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Campus Information

Sterling College
125 W. Cooper
Sterling KS 67579
620-278-2173 (Main Campus)
1-800-346-1017 (Admissions)
620-278-4461 (e.Sterling)
FAX 620-278-4411 (Main)
FAX 620-278-4486 (e.Sterling)
http://www.sterling.edu
cic@sterling.edu
admissions@sterling.edu
http://online.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.

Accredited by The Higher Learning Commission and a member of the North Central Association, (1-800-621-7440) www.ncahlc.org, and by the Kansas State Board of Education, 300 SW Tenth, Topeka, KS 66612. For full listing of accreditations see page 10.

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.

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

Fall Semester 2010
Residence Halls open – 9:00 a.m. ........................ Aug. 20
First evening meal - new students ....................... Aug. 20
Student Orientation begins .................................. Aug. 20
Residences open for returning students ................. Aug. 23
Last day to confirm registration ............................ Aug. 23
Classes begin ...................................................... Aug. 24
Labor Day - Campus Closed ................................. Sept. 6
Last day: drop/add/pass option (5:00 pm.) .......... Sept. 7
Last day to remove SP/SU Incompletes ................. Oct. 8
Homecoming ....................................................... Oct. 9
Mid-term grades distributed .................................. Oct. 18
Last day to officially withdraw ............................ Oct. 22
Enrollment period for Spring ............................. Oct 20-Nov 4
Thanksgiving Break ............................................. Nov. 22-26
Classes resume .................................................... Nov. 29
Final exams week ................................................. Dec. 6-9
Fall Semester ends .............................................. Dec. 9
December Graduation date (no ceremony) .......... Dec. 10

Interterm 2011
Registration: new and returning students ............ Jan. 3
Classes begin ..................................................... Jan. 4
Last day: drop/add/pass option ......................... Jan. 5
Last day to officially withdraw ......................... Jan. 6
Last day of Interterm ................................. Jan. 20
Interterm Graduation date (no ceremony) .......... Jan. 21

Spring Semester 2011
Last day to register for Spring ......................... Jan. 24
Classes begin ..................................................... Jan. 25
Last day: drop/add/pass option (5:00 pm) .......... Feb. 7
Last day to remove Fall/IT Incompletes .......... Mar. 11
Spring Break ...................................................... Mar. 14-18
Mid-term grades distributed ............................. Mar. 17
Classes resume .................................................. Mar. 21
Last day to officially withdraw ......................... Mar. 24
Good Friday (offices closed) .............................. Apr. 22
Advising/Enrollment period for Fall Term ........ Apr. 5-20
Final exams ......................................................... May 9-12
Spring Semester ends ...................................... May 12
Baccalaureate - 7:30 p.m. .................................. May 13
Commencement – 9:45 a.m. ............................... May 14
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: To be recognized as the finest Christ-centered, servant leadership development-focused, liberal arts experience in the Great Plains.

Our Core Values: In active, vital partnership with church, community and strategic partners, and ever striving for first-class quality in all that it does, the Sterling College community will be guided in all its work by the following intrinsic values:


Calling: Faithful discovery and pursuit of each person’s particular calling in life.

Learning: A love of learning and a dedication to the pursuit of truth.

Integrity: Integrity in scholarship, the arts, athletics, and all other co-curricular activities.

Service: Faithful practice of redemptive servant leadership involving a vision of wholeness in a broken world.

Community: Mutual respect amid diversity as members of the body of Christ

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 Statement of 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 in and collectively bear witness to the one, eternal God, revealed as Father, Son and Holy Spirit.

- We believe in God the Father who created the heavens and the earth.
- We believe in God the Son, Jesus Christ, who was conceived by the Holy Spirit and born of the Virgin Mary. Jesus suffered, died, and was buried. He rose from the dead. Jesus ascended into heaven and remains with the Father and the Holy Spirit to judge the living and the dead. Jesus Christ alone is the way, the truth and the life. There is salvation in and through no other.
- We believe in God the Holy Spirit who is the comforter, sustainer and sanctifier of all who profess faith in Jesus Christ as Savior and Lord.
- We believe that humanity has hope for redemption from sin by Jesus Christ’s life, death, and resurrection. It is by God’s grace alone that we joyfully receive our salvation through a personal faith in Jesus Christ.
- We believe that the Bible is God’s revealed Word. It is authoritative and infallible in all matters of faith and practice.
- We believe that the Church is the body of Christ and God’s witness in the world.
- We believe that Jesus Christ will return and claim his own, ushering in the new heaven and new earth in which righteousness will dwell and God will reign forever.

**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 Reformed tradition. As an institution, the College nurtures and develops strategic partnerships within the Presbyterian Church (USA), and with evangelical organizations, in order to advance the mission and vision of the College. Accountability for the College’s mission and vision rests in governance 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 distinctive and worship traditions.

**Institutional Learning Objectives:** The Sterling College graduate will:
1. demonstrate sufficient content knowledge to be successful in his or her chosen profession or advanced academic endeavors.
2. demonstrate understanding of relationships between his or her chosen area of study and the world and its cultures.
3. exercise the intellectual, communicative, and social skills reflective of creative and thoughtful servant leadership.
4. demonstrate an understanding of the personal and civic skills necessary for a productive life of faith and service.
5. demonstrate understanding of how Biblical principles affect personal, professional, and academic life.
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.
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 as amended by Buckley/Pell Amendment, Section 153 of the Education Amendments of 1974, is a Federal law that governs the release of and access to educational records. These rights include:

- The right to inspect and review your education record within a reasonable time after we receive a request for access. If you want to review your record, contact the office that maintains the record to make appropriate arrangements. Right of access is not extended to records maintained by administrative and educational personnel that are in sole possession of the maker and are not accessible to any other person.

