student will write a technical review paper on a selected topic and present their topic in a seminar forum to a jury of their peers and invited guests. Prerequisite: BI498. (Spring)



# Business Administration

Mission: *Equipping students to connect theory with practice while integrating Biblical faith and business to develop servant-leaders.*

Modern business curricula looks very much like the business curricula from 50 years ago. College level business programs have simply not kept up with the contemporary business world. The complex and specialized business world of today has made the practice of strictly focusing on business theory obsolete, and hence made the curricula of many schools obsolete. The contemporary business student needs to be “trained” to function in today’s business world in addition to being given the basics of business theory. The complex nature of computer systems, communication methods, and global economies has created a world for which most graduates are not prepared.

The Sterling College Business Department is dedicated to producing constantly evolving programs that will focus on the skills and traits most desired by the contemporary business community. Employers are currently interested in new employees with established communication and interpersonal skills, software and technological proficiency, and analytical and problems solving abilities. Employers are also looking for the character-based traits of loyalty, honesty, and integrity in their employees. Modern business programs often address these skills and traits to some degree, but one would be hard pressed to find a program where the skills and traits currently in demand by the business world are the focus of the curricula. Sterling offers such programs.

In the not to distant future, it is the intention of the Sterling College Business Department to have Sterling considered one of the top schools for the study of business. This will be accomplished by creating a highly academic application bases curriculum, which is outlined below.

## **BUSINESS ADMINISTRATION (BS) CORE/MAJOR**

BU102	Strategies for Success	2 credits
BU103	Economics *	3 credits
BU140	Business Communication	2 credits
BU190	Financial Management-Personal Emphasis *	3 credits
BU209	Financial Accounting	3 credits
BU210	Managerial Accounting	3 credits
BU241	Human Resource/Business Law *	3 credits
BU256	Business Writing	2 credits
BU286	Teamwork	2 credits
BU302	Business Computing	3 credits

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BU329	Critical Thinking & Problem Solving	2 credits
BU326	Marketing	3 credits
BU338	Management/Leadership *	3 credits
BU362	Ethics in Business	3 credits
BU365	Organizational Behavioral	3 credits
CS225	E-Commerce	3 credits
MA240	Statistics (Part of GE requirement)	0 credits
	Business Core	Sub total: 43 credits
	General Education	52 credits
	Language/Electives+	12 credits
	Concentration	<u>17-18 credits</u>
	Total credits required to graduate	124-125 credits

\*Walsh option substitution

+Note: Students may take 12 credits of language or 12 credits of business electives, or any combination of the two.

## BUSINESS CONCENTRATIONS

### International Business (17-18 credits)

HG240	World and Regional Geography	3 credits
HG272	International Relations	3 credits
BU356	International Business	3 credits
BU402	International Economics & Finance	3 credits
BU417	Finance	3 credits
BU493	Internship	2-3 credits

### Entrepreneurship (17-18 credits)

BU331	Entrepreneurship I	3 credits
BU356	International Business	3 credits
BU417	Finance	3 credits
BU420	Advanced Marketing	3 credits
BU431	Entrepreneurship II	3 credits
BU493	Internship	2-3 credits

### Marketing (18-19 credits)

BS115	Principles of Sociology	3 credits
BS295	Behavioral Science Research Methods	4 credits
BU356	International Business	3 credits
BU420	Advanced Marketing	3 credits
BU428	Sales & Customer Service	3 credits
BU493	Internship	2-3 credits

### Social Entrepreneurship (17-18 credits)

BU331	Entrepreneurship I	3 credits
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BU334	Social Entrepreneurship	3 credits
BU372	Non-profit Development & Fundraising	3 credits
BU417	Finance	3 credits
BU425	Non-profit Management	3 credits
BU493	Internship	2-3 credits

**Externship Program (University Business Projects) (18 credits)**

BU350	Practicum (Marketing)	3 credits
BU351	Practicum (HR/Law)	3 credits
BU352	Practicum (Information Technology)	3 credits
BU410	Practicum (Project Feasibility)	3 credits
BU430	Practicum (Business Plan)	3 credits
BU435	Practicum (Operations)	3 credits

**Economics (17-18 credits)**

BU200	Macroeconomics	3 credits
BU201	Microeconomics	3 credits
BU356	International Business	3 credits
BU402	International Economics & Finance	3 credits
BU417	Finance	3 credits
BU493	Internship	2-3 credits

**Leadership-Management (17-18 credits)**

BU366	Organizational Change	3 credits
BU367	Organizational Leadership	3 credits
BU417	Finance	3 credits
BU422	Operations Management	3 credits
BU493	Internship	2-3 credits
BU499	Business Policy	3 credits

**Real Estate (17-18 credits)**

RE320	Real Estate Investment/Finance	3 credits
RE325	Real Estate Principles	3 credits
RE329	Real Estate Appraisal	3 credits
RE420	Real Estate Development	3 credits
RE425	Real Estate Market Analysis	3 credits
BU493	Internship	2-3 credits

Electives:

RE350	Real Estate Practicum I	3 credits
RE355	Real Estate Practicum II	3 credits
RE360	Real Estate Practicum III	3 credits
RE365	Real Estate Practicum IV	3 credits

**\*Walsh Option:** Students wishing to complete an MBA with Walsh College may earn twelve (12) credits toward that degree by substituting Walsh courses for the core courses so designated (\*).

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## BUSINESS MINORS

### International Business (20 credits)

BU102	Strategies for Success	2 credits
BU140	Business Communication	2 credits
BU286	Teamwork	2 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU362	Ethics in Business	3 credits
BU356	International Business	3 credits
BU402	International Economics & Finance	3 credits
HG272	International Relations	3 credits

### Entrepreneurship (22 credits)

BU140	Business Communication	2 credits
BU190	Financial Management-Personal Emphasis	3 credits
BU209	Financial Accounting	3 credits
BU210	Managerial Accounting	3 credits
BU326	Marketing	3 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU331	Entrepreneurship I	3 credits
BU362	Ethics in Business	3 credits

### Leadership-Management (20 credits)

BU102	Strategies for Success	2 credits
BU140	Business Communication	2 credits
BU286	Teamwork	2 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU338	Management/Leadership	3 credits
BU362	Ethics in Business	3 credits
BU366	Organizational Change	3 credits
BU367	Organizational Leadership	3 credits

### Marketing (20 credits)

BU102	Strategies for Success	2 credits
BU140	Business Communication	2 credits
BU286	Teamwork	2 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU326	Marketing	3 credits
BU362	Ethics in Business	3 credits
BU420	Advanced Marketing	3 credits
BU428	Sales & Customer Service	3 credits

### Social Entrepreneurship (20-22 credits)

BU140	Business Communication	2 credits
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BU329	Critical Thinking & Problem Solving	2 credits
BU272	Financial Management for Social Entrepreneurs	3 credits
BU334	Social Entrepreneurship	3 credits
BU362	Ethics in Business	3 credits
BU372	Non-profit Development & Fundraising	3 credits
BU425	Non-Profit Management & Leadership	3 credits
BU498	Practicum	3 credits

### **Economics** (21 credits)

BU102	Strategies for Success	2 credits
BU103	Economics	3 credits
BU140	Business Communication	2 credits
BU200	Macroeconomics	3 credits
BU201	Microeconomics	3 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU362	Ethics in Business	3 credits
BU402	International Economics & Finance	3 credits

### **Real Estate** (20 credits)

BU102	Strategies for Success	2 credits
BU140	Business Communication	2 credits
BU286	Teamwork	2 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU362	Ethics in Business	3 credits
RE320	Real Estate Investment/Finance	3 credits
RE325	Real Estate Principles	3 credits
RE329	Real Estate Appraisal	3 credits

### **General Business** (20 credits)

BU102	Strategies for Success	2 credits
BU103	Economics	3 credits
BU140	Business Communication	2 credits
BU190	Financial Management-Personal Emphasis	3 credits
BU209	Financial Accounting	3 credits
BU286	Teamwork	2 credits
BU329	Critical Thinking & Problem Solving	2 credits
BU362	Ethics in Business	3 credits

## **Business Course Descriptions:**

### **BU102 Strategies for Success: Intro to the Workplace 2 credits**

An introduction of foundational business concepts along with a study of successful academic, professional, and life strategies.

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### **BU103 Economics \***

**3 credits**

*Walsh option substitution.* Survey of foundational economic theory focusing on introductory microeconomic and macroeconomic concepts. Focus will be put on the application of the theory to business situations.

### **BU140 Business Communication**

**2 credits**

Study and practice of professional communication situations. Students will practice and analyze common business etiquette scenarios, as well as oral communication skills needed in the workplace.

### **BU190 Financial Management - Personal Emphasis \***

**3 credits**

*Walsh option substitution.* Looks at the principles and practices involved in successful personal finance, and how to organize and manage one's finances. It takes an in-depth look at consumer spending vs. investing decisions, developing budgets, estate planning, and typical consumer problems.

### **BU200 Economics I**

**3 credits**

A macroeconomic view and analysis of the economic environment – how markets organize economic behavior with an emphasis on the dynamics of national income and monetary and fiscal policy.

### **BU201 Economics II**

**3 credits**

A microeconomic analysis with an emphasis on the theory of organizational and consumer behavior and the role of government in the economy. Among topics addressed are: resource allocation, output determination, production theory, and income distribution.

### **BU209 Financial Accounting**

**3 credits**

A study of financial accounting including: balance sheet, income statement, principles of double entry accounting, year-end closing process, depreciation methods, together with the analysis and interpretation of financial statements.

### **BU210 Managerial Accounting**

**3 credits**

Managerial accounting provides useful financial data for management decisions and has a variety of applications. Some of these are: planning, controlling, and product/service costing. Prerequisite: BU209.

### **BU239/339/439 Special Topic**

**1-3 credits**

For business related topics not offered in the curriculum. Prerequisite: permission of Department Chair.

### **BU240 Business Law**

**3 credits**

Begins with a survey of the basic institutions and general principles of law and then moves on to topics such as agency contracts, sales, and secured transactions as governed by the UCC, litigation, the judicial process, dispute resolution, and preventative law.

- BU241 Human Resource/Business Law \*** **3 credits**  
*Walsh option substitution.* Study of human resource law and its application to business situations. Examination of foundational business law concepts and how they are applied to workplace scenarios.
- BU256 Business Writing** **2 credits**  
 Analysis and practice of the various forms of written business communications.
- BU272 Financial Management for Social Entrepreneurs** **3 credits**  
 Study and practice of fundamental financial concepts pertaining to social entrepreneurship.
- BU286 Teamwork** **2 credits**  
 Study and application of teamwork concepts and practices with focus on the application of the concepts to workplace situations.
- BU302 Business Computing** **3 credits**  
 Students will study and practice advanced computing techniques using software common to the workplace. Most of this course will be online. Prerequisite: CS101
- BU320 Management** **3 credits**  
 Deals with both the theory and practice of management. It studies the functions and processes of management working with and through people to successfully attain goals.
- BU326 Marketing** **3 credits**  
 Studies the four classic functions of the marketing mix process and their application – including an analysis of the marketing mix, target market, segmentation, market research, product/service development, packaging, pricing, advertising, media and promotion.
- BU329 Critical Thinking and Problem Solving** **2 credits**  
 Students will learn the skills needed to critically analyze situations and address scenarios requiring problem solving skills.
- BU331 Entrepreneurship** **3 credits**  
 An introduction to the essential knowledge and skills of entrepreneurship, while focusing on the planning, management, marketing, financing, and operating entrepreneurial enterprises.
- BU334 Social Entrepreneurship** **3 credits**  
 Focuses on the role social entrepreneurs play in contemporary society, economy and community as change agents while exercising accountability. Particular attention is given to mission as it relates to continuous innovation, adaptation, and learning.
- BU338 Management/Leadership \*** **3 credits**  
*Walsh option substitution.* Study and analysis of management and leadership techniques. Christian concepts will be integrated throughout the course.





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### **BU435    Practicum (Operations)**

**3 credits**

Students will design and present a comprehensive operational design and implementation plan for a prospective new business.

### **BU492    Business Internship - Seminar**

**1 credit**

This course may be taken in the semester before or concurrently with Business Internship BU393. It is intended to prepare students for a successful work experience. In addition, students will learn interviewing, resume writing, and job search skills. Prerequisite: Junior or Senior standing and permission of the Department Chair.

### **BU493    Business Internship - Work Experience**

**1-3 credits**

This course allows students to gain professional work experience in an area of business administration. The internship experience must create a new learning environment for the student—preferably in an area in which they intend to seek employment upon graduation. A formal internship proposal form (available in the Dept. of Business) needs to be filled out and submitted/approved by the Dept. of Business before embarking on the internship. The Pass/Fail grade will be determined by the supervising professor on the basis of one or more of the following: a journal, a portfolio, written and oral reports, and employer evaluation. Prerequisites: recommendation of department faculty and prior approval of sponsoring organization.

### **BU497    Business Plan**

**3 credits**

The entrepreneurship concentration ends with preparing a business plan. All the courses in the module are required to develop this strategic tool. This undertaking will be instrumental in learning and experiencing what is involved in preparing a business plan as well as starting and maintaining a business.

### **BU498    Social Entrepreneurship Practicum**

**3 credits**

This experience takes place in a non-profit social service organization. Depending on the experience hours accumulated (50 hours = 1 cr), this course may be repeated with different social service organizations to gain a wider breadth of knowledge. Journalizing the experience and ultimately writing a definitive paper that analyzes and describes how social entrepreneurship knowledge and skills are applied to accomplish organization's mission is required. The student, the internship organization, and professor will prepare a contract that outlines the goals and responsibilities of the internship. Prerequisite: Have completed/nearly completed the Social Entrepreneurship concentration and approval of the course professor of record.

### **BU499    Business Policy**

**3 credits**

Marks the culmination of the Business Administration program. It presents business administration majors the opportunity to integrate the knowledge gained from the business and interdisciplinary liberal arts curriculum as pieces of a puzzle that come together to provide a gestalt business experience. Students grouped into

cross-functional consultant teams implement knowledge and strategic management to analyze, troubleshoot, and make organizational recommendations. Prerequisites: senior standing or permission of Department Chair. (Spring)

**RE320 Real Estate Investment/Finance 3 credits**  
Study and application of leadership techniques with focus on motivation, problem solving, conflict resolution, and teamwork.

**RE325 Real Estate Principles 3 credits**  
Introduction to foundational real estate concepts. Students will be exposed to basic real estate concepts and practices.

**RE329 Real Estate Appraisal 3 credits**  
Introduces property valuation concepts with focus put upon common terminology, methods, and procedures.

**RE350 Real Estate Practicum I 3 credits**

**RE355 Real Estate Practicum II 3 credits**

**RE360 Real Estate Practicum III 3 credits**

**RE365 Real Estate Practicum IV 3 credits**  
Application of real estate course materials into an actual professional real estate project. Students will receive course credit for participation and contribution to the project. Students will be assessed using progress reports and an end of course summary paper. Students may take up to four (4) real estate practicums if deemed appropriate by the department chair.

**RE420 Real Estate Development 3 credits**  
Examination of real estate development practices and procedures with focus on planning, design, feasibility, finance, and construction.



# Chemistry

Chemistry at Sterling College possesses a remarkable heritage, deriving from the exemplary commitment of dedicated teachers such as Dr. Ruth Thompson, a nationally recognized chemistry educator who devoted her life to the development of an outstanding program. The program aims to continue this tradition, both in service courses to the college and in preparing students for professions. Graduates in chemistry are prepared to find satisfying opportunities in laboratory bench work, in secondary education, in graduate studies in chemistry, and in various health-related professions, including medical school.

## CHEMISTRY MAJOR (BS)

CH151	General Chemistry I	5 credits
CH152	General Chemistry II	5 credits
CH255	Quantitative Analysis	5 credits
CH261	Organic Chemistry I	5 credits
CH262	Organic Chemistry II	5 credits
CH265	Biochemistry	3 credits
CH380	Physical Chemistry	3 credits
CH498	Senior Seminar I	1 credit
CH499	Senior Seminar II	1 credit
MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
PH210	College Physics I	5 credits
PH211	College Physics II	5 credits
PH220	Applications of Calculus to Physics I	1 credit
PH221	Applications of Calculus to Physics II	1 credit
		Total: 55 credits

Note: All students majoring in chemistry are required to complete at least two servant-leadership projects approved by the Chemistry Department as a requirement for their degree.

## CHEMISTRY MINOR

CH151	General Chemistry I	5 credits
CH152	General Chemistry II	5 credits
Three courses above 200 *		12 - 15 credits
		Total: 22 - 25 credits

\* Including either CH232 or both CH261 and CH262

**Note:** Pre-medical students should complete CH261 and CH262 by the end of their junior year.

## CHEMISTRY EDUCATION LICENSURE (6-12)

Requirements for the Chemistry Major  
and the following courses:

Subtotal: 55 credits

MA240 Elementary Statistics 3 credits

ED406 Methods/Teaching Natural Science 3 credits

Total: 61 credits

**\*All professional education and major coursework must be completed before Clinical Teaching Experience. Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs for professional education courses required.**

### Chemistry Course Descriptions:

**CH110 Introductory General Chemistry (non-science majors) 3 credits**

This one-semester course covers some of the more important aspects of general chemistry. It will serve as the prerequisite course for CH232. (Spring, odd years)

**CH151/L General Chemistry I 5 credits**

This course covers the fundamental laws and principles of chemistry. There are four lectures and one 3-hour laboratory period per week. (Fall)

**CH152/L General Chemistry II 5 credits**

Continuation of course CH151. Four lectures and one three-hour laboratory period per week. Prerequisite: CH151. (Spring)

**CH232/L Introductory Organic Chemistry 4 credits**

This course covers the more important aspects of organic chemistry. There are three lectures and one 3 hour laboratory period each week. Prerequisite: CH110 or CH152 with a grade of C- or better or consent of the instructor. (Fall, odd years)

**CH255/L Quantitative Analysis 5 credits**

This course covers volumetric, gravimetric, and spectrometric analysis, including fundamental principles and standard methods of procedure. There are three lectures and two 3-hour laboratories per week. Prerequisite: CH152 with a grade of C- or better or consent of the instructor. (Spring, even years)

**CH261/L Organic Chemistry I 5 credits**

The chemistry of carbon-containing compounds. There are three lectures and two 3-hour laboratory periods per week. Prerequisite: CH152 with a grade of C- or better or consent of instructor. (Fall, even years)

**CH262/L Organic Chemistry II 5 credits**

This is a continuation of CH261. There are three lectures and two 3-hour laboratory periods per week. Prerequisite: CH261. (Spring, odd years)

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### **CH265 Biochemistry**

**3 credits**

This course covers several major metabolic pathways and the structure and function of major categories of biological molecules. Prerequisite: CH232 or CH262 with a grade of C- or better or consent of the instructor. (Spring, even years)

### **CH380 Physical Chemistry**

**3 credits**

A one-semester survey of physical chemistry addressing thermodynamics, kinetics, atomic/molecular structure, and spectroscopy. While mathematical foundations will be addressed, emphasis will be on applications of the concepts (for example, to biological systems). Prerequisites: MA210, PH210-211, PH220-221\*

### **CH498 Senior Seminar I - Library Techniques**

**1 credit**

Following a seminar format, contemporary and ethical issues in the biological and chemical sciences will be reviewed and discussed. Also, a study of the bibliographic resources available to gain access to the technical literature of science will be conducted. Each student will compile an annotated bibliography on a selected topic from the primary and secondary literature. Prerequisite: Senior standing in chemistry. (Fall)

### **CH499 Senior Seminar II - Senior Science Report**

**1 credit**

Development of oral and written skills needed for presenting a technical scientific report. Each student will write a technical review paper on a selected topic and present their topic in a seminar forum to a jury of their peers and invited guests. Prerequisite: CH498. (Spring)

\*See descriptions for the Mathematics and Physics courses in those sections of the catalog.



# Communication and Theatre Arts

The Communication and Theatre Arts major provides a course of study and experiences designed to give students foundational knowledge and skills through core courses in public and mass communication and theatre arts with more specialized emphases in Communication Arts, Theatre Arts, or Education Licensure in Communication and Theatre arts. Students completing the major will be able to effectively communicate in a variety of settings; understand the basic theory, methods, and critical tools that undergird the field; be able to creatively integrate and synthesize their knowledge and skills within the discipline; understand and apply the tools of effective servant leadership; be conversant with ethical, moral, and Christian faith issues relating to the field; and be aware of serving opportunities, career options, and strategies for entry into the professions of the field.

**The Communication Arts Emphasis** explores a range of communication interests including theory, principles and practices in mass media communications and speech communication. From interpersonal and group to public and mass media, the emphasis balances theory with “hands on” practice through the media laboratory and the forensics and debate laboratory and program. Students receive valuable intercollegiate competition in speaking, debate, and oral interpretation and may participate in Pi Kappa Delta, a national forensics society and the oldest honorary society on campus. The curriculum emphasizes matters of faith and ethics along with creative stewardship and servant leadership, recognizing that human communication may be better understood in light of Christ’s revelation of God’s divine communication to humanity. The communication arts practicum places students in observation/work programs with professionals in fields such as advertising, broadcasting, journalism, public relations, and related areas.

Students may also participate for a semester at the **Los Angeles Film Studies Center** studying film, interning at a significant Hollywood company, interacting with Christian leaders in the film community, and learning and practicing a variety of filmmaking skills. Another significant program available is **the Summer Institute of Journalism** in Washington, DC, where students spend four weeks interacting with journalists, writing news stories, and enhancing portfolios and résumés. Both of these programs are offered through Sterling’s membership in the Council for Christian Colleges and Universities.

Communication Arts career possibilities include work in news media, public relations, personnel, advertising, marketing, training and development, management, sales, or any career that requires skills in public presentation; conference, groups, and organizational skills; public relations skills; influencing, persuading skills; educational/instructional skills; intercultural skills; language skills; helping and human services skills; research, investigation, and idea generation skills. Other careers include editing and writing, education, law, and ministry. Some of these career areas require advanced study beyond the baccalaureate degree.

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**The Theatre Arts Emphasis** provides the student with focused study in theatre history, criticism, literature, design, and advanced performance & production including acting, stagecrafts, and directing. Theatre laboratories give students acting and production experience through an annual season of plays including musicals, classics, and modern drama via settings including mainstage, intimate dinner theatre, touring children's theatre, and alternative spaces. Plays are chosen to cover a representative range of styles, genre, topics, and periods in any four-year course of study. Work and practicum opportunities are also available in professional theatres, summer stock, theme parks, and other related settings. Theatre Arts graduates have obtained professional work as actors, advertising executives, scene builders, costumers, announcers, stage property managers, arts agency promoters, theme park entertainers, and professional entertainers, while others have used their skills and perspectives in teaching, small business, public relations, the ministry, law, and human service occupations. The program has an excellent record of students being admitted to graduate programs. Skills and qualities developed by the program include organization, artistic design, self-expression, servant leadership, human relations, self-awareness, critical judgment, and creativity.