- The right to request an amendment to your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a signed statement to the Sterling College official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

- The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is to Sterling College officials with legitimate educational interests if the official has a need to know information from your educational record in order to fulfill his/her official responsibilities.

- The right to file a complaint with the U.S. Department of Education concerning any failures by the institution to comply with FERPA requirements.

Sterling College does not release student record information to outside entities without the student’s expressed, written consent. There are, however, some exceptions.

Directory information may be released to anyone upon request unless a student stipulates otherwise. This information includes the student’s name, address, phone number, email address, date and place of birth, major field of study, FT/PT status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received (such as Dean’s List) and the last school attended by the student.

You have the right to withhold the release of directory information. To do so, you must indicate no release of directory information on the Sterling College “Information Release Form” available in the Student Life or Registrar’s Office. Keep in mind that a “no release” applies to all elements of directory information on your record. Sterling College does not apply a “non-disclosure” differentially to the various directory information data elements. Also, having a “no release”
on your record will preclude release of such information to parents, prospective employers, news media, honor societies, and other sources outside the institution.

If a student is claimed as a dependent on their parent’s federal income tax return, the College automatically has permission to release necessary information concerning academic record, health status, social and moral development to the parents.

For more detailed information about the Privacy Act (FERPA) go to the U.S. Department of Education website at: www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

**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 (800-621-7440), www.ncahlc.org and by the Kansas State Board of Education, Topeka, KS. The Education Licensure program is accredited by National Council for Accreditation of Teacher Education (NCATE), and the Athletic Training program is accredited by Commission on Accreditation of Athletic Training Education (CAATE). 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 College (CIC), Council for the Advancement and Support of Education (CASE), Council for Higher Education Accreditation (CHEA), 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, and computer science.

The Academic Year

The academic year at Sterling uses a “4-1-4” calendar, with two 15-week semesters separated by a three-week Interterm. During Interterm, students enroll in a single class to concentrate their efforts on one course. Interterm 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.

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.

**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 theology and ministry 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 and the offices for the language and literature department.

**Douglas Women’s Residence Hall (2006)**
Women’s residence hall, named for the Bruce and Dee Douglas. Dr. Douglas was president of the College from 2005-2008.

**Douglas Men’s Residence Hall (2006)**
Men’s residence hall, named for the Bruce and Dee Douglas. Dr. Douglas was president of the College from 2005-2008.

**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 Communications Department. 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 Center** (1978)
One block south of the campus, the building that was once the Sterling Community Hospital has become the Art Center. Since 1978 it has provided the setting for student and faculty art exhibits, traveling art exhibits and special shows, and classroom.

**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.
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.
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 2.0 cumulative college grade point average (on a 4-point scale) of transferable credit. 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. 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 respective Bachelor degree as defined by the major. 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 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 VPAA 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 36 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 525 (paper-based PBT); 195 (computer-based CBT); or 70 (internet-based iBT) is required for admission. Athletes must adhere to NAIA regulations. Sterling College does not offer English as a Second Language (ESL) courses.
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.

Security 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 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 2010-2011*

TUITION
Full-time (12 - 17 hours) - Includes Interterm $19,000.00
Part-time (1 - 6 hours) per credit hour $365.00
Part-time (7 - 11 hours) per credit hour $645.00

NEW STUDENT FEES
Initial Application Fee $25.00
One-time Advance Liability Deposit - Commuter Residential $50.00 $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)** $365.00
Credit by Examination (per credit hour) $25.00
Graduation Fee $100.00
Transcript Fee (first one no charge) $3.00
Returned Check Fee $25.00
Art materials fee $30.00
Activity Fee $100.00

PRIVATE LESSONS (In addition to regular tuition)
Per credit hour $200.00

BOARD
Board (200 meal block & $25 snack bar credit) $3730.00
Board (unlimited meals & $25 snack bar credit) $4130.00

HOUSING
Room (full occupancy) $2100-2700.00
Reduced occupancy $2700.00
Designated Single $3100.00
Douglas Residence Halls $3050-3300.00

HEALTH INSURANCE
Required unless a signed insurance waiver is returned
to the Student Life Office (Estimate) $635.00

STUDENT TEACHING/CAREER SERVICES
Student Teaching & Placement Fee $150.00

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.
COLLEGE PAYMENT PLANS:
1. Payment in full
2. Sterling College Payment Plan offered by Tuition Management Services
   Contact the business office for further information

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. Reduced 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 no charges will be incurred but the tuition deposit will be forfeited. If the student has incurred any charges, the deposit will be 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.

A refund is calculated by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays but 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 50th 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, work-study, and outside scholarships which singly or in combination may be awarded to eligible students. Financial Aid is first applied to tuition costs, housing, then meal plans. Any student receiving outside financial assistance may have their federal, state or institutional aid adjusted. The financial aid office is located in Kelsey Hall.

The College participates in 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) to receive federal funding. Students selected for verification of FAFSA information will not be awarded federal aid until necessary documents are submitted and verification is complete. Students not completing the FAFSA need to inform the Financial Aid Office.
Federal Aid

1. **Federal Pell Grants** are available from the federal government for students meeting certain financial need qualifications. Such grants are awarded to a maximum of $5350 for the 2010-11 academic 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 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 submit an application for financial aid and supportive documents by the deadline determined by each agency.

4. **Federal Perkins Loans.** Perkins loans can be granted by the College in amounts up to $4,000 per year based on financial need. Repayment begins nine months after the borrower ceases to carry a minimum of six hours and must be completed within ten years thereafter. The interest rate is 5%. Teacher loan forgiveness may be available if teaching in an area or field designated as “high need” by the Department of Education.

5. **Federal College Work Study (CWSP).** Work Study is a federal program available to those students demonstrating financial need. Work study funds awarded indicate the amount the student is eligible to receive. Students must apply and secure employment. Funds are not guaranteed, they must be earned. Work study students who are employed are expected to perform the duties assigned and 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, or is terminated for cause, the College is under no further obligation for the balance of the work award.

6. **Federal Academic Competitiveness Grant (ACG).** The ACG is for U.S. citizens or eligible non-citizens, who are enrolled in their first or second academic year of study, Pell Grant recipients, and have completed a “rigorous secondary school program of study.” An ACG provides $750 for the first year of study and $1300 for the second year. ACG year two requires that the student completes their first year of eligibility with a
minimum GPA of 3.0 in addition to the original criteria. The financial aid office will determine eligibility if the student did not complete a program identified by a state or state-authorized local education agency.

7. **National Science and Mathematics Access to Retain Talent Grant (SMART Grant).** The SMART Grant is for U.S. citizens or eligible non-citizens, who are enrolled in their third or fourth academic year of study in an approved field of study in the areas of science and mathematics, Pell Grant recipients, and maintaining a minimum cumulative GPA of 3.0. Grades will be evaluated before each awarding period.

8. **Federal Teacher Education Assistance for College and Higher Education (TEACH Grant).** The TEACH Grant is a non-need based grant available to U.S. citizens or eligible non-citizens, who are enrolled in course work that is necessary to begin a career in teaching in a designated high need field in a low income school. These fields and schools are updated yearly and may be accessed by viewing the following websites:
   - [http://www.ed.gov/about/offices/list/ope/pol/tsa.doc](http://www.ed.gov/about/offices/list/ope/pol/tsa.doc)
   Students must qualify for the TEACH grant by scoring above the 75th percentile on a college admissions test or maintain a cumulative GPA of at least 3.25 and complete an online entrance counseling, financial aid counseling, and an agreement to serve each awarding year.

9. **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/finaid](http://www.sterling.edu/finaid). Repayment begins six (6) months after graduation or withdrawal from school. The maximum loan amounts for the 2010-2011 academic year are $3500 for first-year students, $4500 for second-year students, and $5500 for other undergraduates. Additionally, students can receive $2000 of unsubsidized loan funds. Students have the right to cancel all or a portion of a loan or a disbursement of a loan.

10. **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. Parents have the right to cancel all or a portion of a loan or a disbursement of a loan. To apply for a PLUS loan visit [www.sterling.edu/finaid](http://www.sterling.edu/finaid). If a PLUS load is denied for any reason, the student may be eligible for additional unsubsidized Stafford Loan funds.
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 visit the Kansas Board of Regents website at www.kansasregents.org and click on Scholarships and Grants. There is a $10 processing fee for this application. Students must apply for these scholarships each year.

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/Other Aid

Sterling College Financial Aid desires to meet the needs of its students as equitably as possible. Financial Aid primarily awards based on students having a full time, on campus status. Any variation from this may result in financial aid adjustments. Off campus housing will affect the student’s institutional aid by one third. Any student dropping below a fulltime status will not be awarded any institutional aid unless he or she is a last semester senior. In that case, students will be awarded according to the percentage of part time hours to full time hours. Additional information may be obtained in the financial aid office.

1. Academic/Major and Academic/Athletic 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, including satisfactory academic progress. 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. **National Presbyterian College Scholarships.** NPCS scholarships are competitive and are awarded to entering first-year students who are communicant members of the Presbyterian Church (USA). Applicants must take the ACT or SAT no later than December of their senior year in high school. Information can be found at www.pcusa.org/financial aid.

4. **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.

5. **Park College Scholarship.** A scholarship available to Presbyterian students who are accepted to Sterling College. This renewable scholarship requires a separate application and the FAFSA completed and submitted to Sterling College Financial Aid Office by April 1. Application is found at www.sterling.edu/finaid.

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.

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**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.

**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.

**Douglas Men & Women’s Halls** are new 2-story residence halls. 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 and Spiritual Formation

Sterling College is deeply concerned about the spiritual growth of each individual student, staff, and faculty member. Many informal opportunities for study, prayer, worship, fellowship and service are found on campus and in the community.

Sterling’s chapel program is focused on the process of spiritual formation, initiating, nurturing, and sustaining our students in a life of discipleship to Jesus Christ. It is also a reflection of the college’s mission statement. As students attend chapel, they gain a deeper understanding of a maturing Christian faith. As students participate in planning and leading chapels, they develop skills as creative and thoughtful leaders. Not all students at Sterling are Christians. Sterling College respects the spiritual diversity among our students and encourages students to be honest, authentic, and open about their spiritual beliefs and convictions. Chapel provides students opportunities to reflect on foundational issues of life, as well as an opportunity to be exposed to a Christian perspective on these issues.

Chapel plays a vital role in the life of our institution, as well as a strategic role in the lives of our students. By gathering for worship, we are declaring that our integrity to the Kingdom of God is more important than the survival of our institution, that our obedience to God’s Kingdom is the measure of our success as an institution, and that our dependence on God is the key to our fruitfulness as an institution.
Chapel/ Convocation Requirements
Sterling College requires all full-time students to fulfill a Chapel Requirement every semester. Students who live in Sterling, either on or off campus, are required to earn 14 chapel credits and two convocation credits each semester. Full-time students who live outside of Sterling are required to earn 11 chapel credits and 2 convocation credits.