## COMMUNICATION AND THEATRE ARTS MAJOR (BA)

Core Requirements:

CT101	Public Speaking	3 credits
CT105	Introduction to Theatre	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT125	Acting	3 credits
CT130	Oral Interpretation	3 credits
CT150	Forensics/Debate Laboratory*	
CT153	Mass Media Laboratory*	Total of 4 credits*
CT155	Theatre Laboratory*	
CT485	Practicum in Communication and Theatre	3 credits
	or	
CT490	Senior Project (Required for TAE majors)	3 credits
	Subtotal:	22 credits

\*Communication emphasis majors must take at least three of these credits in CT150 and/or CT153.

Theatre emphasis majors must take at least three of these credits in CT155.

For teacher licensure both CT150 and CT155 must be included in the total of 4 credits. Communication emphasis majors seeking licensure **MUST** take at least one Theatre Lab in CT155C.

A minimum of one of these credits must be related to a service project or activity that reflects the student's commitment to servant leadership (CT150S, CT153S, or CT155S.)

## COMMUNICATION ARTS EMPHASIS

CT209	Mass Media Writing	3 credits
CT247	Media Production I	3 credits
CT263	Interpersonal Communication <b>or</b>	3 credits
CT364	Group Communication	
CT344	Theories of Human Communication	3 credits
CT340	Argumentation and Debate *	3 credits
CT343	Media Law and Ethics*	3 credits
CT347	Media Production II *	3 credits
CT496C	Senior Seminar/Communication Arts	1 credit
	Additional courses **	6 credits
	Subtotal:	25 credits
	Total:	47 credits

\* Students must choose two of these three courses

\*\* Students must choose six credits from any CT and/or related cognate courses numbered 200 or above as approved by the department.

## THEATRE ARTS EMPHASIS

CT110	Mime and Movement	3 credits
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT210	Costuming	2 credits
CT215	Makeup	2 credits
CT270	Advanced Acting	3 credits
CT351	Theatre History I	3 credits
CT352	Theatre History II	3 credits
CT370	Play Directing	3 credits
LL473	Shakespeare	3 credits
CT495T	Senior Seminar/Theatre Arts	1 credit
	Subtotal:	26 credits
	Total:	48 credits

## COMMUNICATION AND THEATRE ARTS MINOR

Core Requirements:

CT101	Public Speaking	3 credits
CT105	Introduction to Theatre	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT150	Forensics/Debate Laboratory*	1 credit
CT153	Mass Media Laboratory*	1 credit
CT155	Theatre Laboratory*	1 credit
	Additional Courses**	9 credits
	Total:	20 credits

\* Students must choose two of these three courses

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\*\* Students must choose nine credits from CT and/or related cognate courses numbered 200 or above as approved by the department.

## SPEECH AND THEATRE EDUCATION LICENSURE (6-12)

The program in Speech and Theatre Education allows licensure in both Speech and Theatre. Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs – for professional education courses required.

Required Core Courses:

CT101	Public Speaking	3 credits
CT105	Introduction to Theatre	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT125	Acting	3 credits
CT130	Oral Interpretation	3 credits
CT150	Forensics/Debate Lab* <u>and</u>	
CT155	Theatre Lab*	4 credits
CT485	Practicum in Communication and Theatre <u>or</u>	
CT490	Senior Project	3 credits
	Subtotal:	22 credits

\* These are one-hour courses. State licensure requirements mandate experience in both areas, but the student may choose to take each class twice or to take either class once and the other three times. One of the four lab credits must be service related (CT150S or CT155S.) Communication emphasis majors seeking education licensure must take at least one Theatre Lab in CT155C.

**In addition to the required core courses, the student must choose one of the following emphasis areas:**

## COMMUNICATION ARTS EMPHASIS

CT209	Mass Media Writing	3 credits
CT247	Media Production I	3 credits
CT263	Interpersonal Communication <u>or</u>	
CT364	Group Communication	3 credits
CT340	Argumentation and Debate	3 credits
CT344	Theories of Human Communication	3 credits
CT343	Media Law and Ethics <u>or</u>	
CT347	Media Production II	3 credits
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT351	Theatre History I	3 credits
CT352	Theatre History II	3 credits
CT370	Play Directing	3 credits

ED416	Methods for Teaching Speech/Theatre	3 credits
LL473	Introduction to Shakespeare	3 credits
CT495T	Senior Seminar/Communications	1 credit
	Subtotal:	37 credits
	Total:	59 credits

## **THEATRE ARTS EMPHASIS**

CT110	Mime and Movement	3 credits
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT210	Costuming	2 credits
CT215	Makeup	2 credits
CT263	Interpersonal Communication <u>or</u>	
CT364	Group Communication	3 credits
CT270	Advanced Acting	3 credits
CT340	Argumentation and Debate	3 credits
CT351	Theatre History I	3 credits
CT352	Theatre History II	3 credits
CT370	Play Directing	3 credits
ED416	Methods for Teaching Speech/Theatre	3 credits
LL473	Introduction to Shakespeare	3 credits
CT495T	Senior Seminar/Theatre Arts	1 credit
	Subtotal:	35 credits
	Total:	57 credits

Note: Courses required for licensure in Speech and Theatre Education do fulfill the requirements for a major in Communication and Theatre Arts.

**All professional education and major coursework must be completed before Clinical Teaching Experience. Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs for professional education courses required.**

## **SPEECH AND THEATRE EDUCATION - SECOND FIELD ENDORSEMENT (6-12)**

The candidate for second field endorsement in Speech and Theatre Education must have licensure in English.

CT101	Public Speaking	3 credits
CT105	Introduction to Theatre	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT125	Acting	3 credits
CT130	Oral Interpretation	3 credits
CT150	Forensics/Debate Laboratory	1 credit

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CT155	Theatre Laboratory	1 credit
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT263	Interpersonal Communication or	
CT364	Group Communication	3 credits
CT340	Argumentation and Debate	3 credits
CT370	Play Directing	3 credits
ED416	Methods for Teaching Speech/Theatre	3 credits
		Total: 32 credits

**NOTE: For media-related major see Art and Graphic Design: Graphic Effects and Design Major.**

## Communication & Theatre Arts Course Descriptions:

### **CT101 Public Speaking 3 credits**

This course emphasizes the development of skills needed to successfully speak in public situations. These skills include audience analysis, listening, research, organization and the performance of original speeches. Students study and present speeches to inform and persuade. They also have an opportunity to experience and analyze group function and oral presentation as a group member. Meets general education requirement with a grade of C- or higher.

### **CT105 Introduction to the Theatre 3 credits**

A survey of the various arts of the theatre including playwriting, acting, directing, scenic and lighting design, costuming and makeup, and music and dance. Major goals of the course are to give an overview of the history of theatre and to explore the way theatre artists work, what methods they use, and how results are judged. Meets one of the general education requirements for Fine Arts.

### **CT107 Mass Media, Self, and Society 3 credits**

Survey of development and current state of mass media industries including print media, broadcasting, film and developing computer based media. Domestic and international perspectives on the mass media will be explored with an emphasis on the political, economic, and social significance of mass media. Consideration of career opportunities will, also, be presented. (Each Fall, plus Spring-even years)

### **CT110 Mime and Movement 3 credits**

An intensive training program in mime technique through mime exercise to establish body discipline and control. While mastering the exercises students are encouraged to create original mimic and pantomimic sketches. An introductory study of the actor's use of the body on stage including stage decorum, the meaning of movement and position, stage combat, juggling, mask work, and basic stage dance. (Fall)

**CT114 Rhythmic and Interpretive Dance (ES114) 1 credit**  
Study and practice of skills in the art form concerned with communication of self-expression through movement. (Fall)

**CT125 Acting 3 credits**  
Introduction to principles of acting following Stanislavsky system. Detailed character analysis and development. Performance of scenes and one-act plays. Critical observation, analysis and discussion of performances to develop awareness of methods and basic technique. (Spring)

**CT130 Oral Interpretation 3 credits**  
Creative experience wherein readers interpret and present the ideas and feelings expressed in classic and contemporary literature. Attention given to vocal production, diction, and face/body expression. Meets general education requirement with a grade of C- or higher.

**CT150x/xs Forensics/Debate Laboratory 1 credit**  
Credit for participation in the intercollegiate forensics and debate teams. Requires a minimum of 30 hours of participation. May be repeated for a maximum of four credits, **one of which must be service related.**

**CT150F Forensics Laboratory 1 credit**  
Participation in intercollegiate individual events: Persuasive, Informative, Extemporaneous, Impromptu, and After Dinner Speaking; Dramatic Interpretation, Duo Interpretation, Communication Analysis, Prose, Poetry, and Program of Oral Interpretation. Candidates for teacher licensure must participate in both speaking events and interpretive events. Enrollment by audition or consent of instructor.

**CT150FS Forensics Laboratory – Service 1 credit**  
Upper-level majors employ their skills in competitive speaking and interpretation in service leadership to the community. Students will assist local high school and/or collegiate coaches in preparing students, attending and judging competitions, and assisting in tournament management. Prerequisite: CS150F and/or consent of instructor.

**CT150D Debate Laboratory 1 credit**  
Instruction, practice and intercollegiate competition in Parliamentary and/or Lincoln-Douglas Debate through the department's membership in the American Forensics Association and the National Parliamentary Debate Association. Application of argumentation theory, research and critical thinking. Candidates for teacher licensure must participate in both types of debate. Enrollment by audition or consent of instructor.

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### **CT150DS Forensics Laboratory – Service 1 credit**

Instruction, judging, and evaluating policy, Lincoln-Douglas and congressional style debates through service leadership in assisting with coaching, judging, and scheduling and/or administration of tournaments at the high school or collegiate level. Application of argumentation theory, research, and critical thinking. Prerequisite: CS150D and/or consent of instructor.

### **CT153x/xS Mass Media Laboratory 1 credit**

Credit for participation in media production. Minimum of 30 hours of participation. Student contracts with professor for responsibilities, expectations, reporting, and evaluation. May be repeated for a maximum of four credits, one of which must be service related. Options in four areas are available as noted below.

#### **CT153PR/PRS Mass Media Lab – Public Relations**

For students interested in developing skills in public relations with an emphasis on gaining practical use through planning, research, action, communication, and evaluation.

#### **CT153V/VS Mass Media Lab – Video**

Students gain experience working with news broadcasting and creative video productions. Students develop skills in planning, shooting, editing video for productions distributed throughout the campus community and beyond. Students work with SCOTv (Sterling College Online Television).

#### **CT153J/JS Mass Media Lab – Print Journalism**

Newsroom experience for students desiring to work for the Sterling Star and develop skills as reporter/journalist.

#### **CT153R/RS Mass Media Lab - Radio**

A workshop/lab for broadcasting. Participants are involved with Sterling College Online Radio (SCOR) as deejays, announcers, show hosts, writers, producers, reporters, directors and technical operators. Students are strongly encouraged to assume multiple positions.

### **CT155x Theatre Laboratory 1 credit**

Credit for participation in the theatrical productions. Requires a minimum of 30 hours, log, reflection paper, peer and instructor assessment. May be repeated for a maximum of four credits, **one of which must be service related (CT155S)**. For majors & minors. Instructor consent required.

#### **CT155 Theatre Lab - General**

#### **CT155A Theatre Lab – Acting**

Production work in acting. Audition, casting, rehearsal, creating a role, performance.

#### **CT155C Theatre Lab – Costuming/Makeup**

Production work in costuming, makeup, and wardrobe. Project work. Working with a group.

#### **CT155M Theatre Lab – Management**

Production work in stage management, public relations and promotion, or theatre business operations. Project work. Working with a group.

#### **CT155SC Theatre Lab - Stagecraft**

Production work in properties, lighting, or scene construction. Project work.  
Working with a group.

**CT155S Theatre Lab - Service**

**CT200 Stagecraft, Scene Design, and Lighting 3 credits**

Study of the principles of scene design, construction, and lighting. Projects include sketches, ground plans, renderings, elevations, and models; proscenium and non-proscenium problems; single scene plays and multi-scene musicals; basic stage lighting practice with light plot and instrument schedule. Instruction in mechanical drawing, use of tools, set and property construction, scene rigging and shifting, painting techniques, and stage lighting, and stage safety. (Fall, odd years)

**CT209 Mass Media Writing 3 credits**

An overview of writing for mass media with special attention to news and commercial messages. Emphasis is given to technique and critique of media messages as text. Prerequisite: LL101 & LL102., CT107. (Spring)

**CT210 Costuming 2 credits**

Survey of costume history to gain knowledge of various period styles. Instruction in basic construction methods. Solving design problems through use of sketches, pattern making, and construction of period costumes. Work with major production required. (Spring, odd years)

**CT215 Makeup 2 credits**

Basic makeup techniques practiced through exercises in Grecian proportions, old age, stout, and lean using the student's own face as a canvas. Exploration of animal makeup, wig and beard construction, masks, prosthetics, and special effects. (Fall, even years)

**CT230 The Musical Theatre 3 credits**

A study of the history, practice, style and technique of music theatre. The course gives students an understanding of the genres of music theatre and develops an appreciation for the history and styles of music theatre and an awareness of the unique production problems of music theatre. Usually taught in conjunction with New York City theatre tour.

**CT247 Media Production I 3 credits**

A survey of the various electronic media being combined in current multimedia with an emphasis on text, graphics, audio, and video. The primary goal of the course is the development of necessary skills and understandings needed to create effective media presentations. Secondary goals are to survey media production tools and techniques and to explore aesthetic and ethical issues of media. This course emphasizes the technical roles of media production. Students will gain production experience as members of a production team. Prerequisite: CT107. (Spring)

**CT263 Interpersonal Communication 3 credits**

Theories, research, and practice in one-to-one communication relationships. Topics of perception, listening, non-verbal communication, conflict management, and relation-

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ship development and maintenance. (Spring, odd years)

### **CT325     Advanced Acting**

**3 credits**

Advanced scene study with emphasis on character building, developing concentration and relaxation through various techniques (such as the Alexander Technique) and a study of acting style in period plays.

Prerequisite: CT 125 or consent of instructor. (Fall, even years)

### **CT336     Principles of Public Relations**

**3 credits**

A study of the working world of public relations. Organizing, planning, writing and constructing news releases, event planning, product & image promotion will be covered in this course. Attention will also be paid to internal communication, corporate communication and media relations. Prerequisites: CT107 & CT209 or instructor permission. (Fall, even)

### **CT340     Argumentation and Debate**

**3 credits**

An historical and critical analysis of the modes of argumentation, with special emphasis upon the fundamental principles of debate. This course is designed to improve critical thinking, evaluation of evidence and logic, and advocacy for a cause. While several debate styles will be studied, Parliamentary Debate will be the primary debate style used. Prerequisite: CT101 (Fall, even years)

### **CT343     Media Law and Ethics**

**3 credits**

An overview of historical and current developments in mass media law and regulation. Significant attention is also placed on increasing students' ability to decipher ethical issues from cases in today's media environment using information and rationale based on material presented during this course. Prerequisite: CT107 & CT209, or instructor permission. (Fall, odd years)

### **CT344     Theories of Human Communication**

**3 credits**

Overview of current theory and research in the major subfields of human communication. Significant studies and research advances in the context of interpersonal, group, and organizational mass communication. Focus on the physical tools and operations that humans use to communicate, the contexts of communication, and the communication research process. Prerequisite: CT107 (Spring, odd years)

### **CT345     Rhetorical Criticism**

**3 credits**

Rhetorical analysis, theory and criticism, political communication, and classical rhetoric. Research, organization, and presentation of speeches. Prerequisite: CT101. (Spring, odd years)

### **CT347     Media Production II**

**3 credits**

Advanced study of the various electronic media being combined in current multimedia with an emphasis on text, graphics, audio, video, and animation. The primary course goal is to develop advanced skills and understandings needed to create effective

media presentations. Secondary goals extend development of media production tools and techniques and explore aesthetic and ethical issues of media. This course emphasizes the creative roles in media production of producers, directors, and editors. Students will take creative responsibility for media productions including supervision of a production team. Prerequisite: CT247. (Fall)

**CT351 Theatre History I 3 credits**

Theatre history, literature, theory and criticism from ancient Greece to 1800. Study of the physical theatre, production methods and styles, acting, and dramatic structures. Philosophical, social, political and cultural perspectives. Theatre research methods and writing. (Fall, even years)

**CT352 Theatre History II 3 credits**

Theatre history, literature, theory and criticism from 1800 to present. Study of the physical theatre, production methods and styles, acting, and dramatic structures. Philosophical, social, political and cultural perspectives. Theatre of Latin America, Asia, and Africa. Theatre research methods and writing. (Spring, odd years)

**CT355 Topics in Communication and Theatre 3 credits**

Courses offered on demand in specialty areas including media aesthetics, feature article writing, multi-media production, period acting styles, character analysis, auditioning, religion and the media, religion and the theatre, dramatic theory and criticism, playwriting, rhetorical analysis, theologies of communication, public relations, multicultural communication, and vocal production. (As announced)

**CT360 Directed Readings in Communication and Theatre 1-3 credits**

For majors or minors only by arrangement with department.

**CT364 Small Group Communication 3 credits**

Overview of the basic theory, concepts, and research in small group processes as well as select applications to education, law, politics, and business. (Spring, even years)

**CT365 Gendered/Intercultural Communication 3 credits**

Basic concepts and understandings of intercultural communication--the exchange of information between individuals who are culturally unlike in national culture, ethnicity, gender, age, or other factors. Intercultural communication can be either international or multicultural within a given country. (Spring, even years)

**CT366 Organizational Communication 3 credits**

Forms, processes, and functions of communication within the organization. Research and analysis of communication within the organization. Communication skills valued by organizations. Traditional and contemporary perspectives on organizations and organizational communication. (Fall, odd years)

**CT370 Play Directing 3 credits**

Study and application of directing methods: analysis, communication, interpretation. Students will direct scenes and produce a one-act play completing a process of audition, rehearsal, and staging. Study of composition, picturization, movement,

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rhythm, and stylization as well as the role and responsibilities of the director, including production meetings and theatre safety. Prerequisite: CT125 and CT200 or consent of instructor. (Spring)

### **CT380 Independent Study in Communication and Theatre 1-3 credits**

Limited to junior or senior majors, this is a special program of study in which a student completes a research or performance project under the direct supervision of a faculty member and presents a written report as part of the evaluation procedure. All requirements to be set down in a written contract. By consent of instructor.

### **CT447 Advanced Media Production 3 credits**

The speed at which media produces high-impact messages is constantly evolving. This course familiarizes students to not only the speed but the impact in which their work can shape society. Students are required to produce professional quality media content under industry-simulated deadlines. Instruction will move beyond that of normal production classes emphasizing the cutting edge media production techniques. Students will use state-of-the-art equipment innovatively as they move closer to become future mass media practitioners and servant-leaders. (May-term)

### **CT485 Practicum In Communication and Theatre 3 credits**

Supervised experience working in professional settings in broadcasting, news reporting, publishing houses, media production companies, theatres, summer stock, theme parks, or similar communications and theatre related entities. The student, department, and cooperating agency contract for area of responsibility, supervision details, and on-going and final evaluation.

### **CT490 Senior Project 3 credits**

Performance or research projects in communications, media, public speaking and theatre arts. (Fall/ Spring)

### **CT495C Communication Arts Senior Seminar 1 credit**

Preparation to enter the working world of communication by organizing and constructing a resume' and cover letter, putting together a portfolio/resume' tape and going through the application and interviewing process. Students will also deal with contemporary work problems and follow a mentor. (Spring)

### **CT495T Theatre Arts Senior Seminar 1 credit**

Preparation for graduate school, teaching, and the theatre profession through the preparation of a portfolio, audition materials, resume'. Application process to graduate programs, auditions through organizations like URTA, and career development strategies. (Spring)

# Computer Science

This department supplements course requirements for general education and certain majors and minors. There is no Computer Science major, minor or Education Licensure.

## Computer Science Course Descriptions:

### **CS101 Introduction to Computers 2 credits**

This online, eSterling course is a conceptual overview of computers and their use, with an introduction to popular computer systems and applications software. Topics include computer history, introduction to basic hardware components, system and application software, data communications, and the impact of computers on today's society. This course enhances the students' use of computer services offered at Sterling College and fulfills the general education computer literacy requirement. Meets general education requirement with a grade of C- or higher. Available only through e-Sterling.

### **CS110 Foundations of CIS 3 credits**

An introduction to the discipline of Computer and Information Science. Topics include computer organization, data representation, operating systems, networks, programming, information systems, and social ethical issues. Meets general education requirement with a grade of C- or higher. (Fall)

### **CS150 CIS I 3 credits**

A study of problem solving and structured programming using a high level language. Topics include data representations, expressions, functions, selection and repetition control constructs, I/O, file manipulation, arrays, documentation, and debugging. Students will complete several programming projects. Prerequisite: grade of B- or higher in CS110 or permission of the instructor. (Spring)

### **CS207 Information Systems Theory & Practice 3 credits**

Systems theory, quality, decision-making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, information systems growth, and process improvement are introduced. Prerequisite: CS101 or CS110 (Spring, odd)

### **CS225 E-Commerce 3 credits**

This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their



- CS421 Database Management Systems 3 credits**  
 Levels of abstraction found in typical database management systems. A study of various models for databases. Query processing and data manipulation. Database design theory and implementations of various models are discussed. Security and integrity of system and the role of database administrator. Prerequisite: CS250. (Fall, even)
- CS431 Data Communications & Computer Networks 3 credits**  
 A survey of data communications and networks. Covers practice, theory and applicable standards in the area of transmission systems, network architectures, network controllers and virtual environments for application programs. Prerequisite: CS207. (Fall, even)
- CS490 Senior Project 3 credits**  
 Research project or advanced application in math, information systems, and graphic design and effects. Prerequisite: Senior standing.
- CS498 Internship 2-3 credits**  
 An extended work experience in the student's field of study with an established business or institution, which allows for proper supervision of the student's progress throughout the overall experience. Graded on pass/fail basis. Prerequisite: Junior standing.
- CS499 Senior Seminar 3 credits**  
 Designed to acquaint the student with research opportunities within the discipline. Involves a technical paper/presentation on a selected topic. Prerequisite: Senior standing.



## Education

### The Sterling Teacher Education Program (STEP)

The Education Department of Sterling College offers a major in Elementary Education and a professional studies curriculum for students who are seeking secondary education licensure to teach 6-12 and PreK-12 within major subject areas. A Special Education minor is offered through the ACCK. The teacher education preparation program has a history of excellent results for our students taking pre-professional skills tests. For the Title II Higher Education Act Disclosure Statement refer to page 113.