Chapel Credits are earned each time a student attends a Wednesday morning chapel, a Sunday evening chapel, or a mid-semester Bible study. Up to six Bible study credits can be earned within a semester. An entire semester of chapel credit can be earned by signing up for a Chapel Alternative. Chapel Alternatives allow students to focus on an issue of interest in a small group context for an entire semester. Convocation credits are earned each time a student attends the Friday morning convocation. Convocations are held 3-4 times during the semester.

Students who fail to fulfill the chapel/convocation requirement will be placed on chapel probation for the following semester. Students must make up the missing number of chapel credits in addition to the required number in order to be removed from the Probation List. Failure to remove deficits may lead to the loss of extra-curricular activities and scholarships and/or suspension. Students who do not meet chapel attendance requirements for three semesters, either consecutive or cumulative, will be suspended from Sterling College for one semester. Students must fulfill all chapel requirements in order to graduate.

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. Sterling Chorale and Concert Band are the large performing ensembles. Numerous smaller groups are off-springs of these: Percussion Ensemble, Saxophone Ensemble, String Ensemble, SC Brass, Jazz Combo, Vocal Ensembles. All ensembles perform on and off campus, throughout the year, as a service to the community. The SC Chorale 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.

Sterling College offers short term counseling services free to any of our students. The purpose of providing counseling services to our students is to improve their academic performance and their emotional and spiritual well being. We aim to reach out to those students, so that their college experience can be more enjoyable and successful.

Services are provided by Teri Anderson, LMLP a licensed master’s level psychologist and are completely confidential. Our services include:

- Mental Health Assessment
- Crisis Evaluation and Intervention
- Individual Counseling
- Psycho-educational Groups
- Referral Services

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.

*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
- 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)
- 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, sand volleyball, and softball. The Student Union provides two 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, golf, 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.
Interterm — a three-week study period during January in which students may take one course. Some specialized or travel courses are offered at this time.

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.

VPAA - Vice President for Academic Affairs, commonly referred to as Academic Dean

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 Affairs 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 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 (VPAA) 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 VPAA’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 two specific courses are required, and the student must choose four other general education courses. Students are required to enroll in, and are not allowed to drop or withdraw from, these courses:

1. LL101 College Composition (I)
   (LL095 Basic Writing may be a prerequisite as determined by test scores);
2. GD105 Foundations of Servant Leadership

All students must have completed the above courses or their equivalent by the end of their first semester (or year if LL095 is required) at Sterling College.

If either 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.

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 1st week of the Fall and Spring semesters, or the first day of Interterm.
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 15th.
5. The VPAA 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 registered 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. After the first week, instructors must also sign the form. Deadline for adding or dropping a course is the 10th 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 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 Academic Affairs, Vice President of Student Life, Director of Financial Aid, Resident Director (if a residential 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

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Less than 12 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 - 17 credit hours</td>
</tr>
<tr>
<td>Overload*</td>
<td>Over 17 credit hours</td>
</tr>
</tbody>
</table>

**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. 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.”
“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.

“In progress.” Grades have not been recorded.

“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.

“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 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**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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 VPAA working with the Academic Affairs 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 at the Registrar’s Office or www.sterling.edu/academics/resources/transcript-request. The first transcript 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 incurred while an SC student are not in default.

**ACADEMIC STATUS**

1. **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 pg 44.

The following standards are consistent with federal and state financial aid regula-
tions 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 Interterm) at an accredited institution.

B. Students must keep their GPAs above the limits that determine suspension as listed in the table on page 43.

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/Convocation requirement during every semester during which they are enrolled in the College. **Chapel/Convocation is a requirement for graduation.** See Chapel Attendance Probation and Disciplinary Action on page 42.

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.

**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 GD104 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.

**Chapel/Convocation Attendance Probation and Disciplinary Action**

Students are expected to attend chapel weekly to meet the minimum requirement of 14 chapels and 2 convocations during the semester. It is the responsibility of the student to meet the defined method for the recording of attendance at each attended opportunity. It is also the responsibility of the student to confirm with the Chapel Office that all attendance requirements have been met in the respective semester. Students who have not met the chapel/convocation attendance requirements in the semester immediately prior to the current semester will be placed on Chapel/Convocation Attendance Probation, and will not be allowed to participate in the following extra-curricular activities until chapel/convocation attendance deficiencies are made up:

- Student Government
- Leadership training
- Athletic competitions
- Drama performances
- Music performances
- Student ministries
- Praise band
- Intramural activities
- Debate and Forensics teams
- Honors program

Sterling College provides at least two chapel opportunities per week and 3-4 convocations each semester. Students must attend additional chapel services or convocations during the current semester in order to remove prior semester deficiencies. The current semester chapel/convocation attendance requirements must be met BEFORE additional chapel services or convocations can be used to remove a prior semester’s attendance deficiency.

Any student who is placed on Chapel/Convocation Attendance Probation for a second semester, regardless of whether it is consecutive or cumulative, will not be allowed participation in the above mentioned activities, and all Sterling College scholarship funds will be lost.

Students who do not meet chapel/convocation attendance requirements for three semesters, regardless of whether or not it is consecutive or cumulative, will be suspended from Sterling College for one semester. After one semester, students wishing to be readmitted to Sterling College must meet with the Vice President for Academic Affairs and the Chaplain for Academic Life prior to pre-enrollment. Further unsuccessful chapel/convocation attendance beyond this point will result in immediate and permanent dismissal from Sterling College.

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.

<table>
<thead>
<tr>
<th>TOTAL RES. HRS. ATTEMPTED</th>
<th>WARNING if res GPA is below</th>
<th>PROBATION if res GPA is below</th>
<th>SUSPENSION if res GPA is below</th>
<th>INELIGIBLE FOR FIN. AID &amp; ATHLETICS if cum GPA is below</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 - 15</td>
<td>2.0</td>
<td>1.7</td>
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<td>16 - 31</td>
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<td>32 - 44</td>
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<td>1.9</td>
<td>1.4</td>
<td></td>
</tr>
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<td>1.9</td>
<td>2.0</td>
</tr>
<tr>
<td>110 -</td>
<td>2.0</td>
<td>2.0</td>
<td>1.95</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**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, or 10 for eSterling students. 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, or F in chapel.

**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.

- 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, Bachelor of Fine Arts, and Bachelor of Science. All candidates for the baccalaureate degree must meet the following requirements:

1. Candidates must complete the Declaration of Degree Candidacy form at the Registrar's Office to declare their intent to graduate, according to the following schedule. Students intending to graduate at the completion of Fall Semester or Interterm must declare by the end of the preceding spring semester. Students intending to graduate upon completion of Spring Semester, May term, or Summer term must declare by the end of the preceding fall semester;

2. Candidates must be recommended by the Faculty and approved by the Board of Trustees;

3. 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 licensure;

4. Candidates must have completed at least 24 of their last 30 credit hours at Sterling College;

5. Candidates must have fulfilled the requirements of the general education portion of the liberal arts curriculum, including the Chapel and Convocation requirement of attendance at 14 chapels and 2 convocations for each semester of full-time enrollment;

6. Candidates must have fulfilled the requirements for all declared majors and programs, including professional licensure and certification requirements, and must have attained a minimum grade point average of 2.5 in their declared majors and minors. Education students must have a minimum GPA of 2.75 in both major and licensure requirements;

7. Candidates must complete testing required for institutional assessment in both general education and the major upon recommendation of the Assessment Committee; and

8. 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 Vice President for Academic Affairs (VPAA). The student’s major advisor should also make a recommendation to the VPAA. Final authority rests with the VPAA working with the Academic Affairs Committee.
Graduation Ceremonies
The annual baccalaureate and commencement ceremonies are held at the end of the spring term each year. Students who will have all of their degree and licensure requirements completed by the end of August (prior to the start of the new academic year) may participate in the spring ceremony.

Students who complete their work at the end of the Fall Semester will not receive their diplomas and participate in the ceremony until the following spring commencement; however, the fall graduation date will be posted to the transcript.

The program for each commencement ceremony carries the names of all students who have completed the requirements for graduation within that academic year and also the names of those who will have completed such requirements prior to the beginning of the Fall semester of the next academic 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. A record of these violations will become a part of the student’s permanent academic record at Sterling College. The following activities are considered a violation of the Sterling College Academic Integrity Policy:

Plagiarism: The presentation of someone else’s words or ideas as the student’s own.

Cheating: Obtaining unauthorized help on a course activity. Assistance of any kind on course activities will be considered cheating unless the instructor has explicitly expressed consent for such assistance to take place.

False Information: Creation or manipulation of false information (including lying) in or with regard to any course related activity.
Recycling: Use of work submitted in another course to meet course requirements without explicitly expressed consent of both instructors.

Supporting Academic Integrity Violations: Assisting a student in committing any of the violations listed above (plagiarism, cheating, false information, or recycling) where such assistance has not been approved by the instructor through explicitly expressed consent.

Disrupting the learning process and/or experience: Willful and repeated violation of classroom behavior policies as outlined and/or described in the course syllabus.

Simultaneous Offenses: Once an offense has been discovered, the instructor must notify the student and the VPAA’s office before the next class meeting. Simultaneous offenses (multiple offenses by one student which are reported to the VPAA before the student has had the benefit of a first offense warning), will be treated as one offense.

Appeal: If a student wishes to appeal the instructor’s decision and/or findings, the appeal will go to an Associate Dean for review by the Associate Deans and the VPAA. The appeal process begins when the student speaks with an Associate Dean. The decisions of the VPAA and Associate Deans are final. No appeal will be heard regarding the punitive consequences of an academic integrity violation.

Consequences: The consequences of an academic integrity violation are:

First Offense: After due process has been granted by the instructor to the student (student has been presented with the evidence of academic misconduct and given a chance to explain), the instructor will forward to the VPAA the name of the student and the evidence of academic misconduct. After confirmation that this is the first offense, the instructor may decide on the penalty. Recommended penalty is a failing grade (zero) on the assignment and a one letter grade reduction in the final grade for the class. The VPAA will notify the student in writing that he/she has been found guilty of a first offense of academic misconduct, and the student will meet personally with an associate dean to discuss how to correct the behavior in the future and to sign a document which states that he/she understands what the subsequent penalties for academic misconduct are.

Second Offense: Upon confirmation of the second offense, which includes the due process above, the student will be withdrawn from current semester courses and will receive an F for the class in which the academic misconduct occurred and will be withdrawn (with a W) in all other classes. The offense will be recorded on the student’s transcript as the reason for withdrawal. The student may return to Sterling College following the schedule below:
Main Campus Students:

<table>
<thead>
<tr>
<th>Semester of Offense</th>
<th>Semester Suspended</th>
<th>Semester Return to SC</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Fall</td>
<td>Spring</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>Interterm</td>
<td>Interterm</td>
<td>Fall or May term*</td>
<td>F in class</td>
</tr>
<tr>
<td>Spring</td>
<td>Spring</td>
<td>Fall</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>May term*</td>
<td>May term</td>
<td>Interterm</td>
<td>F in class</td>
</tr>
<tr>
<td>Summer</td>
<td>Summer</td>
<td></td>
<td>F in class</td>
</tr>
</tbody>
</table>