*(Each semester a student is enrolled in any ED course, they will be assessed a \$20 materials fee.)*

### Admission to STEP

All Sterling College students seeking teacher licensure must be admitted to the teacher education program. Requirements for admittance to the program include:

**ACT Scores:**

Reading 20 or higher  
English 19 or higher  
Math 18 or higher

*Or*

**SAT Scores:**

Verbal 470 or higher  
Math 440 or higher

*Or*

**Compass Scores:**

Reading 85 or higher  
English 75 or higher  
Math 65 or higher or  
Departmental Math Assessment

*And*

**Compass e-Write**

*Coursework completed with C- or above:*

**ED195** Introduction to Education  
**ED201** Field Experience in Education  
**ED206** Classroom Management  
**SE210** Introduction to ...Special Needs

*With:*

**24 hours of college credit** with an overall GPA of 2.5 or higher  
**Professional coursework** GPA of 2.75 or higher  
**Major coursework** GPA of 2.75 or higher  
**Application letter**

**Professional Attributes Scale** completed by host teacher during Field Experience

**Admission to STEP is required prior to enrollment in Level II courses.**

# PROFESSIONAL STUDIES K-6, 6-12 and PreK-12 LICENSURE PROGRAM

## Professional Education Courses Required for Teacher Licensure:

*All professional education courses must be completed with a C- or better.*

ED195	Introduction to Education	3 credits
ED201	Field Experience in Education	2 credits
ED206	Classroom Management	2 credits
SE210	Introduction to Infants, Children, and Youth with Special Needs	3 credits
ED205	Cultural Diversity in Education	2 credits
ED219	Instruction & Assessment	4 credits
ED272	Educational Psychology	3 credits
ED356	Technology in the Classroom	2 credits
ED357	Reading & Writing in the Content Area	3 credits
ED490	Seminar in Education	1 credit
ED498	*Clinical Teaching Experience	15 credits

Total: 40 credits

\*All professional education and major coursework must be completed before Clinical Teaching Experience. Hours for ED498 may vary according to field of study.

## THE ELEMENTARY EDUCATION MAJOR and LICENSURE PROGRAM (BS)

The Elementary Education program prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a self-contained elementary classroom. A service project is a required component of the elementary education major.

### Elementary Education Courses

ED130	Concepts of Elementary Mathematics	2 credits
MU243B	Elementary Music Methods	2 credits
ED256	Child and Adolescent Literature	3 credits
AR275	Elementary Art Methods	3 credits
<i>*Offered as a block only:</i>		
ED326*	Methods of Teaching Elementary Reading & Language Arts	4 credits
ED333*	Methods of Teaching Elementary Science	2 credits
ED335*	Methods of Teaching Elementary Social Science	2 credits
ED337*	Methods of Teaching Elementary Mathematics	3 credits
ES344	Curriculum & Methods of Teaching PE Elementary (K-6)	3 credits
ED340	Reading Testing and Diagnosis	3 credits

Total: 27 credits

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# SECONDARY EDUCATION 6-12 & PreK-12 LICENSURE PROGRAM

Sterling College provides content majors for candidates who are seeking secondary education licensure to teach 6-12 and preK-12.

Students are responsible for checking with a departmental advisor and an education advisor and consulting the appropriate major area in this *Catalog* to determine whether graduation and licensure requirements have been met.

See the individual major subject areas for licensure in the following:

*(Italics indicate State of Kansas titles.)*

### Pre-K - 12

*Art*

*Exercise Science/ Health & Physical Education*

*Music*

### 6 - 12

*Biology*

*Chemistry*

*Communication and Theatre Arts/ Speech & Theatre*

*Language & Literature/ English Language Arts*

*Mathematics*

*History & Government*

## Secondary Education Required Courses

Professional Education Courses	40 credits
ACCK Secondary (6-12) Methods Course	3 credits

## Elementary Education Sequence of Courses:

### Level I:

		<u>Semester:</u>
ED195	Introduction to Education	Fall/ Spring
ED201	Field Experience in Education	Fall/ Spring
ED130	Concepts of Elementary Math	Spring
SE210	Introduction to ... Special Needs	Fall/Spring
ED206	Classroom Management	Fall/Spring

### Level II:

ED205	Cultural Diversity in Education	Fall/Spring
ED219	Instruction & Assessment	Fall/Spring
MU243B	Elementary Music Methods	Fall
ED272	Educational Psychology	Fall/ Spring
ED356	Technology in the Classroom	Fall/ Spring
AR275	Elementary Art Methods	Spring
ED256	Child and Adolescent Literature	Spring

Level III:

ED326	Meth/Teaching ... Reading/Lang. Arts	Fall
ED333	Methods of Teaching ... Science	Fall
ED335	Methods of Teaching ... Social Science	Fall
ED337	Methods of Teaching ... Mathematics	Fall
ES344	Curriculum Methods ... PE (K-6)	Fall
ED357	Reading & Writing in the Content Area	Fall/ Spring
ED340	Reading Testing and Diagnosis	Spring

Level IV:

ED490	Seminar in Education	Fall/ Spring
ED498	Clinical Teaching Experience	Fall/ Spring

**Secondary Education Sequence of Courses:**

Level I:

Semester:

ED195	Introduction to Education	Fall/ Spring
ED201	Field Experience in Education	Fall/ Spring
SE210	Introduction to ... Special Needs	Fall/ Spring
ED206	Classroom Management	

Level II:

ED205	Cultural Diversity in Education	Fall/Spring
ED219	Instruction & Assessment	Fall/ Spring
ED272	Educational Psychology	Fall/ Spring
ED356	Technology in the Classroom	Fall/ Spring

Level III:

ED357	Reading & Writing in the Content Area	Fall/ Spring
Content Methods Courses		Fall/ Spring*
Major Subject Area Courses		Fall/ Spring
<i>*varies according to field of study</i>		

Level IV:

Content Methods Courses		Fall/ Spring
ED490	Seminar in Education	Fall/ Spring
ED498	Clinical Teaching Experience	Fall/ Spring

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## SPECIAL EDUCATION MINOR

### TEACHER ENDORSEMENT PROGRAM

An endorsement in Special Education is available through the Associated Colleges of Central Kansas (ACCK). The program in Special Education offers Adaptive Special Education endorsements. The Special Education programs are undergraduate programs built upon a bachelor's degree and licensure in education at the elementary or secondary level. Graduates with an Elementary Education licensure and an Adaptive Special Education endorsement may be licensed to teach children with mental retardation, behavior disorders and learning disabilities in grades K-6. Elementary Education majors with Adaptive Special Education K-6 licensure may also be approved for Secondary Adaptive Special Education by meeting additional requirements. Graduates with secondary licensure 6-12 or preK-12 may complete the program in Adaptive Special Education, which allows endorsement to teach youths in the areas of mental retardation, behavior disorders, and learning disabilities in grades 6-12.

Students working toward first special education endorsement will complete the clinical experience. Traditional students will complete the clinical experience in Fall or Spring. Those holding a current teaching license may complete the clinical experience in Fall, Spring or Summer. Students completing a second special education endorsement will complete the Internship in Fall, Spring, or Summer. (Summer placements depend on availability of sites.) Advance applications are required for the clinical experience and internship. Placements must correspond with school schedules and hours.

## Adaptive Special Education

Courses required for all levels:

SE310	Foundations for Special Education Services	4 credits
SE315	General Methods for Special Educ. Services	4 credits
SE345	Behavior Management	2 credits
SE499	Capstone Issues	1 credit
		Subtotal: 11 credits

Courses required for Level K-6:

SE321	Grades K-6 Methods for Special Needs	4 credits
SE331	Grades K-6 Field Experience	1 credit
SE431	Grades K-6 Clinical Experience <b>or</b>	6 credits
SE433	Grades K-6 Internship	6 credits

Total required for Level K-6: 22 credits

Courses required for Level 6-12:

SE361	Grades 6-12 Methods for Special Needs	4 credits
SE371	Grades 6-12 Field Experience	1 credit

SE471	Grades 6-12 Clinical Experience <b>or</b>	6 credits
SE473	Grades 6-12 Internship	6 credits
Total required for Level 6-12: 22 credits		

Optional courses:

SE220	Field Experience in Services for Students with Special Needs	1 credit
SE320	Beginning American Sign Language	2 credits
SE322	Intermediate American Sign Language	2 credits
SE381	Grades K-12 Functional Resources	4 credits
SE380	Topics in Special Education: (variable secondary title) Undergraduate Level	1 credit
SE678	Topics in Special Education: (variable secondary title) Graduate Level	1 credit

In addition, the student must complete:

- General Education and Major Requirements
- Professional Education Requirements

## Education Course Descriptions:

(\*\* Denotes courses required for all Teacher Education Majors

+ Denotes acceptance into the Teacher Education Program required.)

### **ED130 Concepts of Elementary Mathematics 2 credits**

Required for the prospective elementary school teacher who will be teaching mathematics in the classroom. This class helps K-6 teachers clarify their own understanding of the math concepts they are required to teach. The structure of the real number systems is studied in detail as well as applications frequently encountered. For successful completion of this course, a proficiency test of elementary math skills must be completed with at least 80% accuracy in the following mathematical areas: numbers and computation, algebra, geometry, and data. Does not meet Mathematics general education requirement. Prerequisite for ED337. (Spring)

### **ED195 Introduction to Education\*\* 3 credits**

An overview of the teaching profession and an examination of the role schools play in the fabric of American society. Coursework will include, among other things, orientation to the Sterling College Teacher Education Program concept of the teacher as Servant Leader, portfolio design and expectations, education reform at the state and national level, and standards-based education. Emphasis will be placed on contemporary professional, ethical, and legal issues and problems facing American schools and the effect changes in American society have upon the purpose and areas of emphasis in American schools. Students must earn a C- or better.(Fall/Spring).

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### **ED201/L Field Experience in Education\*\***

**2 credits**

Designed to provide practical experience in developing classroom knowledge and skills that are essential to teaching. STEP's five goals based on Danielson's four domains of teaching are presented, discussed, and related to classroom observations. Course requirements include a minimum of thirty (30) clock hours of observation. To be taken concurrently with ED201 Lab A or B. (Fall/ Spring)

### **ED205 Cultural Diversity in Education\*\***

**2 credits**

This course focuses on the impacting factors of cultural diversity within an educational setting. Experiences are designed to examine critical elements of the educational process that are influenced by culture and to increase awareness, knowledge and skill in accommodating intercultural interaction in a classroom. Off campus experiences are required. Prerequisite: Admission to STEP. (Fall/Spring)

### **ED206 Classroom Management\*\***

**2 credits**

This class will provide teacher candidates with the knowledge and skills necessary to accomplish appropriate classroom management. Areas addressed will include: student motivation, behavior interventions, homework, grading, and parent/guardian communication. Candidates will create a classroom management plan.(Fall/Spring)

### **SE210 Introduction to Infants, Children, and Youth With Special Needs\*\***

**3 credits**

This course provides an overview of categorical exceptionalities delineated in the law, service delivery systems, advocacy groups, the concept of least restrictive alternatives and the purpose and function of the IEP. The course is designed to introduce pre-service teachers to handicapping conditions of children enrolled in regular education and give them alternatives for instruction and assessment of these students. It also serves as a foundation for teachers wishing to focus on the area of special education. Teacher candidates must earn a C- or better as it is a prerequisite to all Level II education courses. 15 hour field experience is required. (Fall/ Spring)

### **ED219 Instruction and Assessment \*\***

**4 credits**

In this course teacher candidates will develop knowledge and skills in classroom instruction and assessment. Candidates will develop six lesson plans, each using a different model of instruction and identify and design appropriate assessment tools. Unit planning and micro-teaching are integral components of the course. Prerequisite: Admission to STEP. (Fall and Spring)

### **MU243 Elementary Music Methods**

**2-3 credits**

Required for all elementary (MU243A) and music education majors (MU243B). See description and rotations under music department. Prerequisite: ED219 (Fall)

### **ED256 Child and Adolescent Literature**

**3 credits**

Study of traditional, multi-cultural, and modern literature for children and adolescents and how literature is integrated into all disciplines. (Spring)

### **ED272 Educational Psychology\*\***

**3 credits**

This course assists teacher candidates in applying theories and philosophies of child

and adolescent development to the education process. Case studies will be discussed and assessed with Praxis scoring rubric. 15 hours of field experience required. Prerequisites: GD130, Admission to STEP. (Fall/Spring)

**AR275 Elementary Art Methods 3 credits**

Required for all elementary and art education majors. See description under art department. Prerequisite: ED219 (Spring)

**Elementary Education Methods Block (ED326, ED333, ED335, ED337)**

The following four courses will be taken concurrently in a field-based methods experience. The coursework will encompass both on-campus instruction and elementary classroom participation for a total of 11 hours credit.

**ED326 Methods of Teaching Elementary Reading and Language Arts + 4 credits**

This course is designed to teach the instruction of reading and language arts. Classroom environment, planning and preparation, and instructional strategies are studied as they pertain to teaching in the language arts areas. Basic developmental reading stages are emphasized along with integration of other subject areas. Prerequisite: ED219. (Fall)

**ED333 Methods of Teaching Elementary Science+ 2 credits**

This course provides an examination of current practices in science research and their application to the classroom. Emphasis upon process teaching and health issues. Prerequisite: ED219. (Fall)

**ED335 Methods of Teaching Elementary Social Science+ 2 credits**

This course provides an examination of current practices and social science teaching methods, including planning, instruction, and assessment. Emphasis on multicultural concepts, self-esteem, questioning skills, map and globe skills, thematic unit instruction, inquiry teaching, and cooperative learning. Prerequisite: ED219. (Fall)

**ED337 Methods of Teaching Elementary Math+ 3 credits**

The course covers methods of teaching mathematical concepts currently being taught in elementary schools. Candidates learn strategies to instruct in problem solving, manipulatives, and a variety of materials and ways of developing understanding and critical thinking. Prerequisites: ED219 & ED130. (Fall)

**ED340 Reading Testing and Diagnosis+ 3 credits**

This course emphasizes a developmental approach to teaching reading. Teacher candidates learn diagnostic methods of assessing students' needs and developmentally appropriate strategies for meeting these needs. Application of acquired skills is achieved during field experience in the public schools. Prerequisite: ED219. (Spring)

**ES344 Curriculum and Methods of Teaching Physical Education - Elementary (K-6) 3 credits**

Required of all elementary and physical education majors. See description under physical education department. Prerequisite: ED219 (Fall)

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### **ED356 Technology in the Classroom\*\* 2 credits**

This course will explore the wide range of instructional applications of computer technology in K-12 classrooms. Students will learn to integrate and model good and innovative uses of current educational technology. This will be facilitated by using the computer as an administrative tool, and by using technology as an information delivery medium, to enhance communication as a source of information, and as a student productivity tool. Current technology issues and ISTE standards for teachers and students will also be addressed. Prerequisite: CS101 and/or a basic understanding of computer operations and software applications. Prerequisite: Admission to STEP. (Fall, Spring)

### **ED357 Reading & Writing in the Content Area\*\*+ 3 credits**

This class will allow teacher candidates an opportunity to plan for teaching reading and writing in their content areas and to demonstrate the appropriate use of grammar and writing skills in a professional manner. Candidates will learn to: provide a variety of strategies for teaching reading, vocabulary, and writing appropriate to grades 4-12; teach writing through the use of 6-trait Writing Process and Assessment; integrate reading and writing within content areas and across the curriculum; practice appropriate communication between school, home, and community. 10 hour field experience is required. Prerequisite: Admission to STEP. (Fall/Spring)

### **ED395 Independent Study in Education 1-3 credits**

Open to junior and senior education students. Student and professor agree upon topic/study (i.e. Readings in Education, Educational Assessment, etc.) and evaluation procedures. Requirements include 1000 pages of reading material, or equivalent involvement, for each hour of credit. Prerequisite: Approval of the education faculty.

### **ED490 Seminar in Education\*\* + 1 credit**

This course is required for all K-6, 6-12, and PreK-12 students. Students individually and collaboratively research and discuss major topics in education. Open to juniors and seniors, this course prepares teacher candidates for clinical teaching experience and subsequent employment. It is recommended this course be taken the semester prior to Clinical Teaching Experience. Prerequisite: Completion of all Level II professional education courses. (Fall, Spring)

### **ED498 Clinical Teaching Experience\*\* + 15 credits**

Course includes observing, assisting and teaching for 15 weeks\* in a state accredited school under guidance of general education classroom teachers and college supervisors. A Clinical Teaching pre-service seminar, designed to cover and reinforce topics that are timely and relevant to this study is incorporated into this course. It allows for discussion and reflection on classroom practices. The seminar requirements include five on-campus meetings during the semester and periodic on-line assignments. Prerequisites: Admission to STEP; completion of professional education courses; completion of coursework in licensure field(s); interview/approval by the Teacher Education Advisory Council. In addition to tuition and fees, a student teaching fee is assessed. (Fall, Spring) (\*Required weeks may vary according to field of study.)

*(This course will also include two years of post-graduate mentoring to assist teacher graduates in the successful completion of the Kansas Performance Assessment (KPA). Successful completion of the KPA is required for a beginning teacher to move from Conditional License level to the Professional License level and must occur with the first four years of teaching.)*

**Secondary Teaching Methods Courses+ 3 credits**

A teaching methods course in the student's licensure area is required for 6-12 licensure. Teaching methods in the areas of art, music, and physical education are taught within the departments, on the SC campus. (Course descriptions can be found under those departments.) For other areas, classes meet weekly during the spring semester on the McPherson College campus, or by arrangement. A lab accompanies all secondary methods courses and requires at least 15 hours of field experience. Prerequisites for all the ACCK methods courses: ED219 and admission to STEP. See descriptions for ACCK courses below.

## **ACCK SECONDARY METHODS COURSES**

**ED406/L Methods/Teaching Natural Science  
in the Secondary School + 3 credits**

This course is designed to provide the prospective teacher with knowledge and skills 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. Micro-teaching, classroom observation and group and self-evaluation are included. Concurrent with ED406L. Prerequisite: ED219 (Spring)

**ED415/L Methods for Teaching English/Language Arts  
in the Secondary School + 3 credits**

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. Concurrent with ED415L. Prerequisite: ED219 (Spring)

**ED416/L Methods for Teaching Speech and Theatre  
in the Secondary School + 3 credits**

Students are required 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

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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. Concurrent with ED416L. Prerequisite: ED219 (Spring)

### **ED440/L Methods for Teaching Social and Behavioral Science in the Secondary School + 3 credits**

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. Concurrent with ED440L. Prerequisite: ED219 (Spring)

### **ED467/L Methods for Teaching Mathematics in the Secondary School + 3 credits**

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, micro-teaching of a math lesson, selecting materials, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Concurrent with ED467L. Prerequisite: ED219 (Spring)

## Special Education Course Descriptions:

### **SE220 Field Experience in Services for Students with Special Needs 1 credit**

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

### **SE310 Foundations for Special Education Services 4 credits**

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)

### **SE315 General Methods for Special Education Services 4 credits**

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: SE310. (Fall & Spring)

**SE320 Beginning American Sign Language 2 credits**

This course provides a beginning study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. No prerequisites. This class is intended as an elective education course. (Fall, Spring)

**SE321 Grades K-6 Methods for Special Needs 4 credits**

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. Includes supervised field experience. SE331 Grades K-6 Field Experience must be taken concurrently. Prerequisites: SE310 & 315.

**SE322 Intermediate American Sign Language 2 credits**

This course provides an intermediate study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. Prerequisite: SE320. (Fall, Spring)

**SE331 Grades K-6 Field Experience 1 credit**

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 SE321. Students will participate in IEP development, lesson planning, and instruction. SE321 must be taken concurrently. Prerequisites: SE 310 & 315.

**SE345 Behavior Management 2 credits**

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)

**SE361 Grades 6-12 Methods for Special Needs 4 credits**

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. SE371 must be taken concurrently. Prerequisites: SE310 & 315.

**SE371 Grades 6-12 Field Experience 1 credit**

This course is a supervised field experience with children in grades 6-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE361. Students will participate in IEP development, lesson planning, and instruction. SE 361 must be taken concurrently. Prerequisites: SE310 & 315.

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### **SE380      Topics in Special Education      1 credit**

This class deals in depth with a specific topic related to infants, toddlers, children or youth with disabilities or developmental risk conditions and/or their families. (As announced)

### **SE381      Grades K-12 Functional Resources      4 credits**

This course focuses on building an understanding of how to plan and implement effective instruction for students with functional learning needs. Topics of study include service delivery options, personal profile assessments, community based instruction, principle of partial participation, student instruction matrix, complex health, physical and emotional needs, related service providers, and social networks. Includes a supervised field experience within various service delivery models.

### **SE431      Grades K-6 Clinical Experience      6 credits**

A supervised teaching experience with a special educator who provides services for elementary 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: SE210, 310, 315, 345, & 321 or 331. Concurrent or subsequent semester: SE 499. (Fall, Spring, or Summer)

### **SE433      Grades K-6 Internship      6 credits**

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 endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, 310, 315, 345, & 321 or 331. Concurrent or subsequent semester: SE 499. (Fall, Spring, or Summer)

### **SE471      Grades 6-12 Clinical Experience      6 credits**

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: SE210, SE310, SE315, SE345, and 361 or 371. Concurrent or subsequent semester: SE 499. (Fall, Spring, or Summer)

### **SE473      Grades 6-12 Internship      46 credits**

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 endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, 310, 315, 345, & 361 or 371.

Concurrent or subsequent semester: SE 499. (Fall, Spring, or Summer)

**SE499 Capstone Issues**

**1 credit**

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 ethical issues, advocacy, and professionalism, diversity, and resources. Prerequisites: SE210, 310, 315, 345, 321 & 331 or 361 & 371. Concurrent or previous semester: SE 431 or 471 or comparable internship. (Fall, Spring, or Summer)

**Graduate Level Classes:**

**SE678 Topics in Special Education**

**1 credit**

This class deals in depth with a specific topic related to children and youth with disabilities or developmental risk conditions and/or their families.

**Topic G: Current Issues in Special Education** - is designed to be taken by the practicing teacher returning for endorsement in special education or adding an adaptive endorsement to an existing endorsement in special education. It will be taken in lieu of SE310 for those that meet the qualification of three years of teaching children or youth with special needs, a letter documenting satisfactory performance, and a copy of teaching license and transcripts. This course will focus on bringing the students up to date on current laws, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. (As announced.)

(While we do not offer a graduate degree, the above graduate level classes are available through the ACCK upon the completion of a Bachelor's degree.)