(*When courses are offered.)

e. Sterling Students:

<table>
<thead>
<tr>
<th>Term of Offense</th>
<th>Term Suspended</th>
<th>Term Return to SC</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>Fall 1</td>
<td>Fall 2</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Fall 2</td>
<td>Spring 1</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Spring 1</td>
<td>Spring 2</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Spring 2</td>
<td>Summer 1</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>Summer 1</td>
<td>Summer 1</td>
<td>Summer 2</td>
<td>F in class/W in rest</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Summer 2</td>
<td>Fall 1</td>
<td>F in class/W in rest</td>
</tr>
</tbody>
</table>

Third Offense: Upon confirmation of the third offense, the student will receive an F for the class in which the academic misconduct occurred and a W in all other classes. The offense will be recorded on the student’s transcript and the student will be immediately and permanently expelled from Sterling College.

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/VPAA
3. Academic Affairs Committee
For academic policy and procedure appeals:
1. Registrar
2. Academic Dean/VPAA
3. Academic Affairs Committee

Academic Services
Council for Christian Colleges and Universities (CCCU)
A special benefit 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, Programs in Oxford, Summer Institute of Journalism, and Uganda Studies. See complete descriptions of these programs at 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) 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 VPAA 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.

Academic programs at Sterling College fall under two schools: The School of Liberal Arts and Sciences and the School of Professional Studies. The Core Curriculum goals are the same for both schools; however, the course requirements differ. Students earning majors in the School of Liberal Arts and Sciences will have broader content exposure in the arts and sciences than students earning majors in the School of Professional Studies.

GENERAL EDUCATION CORE CURRICULUM

The general education Core Curriculum addresses the college’s mission “to develop creative and thoughtful leaders who understand a maturing Christian faith.” These characteristics are realized in graduates who develop broad knowledge, skills for thinking and acting, and values that arise from our Christian heritage and that aim to build a better society. Knowledge, skills, and values should be integrated into a worldview from which graduates seek to serve God and the world. More specifically, students should gain:
1. Knowledge of the world and its human cultures
   Sciences
   Mathematics
   Social Science
   Literature
   Religion
   Philosophy
   History
   Fine Arts

2. Intellectual and practical skills
   Inquiry and reflection
   Critical and creative thinking
   Written and oral communication
   Quantitative literacy
   Information literacy
   Teamwork and problem solving

3. Personal and social responsibility
   Civic knowledge and engagement - local and global
   Intercultural knowledge and competence
   Ethical reasoning and compassionate action
   Foundations and skills for life-long learning

4. Integrative learning
   Synthesis of general and specialized studies

Courses Required For General Education

1. LL101 College Composition I 3 credits

2. CT101 Public Speaking or
   CT130 Oral Interpretation or
   TM245 Homiletics (TM & CM majors only) 3 credits
   BU140 Business Communication (BU & SM majors only) 2 credits

3. Take one mathematics course from the following:
   MA108 Contemporary Math 3 credits
   MA110 College Algebra 3 credits
   MA150 Pre-Calculus 5 credits
   MA200 Calculus I 5 credits
   MA240 Elementary Statistics 3 credits
   BS196 Statistics for the Behavioral Sciences 3 credits
For students with a math ACT of 19-20:
MA109A College Algebra with Review I and
MA109B College Algebra with Review II, the combination of these
two courses will meet the general education requirement for math.

4. ES101 Concepts in Physical Fitness and Health 2 credits

The above courses represent basic skills necessary for all college students. A minimum grade of
C- in each of these classes is required to meet the requirement.

5. GD105 Foundations of Servant Leadership 1 credit
6. Take any one literature course from the following:
   LL151 Introduction to Literature 3 credits
   LL166 American Literature II 3 credits
   LL251 World Literature I 3 credits
   LL252 World Literature II 3 credits
   LL259 Monster Literature 3 credits
   HR201 Non-Western Culture & History I (Honors Program only) 3 credits
   HR202 Non-Western Culture & History II (Honors Program only) 3 credits

7. Sciences
   Professional Studies requirement, take one of the following courses:
   BI101/L Principles of Biology with Lab 4 credits
   BI110/L Human Anatomy and Physiology 5 credits
   BI125/L Environmental Science 4 credits
   BI170/L Zoology 4 credits
   CH151/L General Chemistry I 5 credits
   PH110/L Physical Science 5 credits

   Liberal Arts & Sciences requirement, take one life science and one physical science.
   One course must include a lab.
   Life Science
   BI100 Principles of Biology (non-lab) 3 credits
   BI101/L Principles of Biology (w/lab) 4 credits
   BI110/L Human Anatomy and Physiology 5 credits
   BI125/L Environmental Science 4 credits
   BI170/L Zoology 4 credits
   Physical Science
   CH110 Introductory General Chemistry (non-lab) 3 credits
   CH151/L General Chemistry I 5 credits
   PH108 Introduction to Physical Science (non-lab) 3 credits
   PH110/L Physical Science 5 credits

8. Take one History from the following:
   HG101 History of World Civilization I or 3 credits
   HG102 History of World Civilization II 3 credits
   HR201 Non-Western Culture & History I (Honors Program only) or 3 credits
   HR202 Non-Western Culture & History II (Honors Program only) 3 credits

   Two Social Science courses are required; one each from the lists for numbers 9 and 10.
9. Take one Social Science course from the following:
BU103 Economics 3 credits
BS115 Principles of Sociology 3 credits
HG240 World and Regional Geography 3 credits
HG255 Comparative Government 3 credits
HG262 World Religions 3 credits
HG272 International Relations 3 credits
CT365 Gendered/Intercultural Communication 3 credits

10. Take one of the following:
    BS125 General Psychology 3 credits
    BS131 Self and Society 3 credits

11. Fine Arts
    Professional Studies requirement, take one of the following non-applied courses:
    AR105 Art Appreciation 3 credits
    AR211 Art History I 3 credits
    AR212 Art History II 3 credits
    CT105 Introduction to the Theatre 3 credits
    CT230 Musical Theatre 3 credits
    CT351 Theatre History I 3 credits
    CT352 Theatre History II 3 credits
    MU100 Music Appreciation 3 credits
    MU354 Music History & Literature I 3 credits
    MU355 Music History & Literature II 3 credits

Liberal Arts and Science requirement, take six credits from two departments.
    Non-applied course options:
    At least three credits must be from one of the above non-applied courses. (A second non-applied course may be taken instead of an applied course.)
    Applied course options:
    AR, CT, MU Any combination of 3 credits from applied courses for which the student is eligible.

12. TM102 Intro to Old Testament 3 credits
13. TM103 Intro to New Testament 3 credits
14. TM266 Basic Christian Doctrine 3 credits
15. TM440 Philosophy for Faith and Life 3 credits

Students are required to successfully complete all of the general education requirements in order to be eligible to graduate, as well as 14 chapels and 2 convocations per full-time semester of enrollment, and 2 writing intensive courses one of which must be in the student's major. The writing intensive courses must be passed with a minimum grade of C- and are in addition to LL101. The WI courses are noted in the course descriptions.
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 50 credit hours. A few of the following majors may require fewer than 35 or more than 50 credit hours; these majors have been approved for inclusion in this catalog by the faculty. Sterling College offers the following 18 majors. Each major will include a required service project and a required creative product. Majors are divided into two schools: The School of Liberal Arts and Sciences and the School of Professional Studies.

School of Liberal Arts and Sciences
   - Art & Design
   - Biology
   - Chemistry
   - Christian Ministries (See Theology and Ministries Department)
   - Communication and Theatre Arts
   - English (See Language and Literature Department)
   - History
   - Independent Interdisciplinary (depending on emphasis)
   - Mathematics
   - Music
   - Psychology
   - Theological Studies
School of Professional Studies
Art & Design with Education Licensure
Athletic Training
Biology with Education Licensure
Business Administration
Chemistry with Education Licensure
Communication and Theatre Arts with Education Licensure
Elementary Education
English with Education Licensure
Exercise Science (with or without Education Licensure)
History with Education Licensure
Independent Interdisciplinary (depending on emphasis)
Mathematics with Education Licensure
Music Education
Sports Management

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 & Design
Biology
Business:
  Economics
  Entrepreneurship
  General Business
  International Business
  Leadership/Management
  Marketing
  Real Estate
  Social Entrepreneurship
Chemistry
Christian Ministries (See Theology and Ministry Department)
Communication and Theatre Arts
English (See Language and Literature Department)
Exercise Science
Family Studies (See Theology and Ministry Department)
Greek (See Language and Literature Department)
History
Political Science (*See History Department*)
Music
Psychology
Theological Studies
Adaptive Special Education

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

**EDUCATION LICENSURE**

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

Art & Design
Biology
Chemistry
Communication and Theatre Arts
Elementary Education
English
History and Government
Mathematics
Music
Physical Education and Health
Adaptive Special Education
Art and Design

The Art and 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 graphic design; those wanting an understanding of art as part of their liberal arts education; and those preparing to teach art at any level.

ART & DESIGN MAJOR (BA)

Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR110</td>
<td>Drawing I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR210</td>
<td>Drawing II - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR131</td>
<td>Design I - 2 Dimensional Design &amp; Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>AR151</td>
<td>Design II - 3-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>AR155</td>
<td>Service Project Lab</td>
<td>1</td>
</tr>
<tr>
<td>AR211</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>AR212</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>AR220</td>
<td>Painting I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR320</td>
<td>Painting II - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR345</td>
<td>Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>AR490</td>
<td>Senior Art Exhibition</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 31 credits

Concentrations:

Studio Art/Fine Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR180</td>
<td>Photography I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR280</td>
<td>Photography II - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR235</td>
<td>Sculpture I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR310</td>
<td>Drawing III - Life/Figure</td>
<td>3</td>
</tr>
<tr>
<td>AR410</td>
<td>Drawing IV - Studio</td>
<td>3</td>
</tr>
<tr>
<td>AR420</td>
<td>Painting III - Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 18 credits

Total: 49 credits

Graphic Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR180</td>
<td>Photography I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR215</td>
<td>Graphic Design I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR315</td>
<td>Graphic Design II - Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>AR326</td>
<td>Design and Technology</td>
<td>3</td>
</tr>
<tr>
<td>AR415</td>
<td>Graphic Design III - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR426</td>
<td>Graphic Design IV - Illustration &amp; Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 18 credits

Total: 49 credits
Ceramics/Sculpture
AR160 Ceramics I - Basic 3 credits
AR260 Ceramics II - Advanced 3 credits
AR360 Ceramics III - Studio 3 credits
AR235 Sculpture I - Basic 3 credits
AR335 Sculpture II - Advanced 3 credits
AR435 Sculpture III - Senior Studio or
AR460 Ceramics IV - Senior Studio 3 credits
Subtotal: 18 credits
Total: 49 credits

ART & DESIGN EDUCATION LICENSURE PreK-12

Core Requirements for the Art & Design Major 31 credits
And the following courses for licensure in Art: & Design
AR160 Ceramics I 3 credits
AR180 Photography I 3 credits
AR215 Graphic Design I 3 credits
AR235 Sculpture I 3 credits
AR275 Elementary Art Methods 3 credits
AR310 Drawing III - Life/Figure Drawing 3 credits
AR376 Secondary Art Methods 3 credits
Total: 52 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.