Teacher Education – Sterling College

Title II Disclosure Statement  
(Released January 3, 2007)

Section 207 of the Title II of the Higher Education Act (HEA) mandates that the Department of Education collect certain data on the performance of teacher preparation programs to prepare an annual report to Congress. Section 207(f)(1) requires that institutions enrolling students who receive federal assistance who have a teacher preparation program must under the HEA report certain information to the general public. Section 207(f)(2) requires this information to be included with any material routinely sent to potential applicants, high school guidance counselors, and prospective employers.

This information is likewise to be made available to the general public upon request. Information in this document is prepared in accordance with the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act. Questions about any information included in this document should be directed to the Office of the Academic Dean, Sterling College, Sterling, Kansas 67579.

More detailed HEA-Title II and Pass-Rate Data reports are available on the SC website: [www.sterling.edu/academics/ed/step](http://www.sterling.edu/academics/ed/step).

**Pass Information: (2005-2006 Completer Cohort)**

Number of Program Completers: 15

Aggregate and Summary Assessment Pass Rate Data

Assessment Type	# taking assessment	# passing assessment	Institution Pass Rate	Kansas Pass Rate
Aggregate:				
Professional Knowledge (PLT)	13	13	100%	97%
Acad. Content Area	10	6	60%	95%
Summary	13	9	69%	94%

Notes:

- Aggregate assessments reflect the combined performance of program completers on all components of a larger assessment (e.g., combined reading, math and writing components of the PPST).
- Summary assessment reflects the combined performance of program completers on all assessments (e.g., all PLT component assessments).
- PLT=Principle of Learning and Teaching published by Educational Testing Service.
- No data is available if less than 10 persons from an institution complete the test.

# Exercise Science

The Exercise Science Department houses three academic majors: Athletic Training, Exercise Science, and Sports Management, and a minor in Exercise Science. The department also offers a pre-licensure program designed to prepare a student for Teacher Licensure in Physical Education and Health for Pre-K through 12<sup>th</sup> grade.

## ATHLETIC TRAINING MAJOR (BS)

The Sterling College Athletic Training Education Program (ATEP) primarily utilizes the Department of Exercise Science resources in offering a high quality curriculum in athletic training. The ATEP also utilizes courses from biology, behavioral science, and mathematics to achieve the Commission on Accreditation for Athletic Training Education (CAATE) standards for athletic training education. The ATEP provides high quality instruction of competencies and clinical proficiencies for a number of upper and lower level athletic courses. The ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Effective January 1, 2004 eligibility for the Board of Certification (BOC) exam will consist of submitting a valid application upon graduation from a CAATE accredited Athletic Training Education Program (ATEP). Upon successful completion of the BOC exam and satisfaction of state regulations, a graduate will be eligible for employment as a Certified Athletic Trainer (ATC). Further details regarding the BOC qualifications may be found at the following URL: <http://www.bocac.org>

### ATEP Admission Requirements

Application for admission into ATEP can occur after the student has been on campus for one semester. The quota of applicants accepted into the ATEP is limited by faculty to student ratios, and the highly individualized nature of this program.

Admission to the ATEP is based on the following criteria:

1. Maintain a minimum 2.5 overall GPA.
2. Complete AT 242, AT 243, and ES 255 with a minimum of “C”.
3. A minimum of 100 “directed observation” clinical hours obtained during the first two semesters.
4. Submit two letters of recommendation, one of which will come from an instructor of a course the student has completed or from a medical professional. Neither letter can come from a fellow student, friend, or family member.
5. Reference evaluations from faculty at Sterling College.
6. Complete a formal Interview with selected members of the ATEP Interview Committee.
7. Completion of application form.
8. Letter of application.
9. Documentation of receiving immunization injections for Hepatitis B immunization. Documentation should include copies of the

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laboratory reports that the student received the injections. If the student chooses not to be Hepatitis B immunized, the student must read, complete, and sign the form entitled “Hepatitis B Vaccine Declination Assumption of Risk and Release” prior to acceptance into the SC ATEP.

10. Present proof of current American Red Cross Emergency Response certification or its equivalent and present proof of current American Red Cross Cardiopulmonary Resuscitation (CPR) for the professional rescuer certification, or its equivalent.
11. A current (within one year from application) health history and physical examination performed by a health care worker approved by the State of Kansas to perform such services (i.e. licensed physician; nurse practitioner, etc.). Documentation should include written verification that the student passed the physical examination
12. Health insurance coverage from either Sterling College Insurance Plan or from a primary private insurance plan. Documentation should include a copy of a current health insurance card with the name of an insurance carrier, policy number, etc
13. Students must read, complete, sign and return the enclosed form entitled “Technical Standards for Admission into the Athletic Training Education Program” verifying that the student meets the minimal required technical standards for admission into the program.

*\*\*Students not accepted into the ATEP may re-apply the following the semester.*

Following successful application to the ATEP, students will be expected to participate in regular hours in the athletic training room and clinical rotations. Students will also be required to participate with athletic teams and do clinical rotations during the course of the program. The application information and technical standards for the ATEP can be found at the following address: <http://www.sterling.edu/athletics/athletictraining/apply/>

### **Required courses for the Athletic Training major:**

The following list of courses must be completed for a major in Athletic Training. Students interested in the Athletic Training major must take the ATEP prerequisites (*listed in italic*) and apply for the program following the second semester of the student's attendance.

Required General Education Courses for ATEP:

BI110	Human Anatomy and Physiology	5 credits
MA240	Elementary Statistics	3 credits

Major Courses:

AT200	Practicum I	1 credit
AT242	<i>Care &amp; Prevention of Athletic Injuries</i>	2 credits
AT243	<i>Care &amp; Prevention Techniques for AT</i>	1 credit
AT301	Practicum II	1 credit
AT302	Practicum III	2 credits
AT315	Therapeutic Exercise	3 credits
AT330	General Medical Concerns	3 credits
AT351	Assessment of Upper Extremity Injuries	3 credits
AT352	Assessment of Lower Extremity Injuries	3 credits
AT403	Practicum IV	1 credits
AT404	Practicum V	2 credits
AT430	Therapeutic Modalities	3 credits
AT435	Administration in Athletic Training	2 credits
AT440	Developing & Implementing Strength & Fitness Program	3 credits
AT440L	Developing/Implementing Strength/Fitness Program Lab	0 credit
AT445	Seminar in Athletic Training	1 credit
AT450	Pharmacology for the Athletic Trainer	1 credit
AT495	Practicum VI	1 credit
ES120	Foundations of Exercise Science	2 credits
ES221	Essentials of Community and Personal Health	3 credits
ES255	<i>First Aid</i>	3 credits
ES360	Principles of Nutrition	3 credits
ES370	Kinesiology	3 credits
ES420	Exercise Physiology	3 credits
BS125	General Psychology	3 credits

Total: 53 credits

Recommended Supporting Courses for ATEP: Strongly recommended for students interested in graduate study in areas of allied health and/or medicine.

MA150	Pre-Calculus	4 credits
CH151	General Chemistry I	5 credits
CH152	General Chemistry II	5 credits
PH210	Physics I	5 credits
PH211	Physics II	5 credits

## EXERCISE SCIENCE MAJOR (BS)

Exercise Science is a broad and diverse field of study. Exercise Science majors will be prepared for graduate study in Exercise Science (or related fields), as well as employment in coaching, fitness, and recreational settings.

Required General Education courses:

BI110	Human Anatomy and Physiology	5 credits
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ES101	Concepts of Physical Fitness and Health	2 credits
CH110	Introductory General Chemistry <u>or</u>	
PH108	Introduction to Physical Science	3 credits

### Required core courses:

ES107	Beginning/Intermediate Swimming	1 credit
ES115	Folk Dance	1 credit
ES120	Foundations of Exercise Science	2 credits
ES210	Analysis & Teaching of Individual & Dual Sports	2 credits
ES220	Analysis and Teaching of Team Sports	2 credits
ES221	Essentials of Personal and Community Health	3 credits
ES226	Rules and Officiating	2 credits
ES242	Care & Prevention of Athletic Injuries	2 credits
ES253	Recreational Leadership (indoor/outdoor)	3 credits
ES255	First Aid	3 credits
ES305	Theory of Coaching Baseball *	1 credit
ES306	Theory of Coaching Basketball *	1 credit
ES307	Theory of Coaching Football *	1 credit
ES308	Theory of Coaching Soccer *	1 credit
ES309	Theory of Coaching Softball *	1 credit
ES310	Theory of Coaching Track and Field *	1 credit
ES311	Theory of Coaching Volleyball *	1 credit

(\* Students may choose any two of these one credit Theory of Coaching courses.)

ES360	Principles of Nutrition	3 credits
ES362	Field Practicum	1 credit
ES370	Kinesiology	3 credits
ES374	Adapted Physical Education	3 credits
ES380	Psychology of Sport	2 credits
ES400	Internship	3 credits
ES420	Exercise Physiology	3 credits
ES475	Administration of Health, PE, & Athletics	3 credits
ES498	Senior Seminar	1 credit
AT440	Developing & Implementing Strength & Fitness Program	3 credits
AT440L	Developing/Implementing Strength/Fitness Program Lab	0 credit
		Total: 48 credits

### Recommended Support Courses:

The following courses are strongly recommended for all Exercise Science Department majors, especially those interested in graduate study.

MA240	Elementary Statistics	3 credits
CH110	Intro to Chemistry	3 credits

## EXERCISE SCIENCE MINOR

ES120	Foundations of Exercise Science	2 credits
ES210	Analysis & Teaching of Individual/Dual Sports	2 credits
ES220	Analysis & Teaching of Team Sports	2 credits
ES242	Care & Prevention of Athletic Injuries	2 credits
ES255	First Aid	3 credits
ES305-311	Theory of Coaching _____*	2 credits
<i>(*Choose any two of the one-credit Theory of Coaching courses.)</i>		
ES370	Kinesiology	3 credits
ES374	Adapted Physical Education	3 credits
ES475	Administration of Health, PE, & Athletics	3 credits
		Total: 22 credits

## HEALTH & PHYSICAL EDUCATION (preK-12) LICENSURE

Core requirements for the Exercise Science Major**	Sub-total: 45 credits	
And the following courses:		
ES344	Curriculum and Methods of Teaching P.E. and Health - Elementary (PreK-6)	3 credits
ES346	Curriculum and Methods of Teaching P.E. and Health - Secondary (7-12)	3 credits
ES348	Curriculum Methods of Health (PreK-12)	2 credits
		Total: 53 credits

\*\*ED498 Clinical Teaching Experience replaces ES400 Internship for Education for Licensure students.

Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs – for professional education courses required

## SPORTS MANAGEMENT MAJOR (BS)

The Sports Management major combines courses from both the Business and Exercise Science Departments. Students have the option of choosing from four areas of emphasis to supplement the major and assist in focusing on a particular career track. While this option is recommended, it is not required.

Core Curriculum:

BU102	Strategies for Success	2 credits
BU103	Economics	3 credits
BU140	Business Communication	2 credits
BU240	Business Law	3 credits

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BU320	Management	3 credits
BU326	Marketing	3 credits
BU422	Operations Management	3 credits
BU428	Sales & Customer Service	3 credits
BU499	Business Policy	3 credits
CT263	Interpersonal Communication <u>or</u>	
CT364	Group Communication	3 credits
ES120	Foundations of Exercise Science	2 credits
ES221	Essentials of Community and Personal Health	3 credits
ES253	Recreational Leadership	3 credits
ES380	Psychology of Sport	2 credits
ES475	Administration of Health, PE, & Athletics	3 credits
ES400	Internship	3 credits
ES498	Senior Seminar	1 credit
		Total: 45 credits

### Optional Areas of Emphasis

#### Marketing, Promotions & Sports Information Emphasis:

BU427	Advertising & Promotion	3 credits
CT107	Mass Media, Self, & Society	3 credits
CT153X/XS	Mass Media Lab (choose one) Public Relations, Video, Print Journalism, or Radio	1 credit
CT209	Mass Media Writing	3 credits
CT366	Principles of Public Relations	3 credits
		Total: 13 credits

#### Club, Fitness & Recreation Emphasis:

BU 421	Human Resource Management	3 credits
ES242	Care & Prevention of Athletic Injuries	3 credits
ES255	First Aid	3 credits
ES360	Principles of Nutrition	3 credits
AT440	Developing & Implementing Strength & Fitness Program	3 credits
AT440L	Developing/Implementing Strength/Fitness Program Lab	0 credit
		Total: 15 credits

#### Coaching & Instruction Emphasis:

ES210	Analysis & Teaching of Individual & Dual Sports	2 credits
ES220	Analysis and Teaching of Team Sports	2 credits
ES242	Care & Prevention of Athletic Injuries	2 credits
ES255	First Aid	3 credits
ES360	Principles of Nutrition	3 credits
ES305-311	Theory of Coaching _____ (choose two)	2 credits
		Total: 14 credits



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### **AT301     Practicum II**

**1 credit**

A clinical/practicum course designed for students in their second semester of enrollment in the ATEP. Specific competencies and proficiencies are required to be met during the student's clinical experience. All competencies and proficiencies must be completed in the 200 course before enrolling in AT 301. (Spring)

### **AT302     Practicum III**

**2 credits**

A clinical/practicum course designed for students in their third semester of enrollment in the ATEP. Specific competencies and proficiencies are required to be met during the student's clinical experience. All competencies and proficiencies must be completed in the 200 and 301 courses before enrolling in AT 302. (Fall)

### **AT315     Therapeutic Exercise**

**3 credits**

This course deals with the theory and practice of therapeutic exercise and rehabilitation techniques as they relate to the physically active. Lecture and labs will be used to demonstrate proper techniques typically administered to patients in the athletic training and other rehabilitation settings. Prerequisite: BI110, AT242, ES420. (Spring)

### **AT330     General Medical Concerns**

**3 credits**

This course is designed to discuss the common general medical concerns that may be encountered in the Athletic Training field. Advanced evaluation techniques will be demonstrated and practiced in the assessment of common injuries and conditions to the eye, ear, nose, throat, thorax, lungs, abdomen, heart, and the integument. (Spring)

### **AT351     Assessment of Upper Extremity Injuries**

**3 credits**

This course discusses the proper assessment and management of athletic injuries to the head, neck, shoulder, elbow, forearm, wrist, hand, and fingers. The student will learn how to recognize and evaluate common athletic injuries to these areas of the body in classroom settings. Concepts and skills taught in the course will be reinforced through structured laboratory/practical experience. Prerequisites "C" or better in BI 110. (Spring)

### **AT352     Assessment of Lower Extremity Injuries**

**3 credits**

This course discusses the proper assessment and management of athletic injuries to the low back, pelvis, hip, thigh, knee, lower leg, ankle, and foot. The student will learn how to recognize and evaluate common athletic injuries to these areas of the body in the classroom setting. Additionally, concepts and skills taught in the course will be reinforced through structured laboratory/practical experiences. Prerequisites "C" or better in AT 242 and 243. (Fall)

### **AT403     Practicum IV**

**2 credits**

A clinical/practicum course designed for students in their fourth semester of enrollment in the ATEP. Specific competencies and proficiencies are required to be met during the student's clinical experience. All competencies and proficiencies must be completed in the 200, 301, and 302 courses before enrolling in AT 403. (Spring)

**AT404      Practicum V      2 credit**

A clinical/practicum course designed for students in their fifth semester of enrollment in the ATEP. Specific competencies and proficiencies are required to be met during the student's clinical experience. All competencies and proficiencies must be completed in the 200, 301, 302, and 403 courses before enrolling in AT 404. (Fall)

**AT430      Therapeutic Modalities      3 credits**

The purpose of this class is to educate the student in the function and role of therapeutic modalities in treatment of athletic injuries. Actual application of course material will be reinforced through "hands-on" laboratory experience with a vast majority of modalities used in sports medicine today. (Fall)

**AT435      Administration in Athletic Training      3 credits**

The course will include such topics as legal liability, fiscal management, facilities operation, personnel supervision, public relations, and organizational structures. (Fall)

**AT440      Developing and Implementing Strength and  
Fitness Programs      3 credits**

In this course, students will learn the components of physical fitness, and how to analyze and apply the neuromuscular and physiological knowledge to determine the content and administration of pre-season, in-season, and off-season programs for a variety of athletic teams at different levels of competition. Prerequisite: ES370 & ES420. (Fall)

**AT440L      Developing and Implementing Strength and  
Fitness Programs Lab      0 credit**

Internship/lab experience course taken concurrently with AT 440. Labs will be designed to reinforce knowledge/skills taught in the AT 440 course. (Fall)

**AT445      Seminar in Athletic Training      1 credit**

A course designed for library research discussion of critical questions and contemporary issues and problems in athletic training/sports medicine. Physicians and allied health professionals will be utilized in the presentation of a majority of these seminars. (Spring, even)

**AT450      Pharmacology for the Athletic Trainer      1 credit**

A survey of the pharmacological agents utilized in the practice of athletic training, and those typically prescribed by physicals that pertain to the athletic population. Management and handling of medications will also be discussed. Prerequisite: AT430 or instructor permission. (Spring, odd)

**AT495      Practicum VI      1 credit**

A clinical/practicum course designed for students in their sixth semester of enrollment in the ATEP. Specific competencies and proficiencies are required to be met during the student's clinical experience. All competencies and proficiencies must be completed in the 200, 301, 302, 403, and 404 courses before enrolling in AT495. This

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course is a culmination of all competencies and proficiencies learned. Prerequisites: all 200, 300, and level Athletic Training courses must be completed and/or consent of the ATEP Program Director. (Spring)

### Exercise Science Course Descriptions:

- ES101 Concepts of Physical Fitness and Health 2 credits**  
Study of specific health- and skill-related aspects of fitness. Emphasis is placed on personal evaluation and planning a personal activity program. Since physical activity is only one of many life-style patterns that can enhance health and quality of life, other important life-style behaviors are also included in the course. An emphasis is placed on personal evaluation and prescription through laboratory experiences. Meets general education requirement with a grade of C- or higher. (Fall, Spring)
- ES103 Physical Activity – Team Sports 1 credit**  
Meets general education requirement with a grade of C- or higher. (Fall)
- ES104 Physical Activity - Bowling/Golf 1 credit**  
Meets general education requirement with a grade of C- or higher. Fee: \$25 (Spring)
- ES107 Physical Activity - Beginning and Intermediate Swimming 1 credit**  
Instruction and practice in beginning/advanced strokes. Meets general education requirement with a grade of C- or higher. (Fall and Spring)
- ES108 Physical Activity – Racquet Sports 1 credit**  
Meets general education requirement with a grade of C- or higher. (Fall)
- ES111 Physical Activity - Aerobics/Strength Training 1 credit**  
Meets general education requirement with a grade of C- or higher. (Fall and Spring)
- ES114 Physical Activity - Rhythmic and Interpretive Dance (CT114) 1 credit**  
Study and practice of skills in the art form concerned with communication of self-expression through movement. Meets general education requirement with a grade of C- or higher. (Fall, odd years)
- ES115 Physical Activity - Folk Dance 1 credit**  
Study of national dances, indigenous American dance forms and folk dances of Europe and America. Students will learn basic steps of these dance forms and analyze the meaning of folk dance as the expression of national and cultural vision. Meets general education requirement with a grade of C- or higher. (Spring)
- ES120 Foundations of Exercise Science 2 credits**  
This course provides an introduction to the profession including the history and philosophy of exercise science. Students are introduced to the areas of academic focus



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**ES306 Theory of Coaching Basketball 1 credit**  
Theory and techniques of coaching basketball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall, even)

**ES307 Theory of Coaching Football 1 credit**  
Theory and techniques of coaching football, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall, odd)

**ES308 Theory of Coaching Soccer 1 credit**  
Theory and techniques of coaching soccer, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall, odd)

**ES309 Theory of Coaching Softball 1 credit**  
Theory and techniques of coaching softball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Spring, odd)

**ES310 Theory of Coaching Track and Field 1 credit**  
Theory and techniques of coaching track and field, including philosophy, fundamentals, practice organization, and administrative responsibilities. (Spring, even years)

**ES311 Theory of Coaching Volleyball 1 credit**  
Theory and techniques of coaching volleyball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall, odd)

**ES344 Curriculum and Methods of Teaching Physical Education - Elementary (PreK-6) 3 credits**  
The study of curriculum and methodology used in meeting the motor needs and interests of children in the elementary schools. The student will develop a P.E. curriculum, unit plans, and daily lesson plans. Practical teaching experience will be gained through peer and elementary age teaching. Recommended: Junior standing. (Fall)

**ES346/L Curriculum and Methods of Teaching Physical Education and Health - Secondary (7-12) 3 credits**  
The study of curriculum and methods of instruction, classroom management and evaluation techniques for physical education and health at the secondary level. Considerable hands on experience through peer-teaching activities. Concurrent with ES346L. Prerequisite: ED219; Junior standing. (Spring)

**ES348 Curriculum Methods in Health (PreK-12) 2 credits**  
The study of curriculum and methods of instruction, classroom management and evaluation techniques specific to health in the elementary and secondary settings. Practical teaching experiences in classroom settings will be emphasized. Prerequisite: ED219, ES221, ES344 or ES346. (Spring, even)

**ES360 Principles of Nutrition 3 credits**

This course is intended to be a midlevel discussion and study of the field of nutrition. Basic components of the human diet and the special needs of the physically active will be emphasized. Some discussion of the various specialty diets and supplements will also be investigated. Prerequisite: ES101 & ES221. (Spring, even)

**ES362 Field Practicum 1 credit**

Designed to give prospective majors practical experience in exercise science. Student will be required to teach an activity class. Prerequisite: Junior or Senior standing.

**ES370 Kinesiology 3 credits**

A study of the skeletal and neuromuscular systems as structural determinants of human motion. Biomechanical principles are applied to the study of the upper and lower extremities. Appropriate movement terminology and analysis of muscular involvement are applied to various forms of exercise. Prerequisite: BI110. (Fall)

**ES374 Adapted Physical Education 3 credits**

Course deals with organizing, planning and conducting physical education for the disadvantaged student. Students will learn to understand the broad realm of adaptations and will be able to recognize various handicaps. Fitness and leisure activities will be discussed. Emphasis is placed on organizing and administering adaptive programs. Prerequisite: ES210, ES220 (Spring)

**ES380 Psychology of Sport 2 credits**

This course is designed to give the student an understanding of the psychological methods and applications relating to sports. The course will help the student have a better understanding of principles of sports psychology. Included in class discussion will be: motivational variables, emotional states, personality variables, imagery, goal setting, and arousal-aggression variables. (Spring)

**ES400 Internship 3 credits**

Designed to provide Exercise Science Department majors practical experience in a variety of exercise related professions. Athletic Training majors may participate in any setting under the supervision of a Certified Athletic Trainer, and Exercise Science majors may participate in any health, recreation, fitness, or educational settings under the supervision of an experienced professional. All internships must be pre-approved through the student's advisor and Department chair prior to the first day of the internship. A minimum of 120 hours of experience is required. Prerequisite: Junior status.

**ES420 Exercise Physiology 3 credits**

A study of the physiological structures of the human body and their relationships to performance in physical education and athletics. Primary attention is paid to the adjustment mechanisms of the human body to exercise. Prerequisite: BI110. (Spring)

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### **ES475 Administration of Health, Physical Education and Athletics**

**3 credits**

Emphasis is placed on school programs for men and women. Administrative structures and styles of administration will be discussed. Special attention is given to budgets, supplies and equipment, personnel matters, facility management, and program planning. Prerequisite: Junior status. (Fall)

### **ES498 Senior Seminar**

**1 credit**

An opportunity to apply the knowledge, principles, and skills gained from the curriculum through discussion and the completion of a major senior service project and presentation. Contemporary issues including a job search, the interview process, portfolio building, and the integration of faith will be discussed and applied. Prerequisite: Senior status. (Fall)

See other course descriptions in the section of the Catalog specific to the major area.



# Family Studies

Family Studies is designed to provide students with information about the family as a central unit in society. This information will be useful to students as they plan and develop their own nuclear family units and/or as they prepare to work in family services as volunteers or professionals.

Courses cover the following topics: the nuclear family, changes in the family, intra-family relationships, problems in the family, and Christian family values. Courses will present current data and trends about the family, applications of relevant principles, theories about the family in society, and research interpretation skills.

This program is supported by an endowed professorship that was established through the generosity of Margaret A. Newcomb, former Kansas State University botany professor, in honor of her parents and family whose lives were motivated by their love of God, love of family, and love of the arts and of learning.

## FAMILY STUDIES MINOR

Core Requirements:

BS225	Developmental Psychology	3 credits
RP325	Theology of Family Life	3 credits
		Subtotal: 6 credits

Electives - Choose twelve (12) credits from the following:

BU201	Microeconomics	3 credits
CT263	Interpersonal Communications	3 credits
RP321	Adolescent Culture & the Gospel	3 credits
RP357	Youth and Family Ministry	3 credits
RP394	Directed Readings (to explore a topic related to family)	3 credits
RP439	Ethics	3 credits
		Subtotal: 12 credits
		Total: 18 credits

**NOTE:** On occasion, an interterm course may be designated as an elective.

This program is under the direction of the Religious and Philosophical Studies Department. Christian Ministry majors wishing to earn a minor in this discipline must consult the department's chair.

## General Development

The programs listed under this section, while not courses in a specific department, promote the liberal arts aim of educating the whole person through interdisciplinary experiences.

### CHAPEL-CONVOCATION PROGRAM

Participation in the Sterling College Chapel-Convocation Program is a requirement for graduation. The goals of the program include promoting spiritual formation, campus-wide communication, cultivating a sense of community, exploring major issues of faith and Christian values, interacting with outstanding speakers, and providing a highly visible Christian and academic symbol for Sterling College.

#### Structure

Required Chapel opportunities will occur on Wednesday mornings and Sunday evenings. Chapel credit is also sometimes given for attendance of Residence Hall Bible studies and special worship experiences. The Sunday and Wednesday opportunities are worship services. Sunday evenings include times of praise and worship with praise bands. Typically, two to four convocations per semester will be offered on Friday mornings. The convocations include programs of special interest to the college community, including the keynote convocation in the fall and the Kirking of the Tartans and Honors Convocation in the spring.

#### Graduation Requirement

Attendance at 14 chapels and at 2 convocations per semester is mandatory for all full-time students. This requirement does not carry academic credit, but is graded on a pass/fail basis. To graduate from Sterling College, full-time students must pass this requirement each semester.

#### Non-Compliance Guidelines

Students who do not meet the above attendance requirement will have the grade of 'F' recorded on their transcripts.

Exemptions from the requirement are possible only for special hardship cases or when students are enrolled in off-campus programs like Clinical Teaching Experience, study programs sponsored by the CCCU, and similar situations. Any exception or problems with non-compliance are handled by the Chaplain and Vice President for Academic Affairs. The Chaplain's office is responsible for Chapel-Convocation record-keeping.

## General Development Course Descriptions:

**GD104 Academic Success 1 credit**

This course is designed to increase learning and academic achievement in the college environment. It will cover learning and thinking styles, specific academic and decision-making skills to optimize learning, and self-management.

**GD105 Foundations of Servant Leadership 1 credit**

Designed to introduce new Sterling students to the servant leadership emphasis of our liberal arts curriculum, that integrates faith and learning. This course is required of all new students and should be completed in the first semester of attendance. Lab fee.

**GD130 Human Social Context 3 credits**

This course first considers the purposes of knowledge about human social interaction and how that knowledge can inform one's faith. Students will then learn psychological processes of knowledge construction, origins and nature of social institutions, patterns and consequences of the distributions of commodities, the need to consider issues from a global perspective and the factors that limit our ability to do so, and how all these factors are synthesized into a worldview that opens one to constructive action.

**GD190 Chapel and Convocation 0 credit**

Must be successfully completed each semester during which the student is enrolled full-time at Sterling College and is a graduation requirement. Attendance is required at 14 chapels and two convocations per semester. This is a pass/fail course.

**GD220 Independent Learning Experience 1-3 credits**

Primarily for students wishing to meet areas of the General Education curriculum by individually designed experiences.

**GD330 Internship 1-3 credits**

Experiences outside the college classroom that may serve one or more purposes for the student: career orientation and development, extension of general education, specialized work in a discipline, interdisciplinary work, or cross-cultural experience. Internships will be arranged, supervised, and evaluated by college faculty in terms of educational objectives and outcomes.

**GD499 Faith and Life Seminar 2 credits**

This is a capstone course required for all graduates. It is taught in a convocation and seminar setting, using readings and experiences selected from the humanities and the fine arts specifically chosen to help students in their search for value and in their struggle for consistency between belief and behavior. Prerequisite: Senior standing. (Fall/Spring)



**HR211\* Western Culture & History: Ancient to Renaissance 3 credits**

An interdisciplinary history/literature general education course covering Western culture and history from ancient societies through the Renaissance period.

**HR212\* Western Culture & History: Enlightenment to the Contemporary Period 3 credits**

An interdisciplinary history/literature general education course covering Western culture and history from the Enlightenment through the contemporary period.

*\*Students will choose three of these four courses to meet the General Education requirements of literature, U.S. History, and World Civilization.*



## History and Government

A history major is based on the belief that by studying peoples and times one learns about recurring human problems that escape those who confine their attention to the current and the familiar. The program aims to develop in students an ability to think critically and to form reasoned arguments and judgments about public issues.

### HISTORY MAJOR (BA)

Core Requirements:

HG101	History of World Civilization I	3 credits
HG102	History of World Civilization II	3 credits
HG111	History & Government of the U.S. I	3 credits
HG112	History & Government of the U.S. II	3 credits
HG286	Research Methods	1 credit
HG327	America and the World (since 1939)	3 credits
HG499	Senior Thesis	2 credits
	Elective courses in History.	12 credits
		Subtotal: 30 credits

United States History requirements – 2 of the following courses:

HG249	Sectionalism to Reconstruction	3 credits
HG273	America through the Age of Jefferson	3 credits
HG275	The Gilded Age through the New Deal	3 credits
HG278	Modern America (since 1919)	3 credits
<u>Or</u>	An approved May-term course.	3 credits
		Subtotal: 6 credits

Non-Western History requirements - 2 of the following courses:

HG208	Islamic Civilization I	3 credits
HG209	Topics in Non-Western Civilizations	3 credits
HG218	Islamic Civilization II	3 credits
HG284	History of the Russians	3 credits
HG287	Latin America	3 credits
<u>Or</u>	An approved Non-Western History course	3 credits
		Subtotal: 6 credits

European History requirements – one of the following courses:

HG333	The Classical Age	3 credits
HG341	Medieval History	3 credits
HG345	Renaissance & Reformation	3 credits
HG351	Enlightenment to Congress of Vienna	3 credits
HG355	Nineteenth & Twentieth Century Europe	3 credits

<u>Or</u>	An approved European History course	3 credits
		Subtotal: 3 credits
		Total: 45 credits

## HISTORY MINOR

HG101	History of World Civilization I	3 credits
HG102	History of World Civilization II	3 credits
HG111	History & Government of the U.S. I	3 credits
HG112	History & Government of the U.S. II	3 credits
	Any four history courses	12 credits
		Total: 24 credits

## POLITICAL SCIENCE MINOR

Core requirements:

HG272	International Relations	3 credits
HG255	Comparative Government	3 credits
HG323	Advanced American Government	3 credits
PS300	State and Local Government	3 credits
		Subtotal: 12 credits

Electives – 9 credits hours from the following:

HG200	Macroeconomics	3 credits
HG201	Microeconomics	3 credits
HG310	Government Practicum (American Studies Program)	8 credits
HG311	Topics in Government (American Studies Program)	8 credits
BU240	Business Law	3 credits
	Any approved Political Science course	

Subtotal: 9 credits  
Total: 21 credits

## HISTORY & GOVERNMENT EDUCATION LICENSURE (6-12)

In addition to the History Major and pre-professional education courses, students seeking licensure in US History, World History, and US Government must take the following courses:

HG200	Macroeconomics	<b>or</b>	3 credits
HG201	Microeconomics		3 credits
HG240	World Regional Geography		3 credits
HG245	Kansas History and Government		3 credits
HG255	Comparative Government		3 credits
HG323	Advanced American Government		3 credits
BS115	Principles of Sociology		3 credits
			Total: 18 credits

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Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs – for professional education courses required.

## History and Government Course Descriptions:

**HG101 History of World Civilization I (to 1500 AD.) 3 credits**

The objective of this course is to survey the history of cultures from the Stone Age to early modern times. Some cultures considered are Cro-Magnon, Sumerian, Assyrian, Egyptian, Greek, Roman, Indian, Chinese, Incan, Aztec, Islamic, Christian, Hebrew, Western Medieval, and Renaissance. An interdisciplinary approach will be used. (Fall semester)

**HG102 History of World Civilization II (1500-present) 3 credits**

Continuation of the survey of cultures from Reformation to present. This global interdisciplinary study will include topics such as Reformers and their Cultures, Wars of Religions, Enlightenment, Revolution, Statism, Liberalism, Conservatism, Nationalism, Imperialism, Socialism, Scientism, and Totalitarianism. (Spring semester)

**HG111 History & Government of the United States I (to 1877) 3 credits**

Political, social and economic history of the United States from its colonial heritage to the governmental crisis of Civil War and Reconstruction. Emphasis will be placed on the acquisition of identity as a nation, the development of a sense of legitimacy in the government, the expansion of participation in selecting the government, the extension of government services into the nation, and the distribution of wealth throughout the society in the United States from 1776 through 1877. (Fall semester)

**HG112 History & Government of the United States II (since 1877) 3 credits**

Political, social and economic history of the United States from 1877 to the present. Emphasis will be placed on the expansion of government services, regulatory policy, and the quest for equality. Continuing emphasis will be placed on the themes of industrialization and the activities of government in expanding identity, legitimacy, and participation, extension of government services, and distribution of wealth. (Spring semester)

**HG200 Macroeconomics 3 credits**

See course description in Business section for BU200.

**HG201 Microeconomics 3 credits**

See course description in Business section for BU201.

- HG204 Topics in World History/Government 1-3 credits**  
A course in which the subject will vary and be announced as offered.
- HG205 Topics in American History/Government 3 credits**  
A course in which the subject will vary and be announced as offered. A partial list of topics offered on a rotating basis include:  
History of Courtship, Marriage, and Family in America  
Images of Women  
Images of Blacks in America
- HG208 Islamic Civilization I 3 credits**  
This course will survey the history of the Islamic world from the 7<sup>th</sup> century until the 19<sup>th</sup> century. Emphasis will be placed on understanding Islamic civilization as a living religion, culture, and way of life.
- HG209 Topics In Non-Western Civilizations 3 credits**  
A survey of the history and culture of a non-Western civilization. Topics include Islamic Civilization, African Civilization, and the history of China and Japan. (Spring)
- HG262 World Religions 3 credits**  
See course description for RP262.
- HG211 Art History I 3 credits**  
See course description for AR211.
- HG212 Art History II 3 credits**  
See course description for AR212.
- HG218 Islamic Civilization II 3 credits**  
This course will survey the modern Islamic world. Religious, political, and social issues will be examined with special attention paid to Western influences on the Islamic world and the variety of responses in the Islamic world to the West.
- HG240 World Regional Geography 3 credits**  
A geographical survey of physical and cultural regions of the world and how human activities are influenced by climate, topography, population, and natural resources. (Fall, odd)
- HG245 Kansas History and Government 3 credits**  
Survey of the history and political development of Kansas. The course is focused particularly to provide hands-on learning activities for education majors. (Spring, odd)
- HG249 Sectionalism to Reconstruction (1815-1877) 3 credits**  
Course examines in depth the changes in American society wrought by growing sectional differences between North and South, by the awakening social conscience of early 19<sup>th</sup> century reform efforts, by the crisis of Civil War, and by America's unfinished revolution — Reconstruction. (Spring, even)

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### **HG255 Comparative Government**

**3 credits**

Cross-polity study of politics. Political process and governmental institutions are compared. Special reference is given to major concepts and theories of comparative politics as well as to major Western political systems. (Fall, odd)

### **HG 260 History of Monasticism**

**3 credits**

This course will examine the institution of monasticism in both Christianity and other faiths. Focal points will include: the origins and history of Christian monasticism; theology of monasticism; daily life at a monastery; and monastic spirituality and the layperson. Emphasis will be placed upon experiencing the monastic life as well as an intellectual understanding of monasticism.

### **HG262 World Religions**

**3 credits**

A systematic consideration of the origin, teachings, and practices of the major non-Christian religions of the world.

### **HG272 International Relations**

**3 credits**

Survey of techniques of power diplomacy, international law, national structures and policies as they apply to contemporary international affairs, and of the dynamics of world affairs as they are developing currently. This course consists of two parts. Part A will provide a framework of theories and concepts; Part B is a study of specific cases and problems international relations.

### **HG273 America Through the Age of Jefferson (to 1815)**

**3 credits**

The development of America from the colonial period through the War of 1812. HG111 is recommended as background for this course. (Fall, even)

### **HG275 The Gilded Age through the New Deal (1877-1939)**

**3 credits**

An intensive study of the political, social, diplomatic, economic, and cultural developments in the US from the industrially expansive 1880s through the depressed 1930s. (Fall, even years)

### **HG278 Modern America**

**3 credits**

An in-depth examination of the political, economic, and social and cultural development of the United States from 1919 to the present. (Fall, odd years)

### **HG281 Church History and Mission I**

**3 credits**

See course description for RP281.

### **HG282 Church History and Mission II**

**3 credits**

See course description for RP282.

### **HG284 History of the Russians**

**3 credits**

A survey of the history of Russia from the founding of Kievan Rus to the present with particular emphasis on the twentieth century. (As published)

- HG286      Research Methods** **1 credit**  
 This course, required of all History/Government majors, will expose students to the research skills and methodologies necessary for the study and writing of history. This course will examine the nature of historical sources, how to interpret such sources critically, how to develop a thesis and how to write a research paper. (Fall, even)
- HG287      Latin America** **3 credits**  
 Survey of the history of Latin America from the period of exploration and settlement to the present. Cultural, economic, and political development of the various societies will be considered. (Spring, even)
- HG323      Advanced American Government** **3 credits**  
 An in-depth study of aspects of American national government including the federal budget, the executive branch, the federal bureaucracy, the impact of interest groups on Congressional decision making and other topics. A term project is required. Prerequisite: HG286. (Fall, even)
- HG327      America and the World (since 1939)** **3 credits**  
 An in-depth study of the era of the US as a world power. Particular attention is given to World War II at home and abroad, to the Vietnam era, and to the changing role of the US. Prerequisites: HG112 and HG286. (Spring, odd)
- HG333      The Classical Age (to 400 A.D.)** **3 credits**  
 A survey of ancient world history. Particular attention is given to the great classical civilizations, including Greece and Rome. Prerequisite: HG286. (As published)
- HG341      Medieval History (400-1400 A.D.)** **3 credits**  
 A survey of medieval Europe from the fall of Rome until the black death and the beginning of the renaissance. Political, religious, and social institutions will be examined, as will the crusades. Prerequisite: HG286. (As published)
- HG345      Renaissance and Reformation (1400-1600)** **3 credits**  
 The history of fifteenth and sixteenth century Europe will be examined with special emphasis on the nature and impact of the renaissance and reformation. Prerequisite: HG286. (Fall, even)
- HG350      History of the Theatre** **3 credits**  
 See course description for CT350.
- HG351      Enlightenment to Congress of Vienna  
(1600-1815)** **3 credits**  
 This course will survey early modern Europe with emphasis on the enlightenment and French revolution. Prerequisite: HG286. (Fall odd years)
- HG355      Nineteenth and Twentieth Century Europe  
(1815-present)** **3 credits**  
 Political and social change in modern Europe will be studied. Topics include

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nationalism, imperialism, World War I, fascism, World War II, and the cold war.  
Prerequisite: HG286. (As published)

**HG310 Government Practicum** **8 credits**  
**American Studies Program, Washington, D.C.**  
and

**HG311 Topics in Government** **8 credits**  
**American Studies Program, Washington, D.C.**

A student accepted into this program operated by the Council for Christian Colleges and Universities will spend a semester in Washington, D.C. Half of the student's time will be spent attending seminars and completing projects; the other half will be spent as an intern with a government agency. Up to 16 credits may be earned; eight in HG311 Topics in Government, and eight in HG310 Government Practicum. See Registrar for application information.

**HG390 Independent Study in History/Government** **1-3 credits**

Prerequisite: Junior Standing

**HG499 Senior Thesis** **2 credits**

This course will involve research and the production of a major paper. (Fall)

**PS300 State and Local Government** **3 credits**

The structure, operation, theories, and problems of state and local government with special emphasis on the government of Kansas.



# INDEPENDENT INTERDISCIPLINARY MAJOR

The majors offered at Sterling College have been designed with the breadth and depth needed to meet the undergraduate professional and career needs of most students. Nevertheless, the faculty recognize that in special cases these majors may not fit unique needs of some students and so offer the possibility of the Independent Interdisciplinary Major. Proposed majors in this program must be academically rigorous and interdisciplinary in approach, meet personal and professional goals, and result in the bachelor's degree. Furthermore, proposed majors must have faculty approval and meet the specific guidelines listed below.

## Guidelines

1. If there is already a major which includes 60% of the proposed courses, the student must take the pre-existing major.
2. The major must be truly interdisciplinary, demonstrating in its structure that cross-disciplinary connections have been made and that it includes at least two focal disciplines.
3. The major must be planned with the support of a faculty advisor who teaches in one of its significant content areas and who agrees to supervise the student's Senior Seminar research paper/project.
4. Appropriate form must be completed indicating department responsible for creative product, service project, and ethics instruction.
5. The number of credits required in the major should be in the range of 40-50.
6. The plan for the major, its descriptive title, and the degree designation must be approved by the Academic Policy Committee of the faculty by the end of the first semester of the student's junior year.
7. The student must have a minimum cumulative GPA of 3.0.
8. 70% or more of the courses in the major must be numbered 200 or above and sequenced wherever possible.
9. The major must meet the following "Objectives of a Major" by demonstrating that it provides:
  - A. Knowledge of the disciplines' contents and methods, including their
    1. Historical and philosophical background
    2. Range of subject matter
    3. Central principles
    4. Generally accepted unifying perspectives (theories, laws, methods, systems, and models)

### Implementation of #9A:

Take a concentration of courses in one of the focal disciplines to develop a unifying perspective; take a balance of introductory and

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advanced courses in each focal discipline of the major in addition to the Senior Seminar; take a philosophy or research methods course related to the focal discipline(s).

### B. Continuing development of skills related to the discipline's content

1. Acquire information for producing creative projects
2. Analyze, synthesize, and evaluate primary source material
3. Write and speak critically and creatively
4. Prepare for advanced study and/or a career

#### **Implementation of #9B:**

The proposal should identify the specific courses where each of these objectives will be met.

### C. Values relating the discipline to worldview perspectives.

1. Relate discipline-specific knowledge to other areas of inquiry.
2. Apply ethical guidelines to discipline-specific activity
3. Relate discipline-specific content to Christian faith
4. Use discipline-related information in providing service to one's community.

#### **Implementation of #9C:**

- (a) Complete a research paper/project as a product of the Senior Seminar which demonstrates integration and synthesis of material from at least two disciplines.  
and
- (b) Complete an extended paper/project which demonstrates the application of ethical guidelines and the integration of faith in relationship to the focal disciplines of the interdisciplinary major. This paper may be a part of the Senior Seminar requirement but must be guided and read/graded by at least two faculty members who teach in different focal disciplines related to the major.  
and
- (c) Complete an advisor-approved service project that demonstrates fulfillment of objective #C4 above.

# Language and Literature

The Language and Literature department provides courses in writing, language, and literature. The primary aim of the department is to promote the acquisition of language skills for self-expression, intellectual discourse, and literary appreciation and by these means to be one of the pillars of liberal education. The department encourages students to accept responsibility for their use of language and to teach themselves to write with clarity and force, read with critical understanding and appreciation, and think with awareness, discipline and flexibility.

The English major helps prepare students for careers in business, education, and public service, and for graduate study in fields like the ministry, law, business, government, public relations, and journalism, as well as for advanced academic study in language or literature.

The Department of Language and Literature cooperates in certifying teachers of English in secondary schools.

## ENGLISH MAJOR (BA)

### Languages:

Foreign language or Demonstrated Proficiency	6-8 credits
LL243 English Grammar	3 credits
LL212 Creative Writing <u>or</u>	
LL315 Advanced Composition	3 credits
LL344 Language Studies	3 credits
	Subtotal: 15-17 credits

### Literature:

LL151 Introduction to Literature	3 credits
LL380 Literary Criticism	3 credits
LL473 Introduction to Shakespeare	3 credits
LL498 Senior Seminar	3 credits

### *Four of the following:*

LL166 American Literature II	3 credits
LL251 World Literature I	3 credits
LL252 World Literature II	3 credits
LL366 Major American Authors	3 credits
LL376 Selected British Authors	3 credits
LL379 British Literature II	3 credits

### *Two of the following:*

LL254 Film as Literature	3 credits
LL354 Modern Drama	3 credits

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LL453	Anatomy of Poetry	3 credits
LL455	History of the Novel in English	3 credits
		Subtotal: 30 credits
		Total: 45-47 credits

## ENGLISH MINOR

Core Requirements:

LL166	American Literature II	3 credits
LL251	World Literature I <u>or</u>	
LL252	World Literature II	3 credits
LL315	Advanced Composition	3 credits
LL379	British Literature II	3 credits
		Subtotal: 12 credits

Electives - Any four of the following courses:

LL344	Language Studies	3 credits
LL366	Major American Authors	3 credits
LL376	Selected British Authors	3 credits
LL453	Anatomy of Poetry	3 credits
LL455	History of the Novel in English	3 credits
LL473	Introduction to Shakespeare	3 credits
CT350	History of the Theatre <u>or</u>	
	Any other approved Language and Literature course	3 credits
		Subtotal: 12 credits
		Total: 24 credits

*Students minoring in English must have their programs approved by the Language and Literature Department during the junior year.*

## GREEK MINOR

LL230	Introduction to Greek New Testament I <u>or</u>	
	Demonstrated proficiency	3 credits
LL232	Introduction to Greek New Testament II <u>or</u>	
	Demonstrated proficiency	3 credits
LL251	World Literature I*	3 credits
LL330	New Testament Greek Reading I	3 credits
LL332	New Testament Greek Reading II	3 credits
LL344	Language Studies*	3 credits
LL391	Independent Study in Greek	3 credits
HG101	History of World Civilization I*	3 credits
		Total: 18 credits

\*Students should complete one of the 3 courses listed or an alternate course approved by their advisor.

## ENGLISH EDUCATION LICENSURE (6-12)

Requirements for the English Major Subtotal: 45-47 credits

And the following four courses:

LL254	Film as Literature	3 credits
LL256	Child and Adolescent Literature	3 credits
LL315	Advanced Composition	3 credits
LL415	Methods for Teaching English	3 credits

Total: 54-62 credits

Strongly recommended:

LL212	Creative Writing	3 credits
CT209	Mass Media Writing	3 credits

Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs – for professional education courses required.

## ENGLISH - SECOND FIELD ENDORSEMENT (6-12)

The candidate for second field endorsement in English must have licensure in Speech Communication and Theatre Arts. For a Second Field endorsement in English, the candidate is not required to take Methods for Teaching English.

LL166	American Literature II	3 credits
LL251	World Literature I <u>or</u>	
LL252	World Literature II	3 credits
LL256	Child and Adolescent Literature	3 credits
LL315	Advanced Composition	3 credits
LL344	Language Studies	3 credits
LL366	Major American Authors	3 credits
LL376	Selected British Authors	3 credits
LL379	British Literature II	3 credits
LL453	Anatomy of Poetry <u>or</u>	
LL455	History of the Novel in English	3 credits
LL473	Introduction to Shakespeare	3 credits

Total: 30 credits

## English Course Descriptions:

**LL095 Pre-College Writing 3 credits**

Develops basic skills in clear and appropriate expression in varied writing situations according to the standards of written English. Prepares students with an ACT in English of 16 or below and/or a score of 4 or below on the Compass Writing test for college level writing. Does not meet General Education English requirement and will not count toward the 124 credits required for graduation.

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### **LL101 College Composition I**

**3 credits**

Develops basic skills in clear and appropriate expression in varied writing situations according to the standards of written English. Considers ways to find ideas using various invention techniques, and to develop them in expository essays, which are evaluated with a portfolio system. Meets general education requirement with a grade of C- or higher. (Fall)

### **LL101L College Composition I Lab**

**0 credit**

A supervised lab that allows students to practice basic English skills and develop their writing for LL101. Helps to fulfill the objectives of LL101 by assisting students who need individual instruction. Required for all students enrolled in LL101 with an English ACT score of less than 18.

### **LL102 College Composition II**

**3 credits**

Continues work of Composition I, adding practice in argument and persuasion and other rhetorical techniques. Requirements include preparation of a research paper from library sources. Continues work on diction, usage, and sentence structure. Prerequisite: LL101 with at least C-. Meets general education requirement with a grade of C- or higher. (Spring)

### **LL107 Honors Composition I**

**3 credits**

This course parallels LL101. Admission to LL107 is by invitation based upon a minimum ACT composite score of 26 or a minimum SAT composite score of 1760. Meets general education requirement with a grade of C- or higher. (Fall)

### **LL108 Honors Composition II**

**3 credits**

This course parallels LL102. Prerequisite: LL107 or LL101 with a course letter grade of A and the instructor's recommendation. Meets general education requirement with a grade of C- or higher. (Spring)

### **LL151 Introduction to Literature**

**3 credits**

Samples a variety of fiction, drama, and poetry concerned with themes of recurring interest in the world's literature. Considers how literature should be read and tries various approaches to reading and writing about literature. (Fall)

### **LL166 American Literature II**

**3 credits**

Survey of American literature and literary movements since the Civil War with emphasis on critical analysis of fiction and poetry. Spring, odd)

### **LL212 Creative Writing**

**3 credits**

Study of some basic techniques of original composition and practice in writing fiction, verse, and dialogue. (Spring, even)

- LL230 Introduction to New Testament Greek I (RP230) 3 credits**  
Equips students with a fundamental understanding of grammar, syntax and vocabulary of biblical Greek. (Fall, even)
- LL232 Introduction to New Testament Greek II (RP232) 3 credits**  
Continuation of LL230 through the reading of the Johannine literature of the Bible. (Spring, odd)
- LL243 English Grammar 3 credits**  
Introduction to traditional English grammar with elements of structural and transformational grammar. (Fall, even)
- LL251 World Literature I 3 credits**  
An introduction to some of the Great Books of the Western and non-Western worlds, from the ancient to the late-medieval period. Includes such classics as Epic of Gilgamesh, the Bible, the Odyssey, Plato's dialogues, the Quran, the Bhagavad-Gita, Rumi and Dante. Prerequisite: sophomore standing or instructor permission. (Fall, odd)
- LL252 World Literature II 3 credits**  
A continued survey of great works from the early-modern to the twentieth century. The focus will be both interdisciplinary and cross-cultural, and will cover some of the most interesting writers of the past 500 years such as Petrarch, Basho, Pascal, Goethe, Darwin, C.S. Lewis, Pablo Neruda, Kafka, and Alan Paton. Prerequisite: sophomore standing. (Spring, even)
- LL254 Film as Literature 3 credits**  
An analytical and reflective study of some of the most significant movies of this past century. This course will be a holistic focus upon not just film technique, critical theory, and history, but also upon the communal, ethical, and spiritual dimensions of watching movies. Does not meet the general education requirement for literature. (Spring, odd)
- LL256 Child and Adolescent Literature (ED256) 2 credits**  
Study of Traditional and modern literature for children and adolescents. Does not meet the general education requirement for literature. (Spring)
- LL315 Advanced Composition 3 credits**  
Study of the techniques of good expository writing with attention to the development of prose style in practical academic writing situations. (Spring, odd)
- LL330 New Testament Greek Reading I (RP330) 3 credits**  
Introduction to exegesis and textual criticism. Prerequisite: LL230 and LL232 or consent of instructor. (Fall, odd)
- LL332 New Testament Greek Reading II (RP332) 3 credits**  
Continuation of LL330 through the translation of other Hellenistic Greek literature. (Spring, even)

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### **LL344 Language Studies**

**3 credits**

Investigation of the history of languages, particularly the development of English, with some attention to dialects, semantics, etymology and general linguistics. (Fall, odd)

### **LL354 Modern Drama**

**3 credits**

American, English, and European drama from Ibsen to the present. Approaches drama as literature, looking at such technical elements as plot, point of view, symbolism, characterization, and theme. Meets general education requirement in Literature. (Spring, odd)

### **LL366 Major American Authors**

**3 credits**

Critical reading of a few major American authors from the Colonial to Civil War periods, and study of the corresponding literary and intellectual movements. Emphasizes Emerson, Thoreau, Hawthorne, and Melville. (Spring, even)

### **LL376 Selected British Authors**

**3 credits**

Careful reading of some of the masters of British literature, such as Chaucer, Spenser, Milton, and Donne. (Spring, odd)

### **LL379 British Literature II**

**3 credits**

Survey of British literature of the Romantic and subsequent periods with emphasis on poetry. (Fall, even)

### **LL380 Literary Criticism**

**3 credits**

An historical overview and practical introduction to literary theory and criticism. Students will practice applying major critical paradigms to poems and prose works. Designed primarily for majors, who will apply what they learn in classes at Sterling College and in graduate school. Theory may be of interest to students in some other majors. Addresses some Secondary English licensure standards. (Fall, even)

### **LL396 Writing Internship**

**up to 3 credits**

An opportunity for selected students to earn credit for writing experiences, usually in a job setting. Open only to upper division students who have made application and been accepted during the previous semester.

### **LL398 Directed Readings**

**1-2 credits**

With permission, English majors may do individual reading for credit. Limited to two semester hours credit in any one semester and cumulative total of four semester hours.

### **LL453 Poetry**

**3 credits**

Careful reading and analysis of Biblical, classical, medieval, and modern poetry. Attention will focus on what type of thing poetry is (from epic to lyric), how it differs from prose, and how poetical language can be altered or “lost in translation.”

(Fall, odd)

**LL455 History of the Novel in English 3 credits**

Careful reading of several British and American masterpieces of fiction from the eighteenth century to the present day, with attention to the history and development of the novel and the background of the authors, and more detailed examination of themes and techniques represented in the works studied. (Spring, even)

**LL473 Introduction to Shakespeare 3 credits**

Life and times of Shakespeare with an intensive study of selected tragedies, comedies and histories. (Spring, even)

**LL498 Senior Seminar I 2 credits**

**LL499 Senior Seminar II 1 credit**

Designed to acquaint the Senior with current issues in the discipline and culture and with schools of literary criticism, and to suggest ways of integrating the field with Christian theology and values. Involves a research project and production of a major paper. (Fall for 2 credits, spring for 1 credit; or may be taken for 3 credits in the fall)

In addition to regularly scheduled courses that meet requirements of various programs, the Department also offers curriculum enrichment courses which also meet the general education requirement in Literature. The following courses are offered on a rotating basis during May-term:

**LL167 Voices of the Southwest**

**LL174 Literary London**

**LL178 C. S. Lewis and His Friends**

**LL261 Images of the Cowboy**

**LL263 The Lost Generation: Hemingway and Fitzgerald in Paris**

**LL273 Arthurian Romance**

## **SPANISH**

**LL121 Spanish I Conversational 3 credits**

**LL122 Spanish II Conversational 3 credits**

These courses are designed to introduce students to basic conversational Spanish and fundamentals of grammar, starting from the beginning and building increasing levels of competency. Reading and writing skills will be introduced. (LL121-Fall; LL122-Spring)

## Mathematics

The mathematics department offers a major in mathematics, with emphases in Applied Mathematics, Computer and Information Science, and Education 6-12. The department also offers a minor in mathematics.

A major in mathematics features applications of mathematics in the physical sciences and computer science, providing knowledge and skills required for entry level positions in business, industry or secondary education.

### MATHEMATICS MAJOR (BS) With Emphasis in Applied Mathematics

MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA220	Multivariable Calculus	3 credits
MA240	Elementary Statistics	3 credits
MA330	Linear Algebra	3 credits
MA350	Differential Equations	3 credits
MA392	Mathematics Service	1 credit
MA410	Probability Theory	3 credits
MA420	Modern Algebra	3 credits
MA490	Seminar in Mathematics	1 credit
CS150	CIS I	3 credits
CS250	CIS II	3 credits
PH211	Physics II *	5 credits
Any other CS or MA course 300 or above		3 credits
		Total: 44 credits

- Students must take PH210 Physics I as a prerequisite to PH211 and to meet the Physical Science General Education requirement.

### MATHEMATICS MAJOR (BS) With Emphasis in Education 6-12

MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA220	Multivariable Calculus	3 credits
MA240	Elementary Statistics	3 credits
MA245	Apprenticeship – Mathematics	2 credits
MA330	Linear Algebra	3 credits
MA340	Modern Geometry	3 credits

MA355	History of Mathematics	2 credits
MA392	Mathematics Service	1 credit
MA410	Probability Theory	3 credits
MA420	Modern Algebra	3 credits
MA490	Seminar in Mathematics	1 credit
CS150	CIS I	3 credits
PH211	Physics II *	5 credits
ED467	Methods of Teaching Secondary Math	3 credits
		Total: 45 credits

\* Students must take PH210 Physics I as a prerequisite to PH211 and to meet the Physical Science General Education requirement.

**Note:** Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs – for professional education courses required.

## **MATHEMATICS MAJOR (BS)** **With Emphasis in Actuarial Science**

CS150	CIS I	3 credits
BU200	Economics I	3 credits
BU201	Economics II	3 credits
BU402	International Economics & finance	3 credits
BU417	Finance	3 credits
MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA220	Multivariable Calculus	3 credits
MA240	Elementary Statistics	3 credits
MA330	Linear Algebra	3 credits
MA360	Mathematics of Finance	3 credits
MA392	Mathematics Service	1 credit
MA410	Probability Theory	3 credits
MA440	Exam 1/P Prep	1 credit
MA441	Exam 2/FM Prep	1 credit
MA490	Seminar in Mathematics	1 credit
		Total: 44 credits

## **MATHEMATICS MAJOR (BS)** **With Emphasis in Computer & Information Science**

CS110	Foundations of CIS	3 credits
CS150	CIS I	3 credits
CS250	CIS II	3 credits
CS280	OO Programming	3 credits

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CS300	Computer Systems	3 credits
CS421	Database Management Systems	3 credits
MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA220	Multivariable Calculus	3 credits
MA240	Elementary Statistics	3 credits
MA350	Differential Equations	3 credits
MA330	Linear Algebra	3 credits
MA392	Math Service	1 credits
MA490	Seminar in Mathematics	1 credits
Electives: MA or CS courses 300 level and above		5 credits
		Total: 47 credits

## MATHEMATICS MINOR

MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA240	Elementary Statistics	3 credits
Any 6 additional credits from mathematics courses numbered 200 or above		6 credits
		Total: 19 credits

## Mathematics Course Descriptions:

### **MA090 Elementary Algebra 3 credits**

A first course in algebra. Topics covered include the basic ideas of algebra, concepts of real numbers, linear equations, linear inequalities, line equation forms, graphing lines, and basic properties of exponents & polynomials. This course **does not** meet the mathematics general education or education major requirement and will not count toward the 124 credits required for graduation. Prerequisite: Satisfactory score on math placement exam. ( Fall)

### **MA105 Intermediate Algebra 3 credits**

A study of the real number system, linear equations and inequalities, graphs and Cartesian coordinate system, polynomials, exponents, rational expressions, roots, radicals, and quadratic equations. Not open to students who have passed MA110 or MA150 with a C- or better. This course does not meet the mathematics general education requirement. Prerequisite: MA090, satisfactory score in math placement test, or ACT math score of at least 19 with grade of A or B in high school Algebra I. (Fall, Spring)

### **MA108 Contemporary Mathematics 3 credits**

This course is designed to provide the opportunity to understand mathematics and mathematical processes for both prospective teachers as well as the general liberal arts

students. Topics covered include logic, sets, counting, probability, statistics, finance, and geometry. For non-majors only. Prerequisite: MA105, satisfactory score in math placement test, or ACT math score of at least 21 with grade of A or B in high school Algebra II. (Fall, Spring-even years)

**MA110 College Algebra 3 credits**

This course is a detailed study of functions and their graphs. Topics covered include linear and quadratic equations, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants. Not open to students who have passed MA150 with a C- or better.

Prerequisite(s): MA105, satisfactory score in math placement test, or ACT math score of at least 21 with grade of A or B in high school Algebra II. (Fall)

**MA150 Pre-Calculus 4 credits**

An in-depth study of polynomial, rational, exponential and trigonometric functions and their inverses. Analytic geometry and trigonometry are also covered. Prerequisite: MA105, satisfactory score in math placement test, or ACT math score of at least 21 with grade of A or B in high school Algebra II & Geometry. (Spring)

**MA200 Calculus I 5 credits**

Covers functions, limits and continuity, differentiation and integration of algebraic, logarithmic, exponential, and other transcendental functions and applications of differentiation and integration. Prerequisite: MA150, satisfactory score in math placement test, or ACT math score of at least 23 with grade of A or B in high school Algebra II & additional advanced math that includes trigonometry. (Fall)

**MA210 Calculus II 5 credits**

Covers integration techniques, sequences and series, conics, parametric equations, polar coordinates, vectors, and the geometry of space. Prerequisite: MA200. (Spring)

**MA220 Multivariable Calculus 3 credits**

This course covers functions of several variables, partial derivatives, multiple integrals, vector calculus, line integrals and vector fields. Prerequisite: MA210. (Fall, odd years)

**MA240 Elementary Statistics 3 credits**

Fundamental concepts and procedures of descriptive statistics, including frequency distributions and their graphical representation, measure of central tendency, measures of variability and simple linear regression. Also covers elementary probability, discrete and continuous probability distributions, sampling theory, and inferential statistics including estimation and hypothesis testing. Prerequisite: MA108, MA110, MA150, satisfactory score in math placement test, or ACT math score of at least 23 with grade of A or B in high school Algebra II & an additional advanced math course. (Fall, Spring-odd years)

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### **MA245 Apprenticeship in Mathematics** **2 credits**

Provides practical experience in teaching and administration in mathematics and mathematics content for grades 6-12. Prerequisite: ED 219. (Spring)

### **MA330 Linear Algebra** **3 credits**

Study of systems of linear equations, matrices, determinants, linear dependence, vectors, vector spaces, inner product spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: MA210. (Fall, even years)

### **MA340 Modern Geometry** **3 credits**

A survey course that includes selected topics in Euclidean and non-Euclidean geometry, projective geometry, transformation geometry and foundations of geometry. Prerequisite: MA210. (Spring, odd years).

### **MA350 Differential Equations** **3 credits**

Separable differential equations, homogeneous and non-homogeneous linear differential equations, initial value and boundary value problems, Laplace Transforms, and numerical methods. Prerequisite: MA220. MA330 recommended. (Spring, even years)

### **MA355 History of Mathematics** **2 credits**

A study of the historical development of modern mathematical ideas and the contributions of major mathematicians and different cultures to these ideas. Also examines the role of mathematics in culture and society. Prerequisite: MA 200 or permission. (Fall, even years)

### **MA360 Mathematics of Finance** **3 credits**

Finance-based mathematics course including annuities, yield rates, sinking funds, bonds, risk analysis, and regression analysis. Prerequisites: MA210, MA240. (Spring, as needed.)

### **MA390 Special Topics** **1-3 credits**

Topics related to specific subjects within the field of mathematics not taught in the regular curriculum. Prerequisite: consent of instructor and Junior standing. (On demand)

### **MA392 Mathematics Service** **1 credits**

Students provide assistance to the college, a local church, school, or non-profit organization in mathematics related areas such as: installation and evaluation of mathematical software, tutoring or assisting the teaching of developmental mathematics for one semester, or tutoring GED candidates in mathematics. Students gain hands-on experience while providing a service for local institutions. The purpose of this course is to further the college goal of producing servant leaders. Prerequisite: Junior standing. (Spring)

**MA395 Independent Study****1-3 credits**

In-depth study of a current topic of interest in mathematics. A learning contract will specify the nature and the terms of the agreement between student and instructor. It may include a formal presentation and paper submitted to the department or to a professional organization. Prerequisite: junior standing. (On demand)

**MA410 Probability Theory****3 credits**

A study of the mathematical basis of probability theory, including sample spaces, elementary theorems of probability, random variables, distributions, moments and their generating functions, conditional and marginal distributions, and the Central Limit Theorem. Prerequisite: MA210 and MA240. (Spring, even years)

**MA420 Modern Algebra****3 credits**

A study of groups, rings, integral domains, and fields. Attention will be given to the real number system and its subsystems and applications of algebra. Prerequisite: MA330. (Spring, odd years)

**MA440 Exam 1/P Prep****1 credit**

Usually a private study to prepare for the first actuarial exam. This involves an intense look at financial probability. Prerequisites: MA220, MA410 (Spring)

**MA441 Exam 2/FM Prep****1 credit**

Usually a private study to prepare for the second actuarial exam. This involves preparatory work involving financial mathematics itself, such as many forms of analysis and calculus. Prerequisites: Exam I and BU201.

**MA490 Seminar in Mathematics****1 credit**

Students prepare a paper on a mathematics or mathematics education topic and give an oral presentation to the seminar group. Students must attend all these presentations and other mathematics seminars by industry and education experts that occur during the semester. Prerequisite: Senior standing in the math major. (Fall)



## Music

The music department provides curriculum that prepares students for a variety of career options and graduate studies. Two major degree tracks and a minor are offered: Bachelor of Arts (B.A.) in Music, Bachelor of Science (B.S.) in Music Education, and the Music minor. Completion of the Music Education degree prepares the student for the Kansas State Teacher Licensure process to teach Music (both instrumental and vocal) PreK-12. Music Education majors must complete the general education curriculum, the music education curriculum, and the professional teacher education curriculum. The Music major (B.A.) or minor combines well with a number of different majors on campus, such as Communications and Theatre Arts, Business, Christian Education, Religion and Philosophy, or the Social Entrepreneurship minor.

Music, Music Education majors, and Music minors meet the department service requirement by participating in numerous performance ensembles. Service to Sterling College is given in recruitment and development by creating contact with numerous individuals in a myriad of church and school settings both locally and throughout the Midwest. Traveling musical ensembles create an opportunity for communication with alumni, prospective students, and supportive organizations of the college. Music, Music Education majors, and Music minors also serve the campus and local community through Pep Band at athletic events and a variety of performances that enhance the community culture.

Careers in music may include any of the following: arts management, arranging and recording, music sales or instrument repair, church music ministry, performance, elementary and secondary teaching, private music instruction, and music therapy. Individuals who wish to pursue a career in music therapy will need to complete graduate studies in an accredited music therapy program and fulfill professional licensing requirements. Students wishing to pursue specific careers, such as music therapy, should notify their advisor so that the appropriate course work outside the music curriculum may be recommended.

All Music and Music Education majors are required to join the Sterling College student chapter of MENC (Music Educators National Conference). Attendance at the annual February state level conference (KMEA) in Wichita is required for all music majors. Students may choose to join additional professional organizations such as KBA (Kansas Band Association), ACDA (American Choral Directors Association), and NATS (National Association for Teachers of Singing). State, regional, and national conferences are held for professional organizations.

### MUSIC MAJOR (BA)

MU108	Aural Skills I	1 credit
MU109	Aural Skills II	1 credit

MU111	Music Theory I	3 credits
MU112	Music Theory II	3 credits
MU170 - 477	Private Lessons	8 credits
MU170	Private Voice	1 credit
MU208	Aural Skills III	1 credit
MU209	Aural Skills IV	1 credit
MU213	Music Theory III	3 credits
MU214	Music Theory IV	3 credits
MU260	Piano Proficiency	0 credits
MU261	Concert/Recital Attendance (8 semesters)	0 credits
MU285 or 289	Large Ensemble	8 credits
MU283, 286 or 287	Small Ensemble (4 semesters)	2 credits
MU317	Arranging	2 credits
MU333	Beginning Conducting	2 credits
MU334	Advanced Conducting	2 credits
MU350	Music History and Literature I	2 credits
MU351	Music History and Literature II	2 credits
MU352	Music History and Literature III	2 credits
MU353	Music History and Literature IV	2 credits
MU379	Junior Recital	0 credits
MU479	Senior Recital/Senior Project	0 credits
		Total required: 49 credits

## MUSIC EDUCATION PreK-12 (BS)

Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs for professional education courses required.

MU108	Aural Skills I	1 credit
MU109	Aural Skills II	1 credit
MU111	Music Theory I	3 credits
MU112	Music Theory II	3 credits
MU170-477	Private Lessons*	8 credits
MU170	Private Voice	1 credit
MU208	Aural Skills III	1 credit
MU209	Aural Skills IV	1 credit
MU213	Music Theory III	3 credits
MU214	Music Theory IV	3 credits
MU243B	Methods of Teaching Elementary and Middle School Music	3 credits
MU245	Methods of Teaching Secondary School Music	3 credits
MU249A	Woodwind Methods	1 credit
MU249B	Brass Methods	1 credit
MU249C	Percussion Methods	1 credit

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MU249D	String & Guitar Methods	1 credit
MU258	Aural Skills Proficiency	0 credit
MU260	Piano Proficiency	0 credit
MU261	Concert Attendance (8 semesters)	0 credit
MU285 or 289	Large Ensemble	8 credits
MU283, 286 or 287	Small Ensemble (4 semesters)	2 credits
MU317	Arranging	2 credits
MU333	Beginning Conducting	2 credits
MU334	Advanced Conducting	2 credits
MU335	Choral Conducting & Methods	2 credits
MU336	Instrumental Conducting & Methods	2 credits
MU350	Music History and Literature I	2 credits
MU351	Music History and Literature II	2 credits
MU352	Music History and Literature III	2 credits
MU353	Music History and Literature IV	2 credits
MU479	Senior Recital/Senior Project	0 credits
		Total required: 59 credit

## MUSIC MINOR

MU111	Music Theory I	3 credits
MU112	Music Theory II	3 credits
MU261	Concert Attendance (4 semesters)	0 credits
MU170-470	Private lessons (4 semesters)	4 credits
MU285or 289	Large Ensemble (4 semesters)	4 credits
MU333	Beginning Conducting	2 credits
MU351	Music History and Literature I	2 credits
MU352	Music History and Literature III <b>or</b>	2 credits
MU353	Music History and Literature IV	
		Total: 20 credits

## Music Course Descriptions:

### **MU100 Music Appreciation 3 credits**

The course is designed for non-major students and stresses awareness of musical elements as an aid to perceptive listening. Western art music from the Renaissance through modern periods is the prime vehicle of study. Study also includes ethnic music of many cultures. Origins, relationships to other art forms, and interdisciplinary relationships are also explored.

<b>MU108</b>	<b>Aural Skills I</b>	(Fall)	<b>1 credit</b>
<b>MU109</b>	<b>Aural Skills II</b>	(Spring)	<b>1 credit</b>
<b>MU208</b>	<b>Aural Skills III</b>	(Fall)	<b>1 credit</b>
<b>MU209</b>	<b>Aural Skills IV</b>	(Spring)	<b>1 credit</b>

Aural Skills is the development of sight singing and dictation skills through exercises in melody harmony, and rhythm. The purpose of this is to develop the student's ability to look at a piece of music, hear it in his head, and sing it; or after hearing it, to be able to transcribe it. Prerequisite: Each course requires successful completion of the previous level.

**MU111 Music Theory I 3 credits**

Music fundamentals, including the written study of music notation, simple and compound meters, major and minor scales, simple intervals, diatonic triads, and triad function (Fall)

**MU112 Music Theory II 3 credits**

Written study of four-part diatonic harmony, inversions, harmonic motion and normal progression. Prerequisite: MU111. (Spring)

**MU170, 270, 370, 470 Private Woodwind Lessons \* 1-2 credits**

Flute, Clarinet, Oboe, Bassoon, Saxophone

**MU171, 271, 371, 471 Private Brass Lessons \* 1-2 credits**

Trumpet, Trombone, Lower Brass, Horn

**MU172, 272, 372, 472 Private Percussion Lessons \* 1-2 credits**

**MU173, 273, 373, 473 Private String Lessons \* 1-2 credits**

Guitar, Violin, Viola

Private instrumental lessons include breathing (where applicable) and study of technique, working toward proficiency sufficient to interpret representative works of the past and present.

**MU174, 274, 374, 474 Private Piano Lessons \* 1-2 credits**

Private piano lessons are tailored to the individual's background and will include literature by composers of the Baroque, Classical, Romantic, and Twentieth Century eras, as well as hymns or hymn settings, technique, sight-reading, and other activities deemed appropriate. Purchase of selected books and materials is required.

**MU175B Class Piano I (Fall) 1 credit**

**MU175C Class Piano II (Spring) 1 credit**

**MU275B Class Piano III (Fall) 1 credit**

**MU275C Class Piano IV (Spring) 1 credit**

Designed specifically for Music and Music Education majors to help them complete MU260 Piano Proficiency (0 credit). Individuals must interview directly with the piano faculty to determine the class in which they should enroll and must enroll until the Piano Proficiency is successfully completed. MU260 must be passed prior

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to the semester of the Senior Recital/Project. Prerequisite: Successful completion of the previous level.

### **MU177, 277, 377, 477 Private Voice Lessons \*** **1-2 credits**

Instruction for voice building and strengthening through proper breath control, tone production, and use of articulation. Study of song interpretation, poise, balanced repertoire, and communication skills.

*\* In addition to tuition, a private lesson fee is charged.*

### **MU213 Music Theory III** **3 credits**

Written study of four-part harmonic motions including all diatonic seventh chords, non-chord tones, cadences, phrases and periods. Prerequisite: MU112. (Fall)

### **MU214 Music Theory IV** **3 credits**

Harmonic analysis of selected music literature from the Baroque, Classical, and Romantic periods, augmented sixth chords, the Neapolitan triad, and an introduction to analytical techniques as applied to twentieth-century music. Prerequisite: MU213. (Spring)

### **MU243A Elementary Music Methods for the Non-Music Major** **2 credits**

A study of music curriculum, materials, and teaching techniques for the development of experiences which contribute to children's understanding of music in the elementary school. This course is for the non-music, classroom teacher. (Fall, odd years).

### **MU243B General Elementary & Middle School Music Methods** **3 credits**

This course is designed to present an introduction to the general music program in elementary and middle school. Its purpose is to acquaint prospective music educators with the elementary and middle school music student, content, materials, management, and methods of instruction. Prerequisite: ED195 and ED219. (Fall, even years)

### **MU249A Woodwind Methods** (Fall, even years) **1 credit**

### **MU249B Brass Methods** (Spring, odd years) **1 credit**

### **MU249C Percussion Methods** (Spring, even years) **1 credit**

### **MU249D String & Guitar Methods** (Fall, odd years) **1 credit**

Instrumental methods courses concentrate on essential information, hands-on experience, and teaching each instrument. Developing ability to transpose on musical instruments at sight is stressed. Fundamentals are covered and applied in performance. Pedagogy is stressed with attention to trouble-shooting and problem-solving in light of fundamentals and correct playing skills. Reflex development approach to skills is taught along with methods and materials. Includes instrument

maintenance and basic repair. Meets twice per week with the second hour being a lab for 0 credit.

**MU260 Piano Proficiency 0 credit**

Study of scales, classical literature, improvisation, transposition, and sight-reading. This requirement can be fulfilled in one of two ways: private piano lessons or MU175/275 Class Piano. The private piano instructor(s) supervise all majors in this area. Registration in this course should occur when the student is ready to complete the proficiency requirements. MU260 MUST be passed prior to the semester of the Senior Recital/Project.

**MU261 Concert Attendance 0 credit**

Music and Music Education majors are required to enroll in 8 semesters; minors are required to enroll in 4 semesters. Attendance is required at five live concerts for the major, and three for the minor, per semester. All majors and minors are required to attend all department recitals, student recitals, and concerts for which they are not a performer.

**MU283 Sterling Lasses 0.5 credit**

Membership is open to any female who wishes to sing (audition necessary for placement purposes). Vocal technique is developed through the repertoire that includes accompanied and *a cappella* music of all periods and styles. This choir serves the community on and off campus by singing for senior adults, chapel services, local churches, and on portions of department concerts. Requires two fifty-minute rehearsals per week.

**MU285 Concert Choir 1 credit**

This is a select choir chosen by a required audition. Vocal technique and sight-reading are stressed through the performance of repertoire that includes accompanied and *a cappella* music of all periods, styles, and various cultures. The concert choir serves as an outreach group for the college, singing concerts on campus, in local churches, and an out-of-state tour each spring. Requires four one-hour rehearsals per week. Purchase of the choir attire is required. This group travels abroad once every three to four years.

**MU286 Instrumental Ensemble 0.5 credit**

Small mixed ensembles performing chamber, percussion, and jazz music. These groups service the campus and local churches. Ensembles offered include: Section A: SC Brass; B: Jazz Ensemble; C: Percussion Ensemble.

**MU287 Vocal Ensemble 0.5 credit**

Opportunity for participation in a smaller vocal ensemble. Currently, the Highland Singers serve the college, churches, and schools by making three mini-tours each year. Must be a member of the Concert Choir to audition.

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### **MU288 Community Ensembles 1 credit**

Students who qualify by audition may perform with the Hutchinson Symphony Orchestra, Reno County Choral Society, Wichita Symphony, etc. Other area ensembles may qualify with Department approval.

### **MU289 Symphonic Band 1 credit**

Open to players upon audition. Technique and sight-reading are stressed through the performance of repertoire which includes music of all periods, styles, and various cultures. Requires four one-hour rehearsals per week. This large ensemble serves the college and community by performing concerts throughout the academic year and by recruitment in area wide one-day tours.

### **MU291 Independent Study 1 credit**

By consent of instructor and department chair. Prerequisites: completion of all required course work in the subject area.

### **MU317 Arranging 2 credits**

Application of music theory to practical aspects of writing for various combinations of voices/instruments. Instrumental and choral ranges, transposition, various clefs, and particular idioms and problems will be presented and practiced. Prerequisite MU112.

### **MU333 Beginning Conducting 2 credits**

Beginning conducting includes study and mastery of the mechanics of conducting: patterns, attacks, releases, phrasing, left hand techniques, tempo, mood, and other interpretive considerations that are directly conveyed through the conducting gesture with and without the baton, utilizing both choral and instrumental scores. (Fall, even years)

### **MU334 Advanced Conducting 2 credits**

Advanced Conducting is a continuation of MU333 with emphasis on expressive conducting, score hearing/reading analysis, score preparation, transcribing and arranging literature to accommodate the ensemble, contemporary notation, and rehearsal techniques. Prerequisite: MU333. (Spring, odd years)

### **MU335 Choral Conducting and Methods 2 credits**

The majority of secondary school students do not participate in vocal or instrumental music ensembles, yet they will eventually comprise the public which shapes our collective musical culture. General music is that area of music education in which knowledge, skills, and responses can be most highly integrated, and the most effective way to develop in these areas is through making music. Therefore, this course emphasizes creative thinking activities in music for grades nine through twelve. Prerequisite: MU334. (Fall, odd years)

### **MU336 Instrumental Conducting and Methods 2 credits**

This course is designed to assist in the preparation of instrumental conductors and music education majors for professional, middle, and high school level conducting.

Students will be provided opportunities to acquire the knowledge, competencies, and attitudes that are essential for successful teaching. Through readings, discussions, music classroom observations and conducting experiences, and projects, students will become familiar with conducting techniques specific to band, orchestral, jazz, and church ensembles. Prerequisite: MU334. (Spring, even years)

**MU340 Supervised Teaching 3 credits**

This course will be offered to piano majors who are interested in learning to teach piano lessons. They will teach one or two piano students each semester, will video tape the lessons and write a critique for departmental review. Departmental faculty will observe each lesson and meet on-on-one to discuss teaching techniques.

**MU341 Piano Pedagogy and Literature 3 credits**

An examination and evaluation of methods and literature for teaching piano at all levels. A study of teaching techniques through observation of both private and group instruction. Designed to give students a practical working knowledge of a profession which is in constant demand. Includes techniques and materials for the church pianist. Prerequisite: Junior or senior standing, minimum of four semesters of private piano lessons, and consent of instructor.

**MU342 Vocal Pedagogy and Literature 3 credits**

An examination and evaluation of methods and literature used for teaching voice at all levels. A study of teaching techniques through both observation and teaching of private students. Designed to give students a practical working knowledge of a profession that is in demand. Prerequisite: Junior or senior standing, minimum of four semesters of private voice lessons, and consent of instructor.

**MU345 Secondary General Music Methods 3 credits**

The majority of secondary school students do not participate in vocal or instrumental music ensembles, yet they will eventually comprise the public which shapes our collective musical culture. General music is that area of music education in which knowledge, skills, and responses can be most highly integrated, and the most effective way to develop in these areas is through making music. This course emphasizes creative thinking activities in music for grades nine through twelve. (Spring)

**MU350 Music History and Literature I 2 credits**

Ancient, Medieval, Renaissance (Fall, odd years)

**MU351 Music History and Literature II 2 credits**

Baroque, Classical, Early Romantic (Spring, even years)

**MU352 Music History and Literature III 2 credits**

Romantic, Twentieth Century (Fall, even years)

**MU353 Music History and Literature IV 2 credits**

World Music History: Practice and Performance (Spring, odd years)

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Music History and Literature (I-IV) is a detailed study of composers, genres, forms, and cultural values that shaped music then and now. Listening is stressed through visual and aural analysis.

**MU360 Technology in Music** **2 credits**

**MU379 Junior Recital** **0 credits**

Students pursuing a BA in music with an emphasis in performance must perform a 40 minute recital in the spring semester of their junior year. Students must enroll in two credits of private lessons during the semester prior to and the semester of the recital.

**MU391 Independent Study** **2 credits**

Similar to MU291 but with even more in depth study. Prerequisite: MU291

**MU480 Internship - Music Ministry Practicum** **2 credits**

**MU479 Senior Recital /Senior Project** **0 credits**

Students pursuing a BA in music with an emphasis in performance must perform a 50-minute senior recital in the spring of their senior year. Students seeking a BS in music education must perform a 30-minute recital during their senior year (not while student teaching). All students must enroll in two credits of private lessons during the semester prior to and the semester of the recital. Students pursuing a BA in music with an emphasis in other areas, such as composition with a composer's project or ministry with a church internship, must fulfill the Senior Project in consultation with the department chair.



# Physics

This department supplements course requirements for general education and certain majors and minors. There is no Physics major, minor or Education Licensure.

## Physics Course Descriptions:

- PH108 Introduction to Physical Science 3 credits**  
A survey course in physical science which meets the general education requirement for physical science. A broad range of topics will be discussed, including the scientific method of problem solving, astronomy, heat, machines, electricity, waves, chemical reactions, meteorology, and the future (and past) of science. This is a non-lab course and does not meet the physical science course requirement for biology or chemistry education. (Spring)
- PH110 Physical Science 5 credits**  
An integrated course covering aspects of physics, chemistry, Earth science, and astronomy. Meets one of the general education requirements for a lab science. This course meets twice a week in a lecture/lab setting. (Fall)
- PH210 Physics I 5 credits**  
An introduction to the concepts and application of physical laws of physical systems. The first course includes an introduction to mechanics and thermodynamics. Four lecture classes and one laboratory session per week. Prerequisite: MA150. (Fall)
- PH211 Physics II 5 credits**  
A continuation of PH210. Topics include an introduction to wave phenomenon, sound, electricity, and magnetism. Prerequisite: PH210. (Spring)
- PH212 Physics III 4 credits**  
A continuation of PH211. Topics include optics, electromagnetic radiation, and relativity. Prerequisite: PH211. (On demand)
- PH220 Applications of Calculus to Physics I 1 credit**  
An addition to PH210 for students wishing to take a five-hour Engineering Physics course. Meets one hour, one day per week. Concurrent enrollment in PH210 required. Prerequisite: MA200.
- PH221 Applications of Calculus to Physics II 1 credit**  
An addition to PH211 for students wishing to take a five-hour Engineering Physics course. Meets one hour, one day per week. Concurrent enrollment in PH211 required. Prerequisite: MA200.
- PH394 Directed Readings in Earth & Space Science 1-3 credits**  
Prerequisite: Junior standing or consent of instructor.

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# Religious and Philosophical Studies

This department offers courses in biblical, theological, and philosophical studies, as well as Christian ministries. Students may earn degrees in both Religious and Philosophical Studies and in Christian Ministries.

## RELIGIOUS AND PHILOSOPHICAL STUDIES MAJOR (BA)

The major in Religious and Philosophical Studies seeks to provide a broad-based understanding of biblical, theological, and philosophical concepts. It offers an appropriate plan of study for students interested in various forms of Christian ministry. Students who desire to pursue seminary training, law school, and other graduate degrees are highly recommended to pursue this course of study.

### Core Requirements:

RP230	Introduction to New Testament Greek I	3 credits
RP232	Introduction to New Testament Greek II	3 credits
RP238	History of Philosophy	3 credits
RP272	Jesus	3 credits
RP281	Church History and Mission I	3 credits
RP282	Church History and Mission II	3 credits
RP286	Research Methods	1 credit
RP348	Biblical Hermeneutics	3 credits
RP392	Service Component	1 credit
RP439	Ethics	3 credits
RP470	Philosophy and Christian Thought	3 credits
RP484	Contemporary Christian Thought	3 credits
RP499	Senior Thesis	2 credits
		Subtotal: 34 credits

### Electives:

Any additional four RP Department courses apart from the General Education requirements	12 credits
	Total: 46 credits

## RELIGIOUS AND PHILOSOPHICAL STUDIES MINOR

A minor is also available in Religious and Philosophical Studies. Because this minor is specifically designed for each individual, no specific course list is required. The minor consists of any six RP courses apart from the General Education courses required for graduation, totalling at least 18 credits. Interested students should contact the Religious and Philosophical Studies department's chair for the planning of the minor. No more than three courses for this minor may be transferred in. The approved plan for the minor must be filed with the Registrar's office at the time of declaration.

## CHRISTIAN MINISTRIES MAJOR (BS)

The Christian Ministries major at Sterling College challenges students practically as well as intellectually. The CM major is not only an exercise in academic rigor, it also explores our living faith in Jesus Christ and provides students with opportunities to serve. As a result, students in this program receive more than just a quality education; they embark upon four years of discipleship, experiencing growth in their personal devotional life and develop the skills necessary to serve as leaders.

Four areas of concentration are available to the Christian Ministries major: Youth, Mission, Educational Leadership, and Worship Leadership. Students exiting this program will be prepared to assume leadership roles in churches, Christian schools, Music Ministry, camps, para-church ministries, missionary organizations, and Christian publishing companies, as well as pursue various avenues of graduate study. The training and placement of tomorrow's Christian leaders lies at the heart of the CM major and is the ultimate goal of the program.

### Core Requirements:

RP214	Biblical Prophecy <u>or</u>	
RP217	Wisdom Literature & Poetry	3 credits
RP247	Instructional Bible Study	3 credits
RP249	Teaching Practicum <u>or</u>	
RP254	Spiritual Formation	3 credits
RP272	Jesus <u>or</u>	
RP277	Paul	3 credits
RP281	Church History and Mission I <u>or</u>	
RP282	Church History and Mission II	3 credits
RP286	Research Methods	1 credit
RP348	Biblical Hermeneutics	3 credits
RP360	Internship in Christian Ministries <u>or</u>	2-3 credits
MU480	Internship - Music Ministry Practicum (Worship Leadership concentration only)	
RP392	Service Component	1 credit
RP439	Ethics	3 credits
RP466	Senior Project: Curriculum Design	2 credits

Subtotal: 27-28 core credits

### Specialization Areas - Students must choose at least one of the following:

#### Youth Concentration:

ES253	Recreational Leadership	3 credits
RP254	Spiritual Formation	3 credits
CT263	Interpersonal Communication	3 credits
RP321	Adolescent Culture & the Gospel	3 credits

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RP325	Theology of Family Life	3 credits
RP340	Gender and Ethnic Issues in Ministry	3 credits
RP357	Youth and Family Ministry	3 credits
		Subtotal: 21 credits

### Educational Leadership Concentration (formerly Christian Education):

CT263	Interpersonal Communication	3 credits
RP120	Introduction to Christian Education	2 credits
RP249	Teaching Practicum	3 credits
RP279	Leadership & Administration in C.E.	3 credits
RP340	Gender & Ethnic Issues in Ministry	3 credits
RP356	Children's Ministry	2 credits
RP357	Youth and Family Ministry	3 credits
		Subtotal: 19 credits

### Mission (or Cross-Cultural) Concentration:

BS115	Principles of Sociology	3 credits
BU334	Social Entrepreneurship	3 credits
HG272	International Relations	3 credits
LL344	Language Studies	3 credits
RP263	Theology of Religions	3 credits
RP284	Introduction to Missions	3 credits
RP327	Doctrine of the Holy Spirit	3 credits
		Subtotal: 21 credits

### Worship Leadership Concentration:

MU111	Music Theory I	4 credits
MU335	Choral Conducting and Methods <u>or</u>	
MU336	Instrumental Conducting and Methods	3 credits
MU360	Technology in Music	2 credits
Private Lessons (one semester Instrumental & one semester Vocal)		2 credits
RP260	Contemporary Trends in Worship	3 credits
RP321	Adolescent Culture and the Gospel <u>or</u>	
RP327	Doctrine of the Holy Spirit	3 credits
RP328	Biblical Foundations & Theology of Worship	3 credits

Subtotal: 20 credits

Total: 46-49 credits



## MINOR OPTIONS:

*Family Studies* – requires departmental approval

*Social Entrepreneurship* – for students specifically interested in para-church ministries.

*Religious and Philosophical Studies* – for students specifically interested in seminary training; requires departmental approval.

## CHRISTIAN MINISTRIES MINOR

A minor is also available in Christian Ministries. Because this minor is specifically designed for each individual, no specific course list is required. The minor consists of any six courses from the CM Core or concentration listings, apart from the General Education courses, totalling at least 18 hours. Interested students should contact the department's chair for the planning of the minor. No more than three courses for this minor may be transferred in. The approved plan for the minor must be filed with the Registrar's office at the time of declaration.

## FAMILY STUDIES MINOR

Family Studies is offered as a minor and provides students with an in-depth understanding of the family as a central unit in society. This minor proves useful to students who hope to develop and nurture their own nuclear family units and/or who wish to work in family services as volunteers or professionals. Departmental approval required.

### Core Requirements:

BS225	Developmental Psychology	3 credits
RP325	Theology of Family Life	3 credits
	Subtotal:	6 credits

### Electives - Choose twelve (12) credits from the following:

BU201	Microeconomics	3 credits
CT263	Interpersonal Communications	3 credits
RP321	Adolescent Culture & the Gospel	3 credits
RP357	Youth and Family Ministry	3 credits
RP394	Directed Readings (to explore a topic related to family)	3 credits
RP439	Ethics	3 credits
	Subtotal:	12 credits
	Total:	18 credits

## Religious and Philosophical Studies Course Descriptions:

### RP102 Introduction to the Old Testament 2 credits

This course examines the major themes of the Hebrew and Aramaic Scriptures through the study of selected passages, ranging from Genesis to Malachi. It provides an overview of the respective covenants of the Old Testament and its different

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genres. Meets the General Education requirement. (Fall)

### **RP103 Introduction to the New Testament 2 credits**

This course examines the major themes of the New Testament through the study of selected passages, ranging from Matthew to Revelation. It provides an overview of the respective covenants of the New Testament and its different genres. Meets the General Education requirement. (Spring)

### **RP107 Cross-Cultural Ministry 1-3 credits**

This course examines the area of the global interconnectedness of Christian ministry, exploring the challenges of multi-ethnic cultural diversity. The focus is preparing students for cross-cultural ministry opportunities, in the United States and abroad. Through a theological and anthropological study of key dimensions of cultural differences, students are enabled to foster international relations and better avoid cross-cultural conflict. A pass/fail grade is given. (Spring)

### **RP120 Introduction to Christian Education 2 credits**

This course provides an overview of Christian Education as a mission of the church. Foundations are laid for further study in the field and the student is encouraged to examine a variety of vocational options open to Christian educators. (Spring, odd)

### **RP137 Basic Philosophical Concepts 3 credits**

This course introduces students to the basic divisions of philosophical thought; logic, metaphysics, epistemology, and ethics. The emphasis is on developing a worldview that is balanced, Christian, and practical. Meets the General Education requirement. (Every semester)

### **RP214 Biblical Prophecy 3 credits**

This course focuses on the background, content and purpose of the Old Testament prophets, coupled with some exposure to New Testament prophecy. Prerequisites: RP102 and Sophomore standing or consent of instructor. (Spring, even)

### **RP217 Wisdom Literature and Poetry 3 credits**

This course is an introduction to the wisdom literature and poetry of the Old Testament. Particular attention is given to Psalms, Proverbs, Ecclesiastes, and Job. Prerequisites: RP102 and Sophomore standing or consent of instructor. (Spring, odd)

### **RP230 Introduction to New Testament Greek I (LL230) 3 credits**

This course equips students with a fundamental understanding of grammar, syntax and vocabulary of biblical Greek. (Fall, odd)

### **RP232 Introduction to New Testament Greek II (LL232) 3 credits**

Continuation of RP230 through the reading of selected New Testament texts. (Spring, even)

**RP238 History of Philosophy 3 credits**

This course examines the development of philosophical thought from Socrates to the present. Reading and discussion of individual philosophers is compared and contrasted against the backdrop of a Christian perspective. Prerequisite: RP137 or consent of instructor. (Fall, odd)

**RP247 Instructional Bible Study 3 credits**

Beginning at ground level, this course reviews the basic importance of individual Bible study with the aim of teaching others. Instruction and discussion develop three key steps to effective study: observation, interpretation, and application. (Fall, even)

**RP249 Teaching Practicum 3 credits**

This course builds on the principles and methods learned during in RP247. Attention is given to a deeper development of exegetical and organizational skills in guiding group study. Prerequisite: RP247 (Spring, odd)

**RP253 Spirituality and Prayer 3 credits**

This course enables students to take responsibility for their own spiritual growth and to empower others to do the same by introducing them to a variety of tools, both ancient and contemporary, used to foster spiritual growth. Prayer in its myriad forms is a central focus of the course. The learning environment will be practical and experimental as well as theoretical. (Spring, even)

**RP254 Spiritual Formation 3 credits**

This course prepares students for a ministry directed toward facilitating spiritual maturity. An emphasis is placed on spiritual formation of both minister and congregation, and to their interrelatedness. Focused consideration is given to biblical principles and processes, including the teachings of Jesus and the work of the Holy Spirit, as well as to the dynamics of discipleship. Students will examine the process of spiritual formation in three movements: Upward (relationship with God), Inward (relationship to ourselves), and Outward (relationship to others). (Fall, even)

**RP260 Contemporary Trends in Worship 3 credits**

This course examines contemporary trends in Christian worship. In a comparative study styles such as liturgical, traditional (hymn-based), revivalist, contemporary, charismatic, seeker-sensitive, blended, and emerging church styles are probed, valued, and discussed from a Trinitarian perspective. Students are expected to assess the broad scope of present-day approaches. (Fall, even)

**HG260 History of Monasticism 3 credits**

See description under the History Department

**RP263 Theology of Religions 3 credits**

This course examines the major non-Christian religions of the world from a Christian perspective and probes the issue of the salvific uniqueness of Jesus Christ. (Spring, even)

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### **RP266 Basic Christian Doctrine 3 credits**

This course considers the major tenets of the Christian faith, their biblical basis and present relevance to life. Topics such as God, revelation, angels, humanity, sin, Christ, the Holy Spirit, salvation, the Church, the sacraments, and the future are studied. Meets the General Education requirement. Prerequisites: RP102, RP103 & RP137 or consent of instructor. (Every semester)

### **RP272 Jesus 3 credits**

A study of the different perspectives of the four gospel writers concerning Jesus and His ministry. Consideration is given to how and why the gospel writers wrote and to the “historical Jesus” debate. Prerequisites: RP103 and Sophomore standing or consent of instructor. (Fall, odd)

### **RP277 Paul 3 credits**

In this course, letters of the apostle Paul are examined with respect to their historical and literary context in order to determine their respective purposes. Prerequisites: RP103 and Sophomore standing or consent of instructor. (Fall, even)

### **RP279 Leadership & Administration in Christian Education 3 credits**

Principles and procedures for planning and structuring a program for Christian education, as well as the selection and evaluation of teaching resources form the focus of this course. Attention is also given to the spiritual qualities a Christian leader must possess, leadership styles, and the recruitment and training of lay leaders and teachers for educational ministry. Prerequisite: RP120. (Spring, odd)

### **RP280 1 & 2 Timothy 3 credits**

1 & 2 Timothy are letters fraught with issues which are pertinent to today’s context. In this course the student will become familiar with these issues, explore the various interpretative options to these issues and consider the practical implications.

### **RP281 Church History and Mission I 3 credits**

This course provides a chronological overview of the spread and progress of Christianity from Apostolic times up to the Protestant Reformation, with its doctrinal developments and missionary activities. (Fall, odd)

### **RP282 Church History and Mission II 3 credits**

This course continues a survey of the key figures and movements that have contributed to the spread and progress of Christianity from the Protestant Reformation to the present, with its doctrinal developments and missionary activities. (Spring, even)

### **RP284 Introduction to Missions 3 credits**

This course examines the biblical foundation of Christian mission, its history and practice. It focuses on communicating the Gospel of Jesus Christ in the contemporary world, incorporating the challenge of issues of culture, worldview, ethnicity, and different religions. (Fall, even)



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### **RP340      Gender and Ethnic Issues in Ministry      3 credits**

This course examines issues of gender, ethnic, and socioeconomic diversity as it pertains to leadership and ministry in the church. Course discussions focus on theological and practical concerns relating to the role of women in the church, the relationships that leaders maintain with members of the opposite sex, and the dynamics and pertinence of promoting ethnic diversity within vocational ministry. (Spring, odd)

### **RP345      Aesthetics      3 credits**

This course is an analysis of the distinct issues of aesthetics and the inter-relationships through reading, lecture, discussion, research, and the examination of aesthetic objects. It involves inquiry into the philosophical and psychological avenues of the discipline, the nature of art and beauty, the creative act, aesthetic judgment, and the functions of art — religious, social, moral, autonomous, and cognitive. Prerequisite: Junior standing. (As needed)

### **RP348      Biblical Hermeneutics      3 credits**

This course deals with the art of interpretation and the principles of interpretation of biblical genres. Genres include law, poetry, narration, epistles, Gospels, prophecy, apocalyptic writings, parables, wisdom, and songs. Prerequisite: RP102, RP103, and Sophomore standing. (Fall, even)

### **RP356      Children's Ministry      2 credits**

This course considers the foundational years—including needs, interests, skills and abilities—of the children to whom we minister. It also examines instructional methods and teaching resources. (Spring, even)

### **RP357      Youth and Family Ministry      3 credits**

This course exposes students to various youth ministry models and introduces them to the practical, administrative duties that an effective youth minister must perform. Students will develop their own philosophical paradigm for ministering to youth. Sociological concerns, especially linked to issues of family dynamics, will be explored. (Fall, even)

### **RP360      Internship in Christian Ministries      2-3 credits**

This course involves direct participation in leadership responsibilities by which a student serves with an experienced professional in a ministerial context. This course is required for all CM majors except students in the Worship Leadership concentration who take MU480 Internship-Music Ministry Practicum. Requires instructor permission required. (Fall)

### **RP392      Service Component      1 credit**

Every student who is majoring in the department takes the initiative in creating, developing, and providing some form of hands-on voluntary service to an agency or

ministry in which they can utilize the skills and insights acquired from their studies in the department. The student's department advisor must approve in advance the proposed service. A pass/fail grade will be given. Prerequisite: Senior standing and instructor permission. (Fall)

**RP394 Directed Readings 1-3 credits**

Prerequisite: Junior standing.

**RP397 Independent Study 1-3 credits**

Prerequisite: Junior standing. (As needed)

**RP439 Ethics 3 credits**

This course provides an introduction both to ethical theory and to moral decision-making. It examines philosophical and theological foundations of ethics as well as case studies in areas such as bio-medical, sexual and legal ethics. Prerequisite: RP137 or consent of instructor. (Fall, odd)

**RP466 Senior Project: Curriculum Design 2 credits**

Through this course students are exposed to the fundamental issues pertaining to curriculum theory and development. The course intends to prepare students to develop and implement an integrated curriculum in church settings. Students work to design a proposed curriculum and critique various existing curricula. Emphasis is placed on the development of creative abilities. Prerequisite: Senior standing. (Fall)

**RP470 Philosophy and Christian Thought 3 credits**

This course examines the close interaction between philosophical and theological thought. Traditional and current arguments for God's existence, the validity of religious experience, and problems foundational to the Christian faith are explored. An understanding of the effect of postmodern culture and thought is developed. Prerequisites: RP102, RP103, RP137, RP266, and Junior standing or consent of instructor. (Spring, even)

**RP484 Contemporary Christian Thought 3 credits**

An introduction to contemporary theological issues within the framework of Christian thought. Students study mostly twentieth century schools, such as: modernism, Pentecostalism, neo-orthodoxy, post-Vatican II Catholicism, future-oriented theologies, liberation theology, feminism, narrative theology, evangelicalism, post-modernity, charismatic theologies, and trends in majority-world thinking. Prerequisites: RP102, RP103, RP137, RP266, and either Junior standing or consent of instructor. (Spring, odd)

**RP499 Senior Thesis 2 credits**

This course involves in-depth research and the production of a biblical or theological paper. Prerequisite: Senior standing. (Fall)

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# The Council for Christian Colleges and Universities

As a student at a member college of the Council for Christian Colleges and Universities (CCCU), an association of 100 Christian colleges and universities, the following programs are available to you. These off-campus, interdisciplinary, learning opportunities are available to upper class students and offer 16 semester hours of credit. Descriptions of each program and application information are available on the CCCU website: [www.cccu.org](http://www.cccu.org) or <http://www.bestsemester.com>

## **Culture-Crossing Programs:**

- Australia Studies Center
- China Studies Program
- Latin American Studies Program
- Middle East Studies Program
- The Oxford Summer Programme
- The Scholars Semester
- Russian Studies Program
- Uganda Studies Program

## **Culture-Shaping Programs:**

- American Studies Program
- Contemporary Music Center
- Los Angeles Film Studies Center
- Washington Journalism Center

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**Dr. Thomas C. Simpson** - Sterling, KS  
Physician, Sterling Medical Center

## BACK

**Anthony W. Thompson** - Santa Ana, CA  
CEO; Triple Net Properties, LLC  
**Anna L. Wyatt** - Dodge City, KS  
State Farm Insurance

## Executive Committee

**Chairman:** Thomas Simpson  
**Vice Chairman:** Mary Knecht  
**Secretary:** Randall Henry  
**Committee Chairs:**  
Tony Thompson - Board Development  
Charles Ayers - Academic Affairs  
Carol Sibley – Student Life  
Michael Bender - Finance and Investment

## Emeritus

**Dr. J. Robert Campbell** - Sterling, KS  
**Jerome L. Chandler** - Tucson, AZ  
**Ralph W. Gilmore** - Aledo, IL  
**Richard Henkle** - Garden City, KS  
**Rev. Donald L. Ray** - Ellsworth, KS

## ADMINISTRATION

**Bruce Douglas**, 2005  
President of the College  
B.S. University of Michigan; B.A., Kalamazoo College;  
MPA, Harvard University; Ph.D., University of Toledo  
**Troy D. Peters**, 2003  
Vice President for Academic Affairs  
B.S., M.S., Pittsburg State University; Ph.D., Walden University  
**Mark Sarver**, 2006  
Vice President for Institutional Advancement  
B.S., Longwood University; MBA, Averett University;  
Ph.D. candidate, Union Institute & University  
**Tina Wohler**, 2006  
Vice President for Student Life  
B.S. Kansas State University; M.S. Oklahoma State University  
**Dennis Dutton**, 1988  
Vice President for Enrollment Services  
B.A., Sterling College; M.A., Goucher College  
**Paul E. Bingle**, 2005  
Chief Administrative Officer  
B.S., Sterling College; M.Ed., Pittsburg State University

**Ken Brown, 2005**

Vice President for Innovation and Technology

B.S., M.S., Ph.D., Kansas State University

## **ADMINISTRATIVE STAFF**

**Jerrod Adair, 2007**

Chaplain

B.A., Northeastern State University

**Tricia Brothers, 2006**

Coordinator of Financial Aid

BBA, MBA, Wichita State University

**Janet E. Caywood, 1995**

Registrar

B.A., Sterling College

**Tarah Colvin, 2003**

Alumni Director

B.A., Sterling College

**Lonnie Kruse, 1981**

Assistant Athletic Director; Head Women's Basketball Coach

B.A., Sterling College; M.Ed., Wichita State University

**Andy Lambert, 2004**

Athletic Director; Head Football Coach

B.S., Trinity International University; M.Ed., Chicago State University

**Arlen Nuest, 1987**

Director of Physical Plant

**Michelle Pitts, 1992**

Controller

B.S., Friends University

**Donald R. Reed, 1974**

Director of Planned Giving

B.S., Sterling College

## **FULL-TIME FACULTY**

**Agbo, Johnson, 2007**

Assistant Professor of Physics

B.S. University of Cape Coast; Ph.D. University of Nevada

**Curtis M. Beechan, 1986**

Professor of Chemistry

B.S., University of California, Riverside; Ph.D., Stanford University

**Judith Best, 2002**

Assistant Professor of Education

B.S., State University at Oneonta, NY; M.A., Salem State University;

Certification in Elementary Administration, Ft. Hays State University

## BACK

**William J. Best, 2003**

Assistant Professor of Language & Literature

B.A., Houghton College; M.A., Andover-Newton Theological School;

M.Div, Gordon-Conwell Theological Seminary; D.Min., Sancta Sophia Seminary

**Douglas Boardman, 2007**

Assistant Professor of History

M.A. Fort Hays State University

**Daniel Callahan, 2007**

Assistant Professor of Mathematics

B.A., Lakeland College; M.F.A., M.S., Wichita State University

**David A. Cook, 1999**

Associate Professor of Art

B.A., Belhaven College; M.F.A., James Madison University

**Diane M. DeFranco-Kling, 1971**

Senior Associate Professor of Theatre Arts

B.A., Western Illinois University; M.A., University of Kansas

**Arnold D. Froese, 1974**

Professor of Psychology

B.A., Pacific College; M.A., California State University; Ph.D., University of Tennessee

**Terri J. Gaeddert, 2002**

Assistant Professor of Education

B.S. Chadron State College; M.A. Friends University

**Cristi J. Gale, 1999**

Assistant Professor of Computer Science

B.S., Buena Vista College; M.S., Western Illinois University

**Katherine J. Glynn, 1987**

Senior Associate Professor of Business

B.A., State University of New York, Albany; M.B.A., Western New England College

**Kevin Hill, 2006**

McVay Endowed Chair and Assistant Professor of Business

B.S., University of Southern California; M.S., California State University; MBA,

University of California; Ph.D. candidate, Northcentral University

**Wai-Foong Hong, 2006**

Associate Professor of Biology

B.S., M.S., National Chung-Hsing University of Taiwan;

Ph.D., Monash University of Australia

**Gordon S. Kling, Jr., 1968**

Senior Associate Professor of Theatre Arts

A.B., Wheaton College; M.A., Western Illinois University

**Teow Hwa Kwa, 2007**

Thompson-Ferrari Endowed Chair and Professor of Business

M.S., University of Southern Maine; Ph.D., Texas A & M

**Henry I. Lederle, 2002**

Professor of Religion & Philosophy; Lay Academy Director

B.A., M.A., University of the Orange Free State;

M. Div., University of Stellenbosch; Th.D. University of South Africa

**Ryan J. (Pete) Manley, 2003**

Director of Athletic Training

B.S., Charleston Southern University; M.S., Ohio University; ATC

**Blair Martin, 2007**

Assistant Professor of Music

B.S., Southwest Missouri State University; MME, University of Tennessee;

DME candidate, Indiana University

**William Morse, 2006**

Assistant Professor of Art

B.F.A., M.S., Texas A&M University

**Bradford Nix, 2007**

Associate Professor of Piano

B.M., M.M., Georgia State University; DMA, University of Colorado

**Shawn R. Reed, 1997**

Assistant Professor of Exercise Science

B.S., Sterling College; M.A., Wichita State University

**Gladys E. Ritterhouse, 2001**

Assistant Professor of Education; Director of Teacher Education

B.S., Sterling College; M.E., Wichita State University;

Ph.D. candidate, Wichita State University

**Sara Sale, 2006**

Associate Professor of History

B.A., Missouri Southern State University; M.A., Central Missouri State University;

Ph.D., Oklahoma State University

**Erin Sheehan, 2007**

Assistant Athletic Trainer, Clinical Coordinator, Instructor

B.S., Saint Joseph's College; M.S., University of Tennessee

**Craig Smith, 2007**

Professor of Biblical Studies

BComm, University of Toronto; MDiv, Ontario Theological Seminary;

ThM, Trinity Evangelical Divinity School; PhD., University of Bristol

**Kevin Smith, 2006**

Assistant Professor of Music

DMA, Louisiana State University

**Felicia Squires, 1999**

Associate Professor of Language & Literature

B.A., Northwest Christian College; M.A., East Tennessee State University;

Ph.D., The Catholic University of America

## **BACK**

**Valerie Starr, 2007**

Library Director

B.A. University of Kansas; MLS, University of Maryland

**Luke Steele, 2007**

Head Athletic Trainer, Clinical Instructor

B.A., University of Northern Iowa; M.S. Oklahoma State University

**Andrew T. Tash, 2007**

Assistant Professor in Communications

M.A., Wichita State University; J.D., Regent University

**Lindel Townsley, 2006**

Assistant Professor in Business

B.S., MBA, University of Arkansas

**Kenneth Troyer, 2006**

Assistant Professor of Communications

B.A., Bethel College; M.S., Fort Hays State University

**Mary L. Ver Steeg, 1989**

Associate Professor of Physical Education

B.S., Northwestern College; M.S., South Dakota State University

**Thomas Vessey, 2007**

Associate Professor of Psychology

B.A., Wheaton College; ABD, University of Minnesota; MTS, Vanderbilt University

School of Divinity; Ph.D., University of Edinburgh

**Spencer Wagley, 2006**

Assistant Professor of Education

B.S., East Texas Baptist University; M.Div., Hardin-Simmons University;

Ed.D. candidate, Capella University

**Mark C. Watney, 2006**

Assistant Professor of Language and Literature

B.A., Azusa Pacific University; M.A., California State University, Pomona;

Ph.D., University of Texas

**Michelle Wolfe, 2006**

Instructor in Math

B.S., Sterling College

## **PART-TIME and ADJUNCT FACULTY**

**Sean Bechtold, 2006**

Instructor in Exercise Science

**Bruce K. Boyd, 1996**

Lecturer in Instrumental Music

B.M., B.M.E., Emporia State University; M.M., University of Cincinnati

**Kim Brashear, 2007**

Lecturer in Biology

**Thomas R. Bronleewe, 2006**

Lecturer in Religion & Philosophy

B.S. University of Kansas; Ph.D. candidate, Trinity Theological Seminary

**Randall C. Henry**, 1982

Senior Lecturer in Business Law

B.S., Sterling College; J.D., Washburn University

**W. Joseph Jacob**, 2001

Lecturer in Art

B.S., Wichita State University

**Merrilyn B. Kloefkorn**, 2001

Lecturer in Education

B.S., Emporia State University; M.A., University of Northern Colorado

**Kim Elwood**, 2007

Lecturer in Athletic Training

B.S., Sterling College; ATC

**Raul Prezas**, 2004

Lecturer in Music

B.A., B.M., Trinity University

**Christy Riffel**, 2003

Lecturer in Exercise Science

B.A., Sterling College

**Terry Robson**, 2004

Lecturer in Education

B.S., Sterling College

**Amy Sarver**, 2007

Lecturer in Education

**Seth Svaty**, 2006

Lecturer in Biblical Studies

B.A., Sterling College; M. Div., Princeton Theological Seminary

**Ginger Zyskowski**, 1996

Lecturer in Music

B.M. & M.M., Univeristy of Michigan

## **EMERITUS FACULTY AND STAFF**

**Dorothy L. Behnke**, 1968-90, Professor of English

**Carol Gene Brownlee**, 1946-53; 1965-86, Associate Professor of Humanities

**Frances N. Calderwood**, 1960-1998, Registrar and Administrative Dean

**Craig A. Gannon**, 1988-2006, Professor of English

**Robert W. Gordon**, 1960-83, Associate Professor of Music

**Sara J. MacDonald**, 1970-2001, Professor of English

**Dale N. Snyder**, 1966-94, Professor of Religion/Philosophy

**Louise C. Snyder**, 1973-94, Associate Professor of Librarianship

**John E. Vogt**, 1972-1990, Professor of Education

**Richard A. Walker**, 1966-2000, Professor of Biology

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