ART & DESIGN MAJOR (BFA)

The Bachelor of Fine Arts (BFA) program is a professional degree in the visual arts with an Art History requirement of 15 credits, Core requirement of 25 credits, and two concentrations of 36 credits each to complete a 76 credit major plus 53 General Education required credits for a total of 129 credits hours.

Students desiring a career in higher education, as a professional artist or as an art therapist would want the B.F.A. degree. Most M.F.A. graduate degree programs at the university level require the B.F.A. undergraduate degree for entry into their programs.

Any student desiring a B.F.A. degree at Sterling College will need to pass a portfolio review from the Art & Design department faculty. Only the students that show the ambition, academic discipline and creative talent will be allowed to enter the B.F.A. degree program.
### Core Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AR110</td>
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<td>Aesthetics</td>
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<td>AR490</td>
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<td><strong>Subtotal:</strong></td>
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### Art History:

<table>
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<tr>
<td>AR211</td>
<td>Art History I</td>
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<tr>
<td>AR212</td>
<td>Art History II</td>
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</tr>
<tr>
<td>AR249</td>
<td>Art &amp; Architecture of Europe</td>
<td>3</td>
</tr>
<tr>
<td>AR349</td>
<td>Art &amp; Architecture of New York</td>
<td>3</td>
</tr>
<tr>
<td>AR350</td>
<td>Topics in Art</td>
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<tr>
<td></td>
<td><strong>Subtotal:</strong></td>
<td><strong>15</strong></td>
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### Concentrations: (Must choose one)

#### Studio Art/Fine Art

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<tr>
<td>AR160</td>
<td>Ceramics I - Basic</td>
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<td>AR260</td>
<td>Ceramics II - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR360</td>
<td>Ceramics III - Senior Studio</td>
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</tr>
<tr>
<td>AR460</td>
<td>Ceramics IV</td>
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<tr>
<td>AR235</td>
<td>Sculpture I - Basic</td>
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</tr>
<tr>
<td>AR335</td>
<td>Sculpture II - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR435</td>
<td>Sculpture III - Senior Studio</td>
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<tr>
<td>AR310</td>
<td>Drawing III - Life/Figure</td>
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<tr>
<td>AR420</td>
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<td><strong>Subtotal:</strong></td>
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#### Graphic Design

<table>
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</tr>
<tr>
<td>AR215</td>
<td>Graphic Design I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR315</td>
<td>Graphic Design II - Intermediate</td>
<td>3</td>
</tr>
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<td>AR326</td>
<td>Design and Technology</td>
<td>3</td>
</tr>
<tr>
<td>AR415</td>
<td>Graphic Design III - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR426</td>
<td>Graphic Design IV - Illustration &amp; Animation</td>
<td>3</td>
</tr>
<tr>
<td>AR235</td>
<td>Sculpture I - Basic</td>
<td>3</td>
</tr>
<tr>
<td>AR335</td>
<td>Sculpture II - Advanced</td>
<td>3</td>
</tr>
<tr>
<td>AR310</td>
<td>Drawing III - Life/Figure</td>
<td>3</td>
</tr>
<tr>
<td>AR410</td>
<td>Drawing IV - Studio</td>
<td>3</td>
</tr>
<tr>
<td>AR420</td>
<td>Painting III - Studio</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal:</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

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**Subtotal:** 76 credits
ART & DESIGN MINOR

AR110  Drawing I    3 credits
AR131  Design I - 2-Dimensional Design & Color Theory 3 credits
AR151  Design II - 3-Dimensional Design 3 credits
AR211  Art History I    3 credits
AR212  Art History II    3 credits
AR220  Painting I - Basic    3 credits
Total: 18 credits

Art & Design Course Descriptions:

Non-Studio Courses:

AR105  Art Appreciation   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. Discussions and lectures cover criticism, theory, philosophy, and values of various artists, cultures, periods, and styles. Introduction to various materials, media, and techniques of art-making are covered. Materials fee. (Fall/Spring)

AR155  Service Project Lab   1 credit
Supervision and documentation of the required service project.

AR211  Art History I - Ancient to Medieval   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. Discussions and lectures cover criticism, theory, philosophy, and values of various artists, cultures, periods, and styles. Various materials, media and techniques will be introduced. (Fall)

AR212  Art History II - Renaissance to Modern   3 credits
A study of artistic media, methods, styles, and artists from the Proto-Renaissance to the 21th Century. Dominant ideas and values of western and non-western art will be examined. Discussions and lectures cover criticism, theory, philosophy, and values of various artists, cultures, periods, and styles. Various materials, media and techniques will be introduced. (Spring)

AR249  Art and Architecture of Europe   3 credits
This course will be a study and appreciation of the art, architecture, significant periods, styles, and collections of Europe. It is a survey of the Celtic origins, transformed by the Viking invasion, through the Gothic, Renaissance, and Neoclassical movements, to the importance of European artists in the 20th century. Travel to Europe will provide valuable exposure to some of the most significant achievements in the history of art. Locations will vary from semester to semester, therefore, students may repeat the course for credit, providing the location is different. For non-art majors, this course will fulfill a non-applied fine arts general education requirement as Art Appreciation. (Interterm)
AR275   Elementary Art Methods   3 credits
A study of art methods and curricula relevant to educators teaching at the elementary school level. Prerequisite: ED219. Does not fulfill a general education requirement. (Managed, scheduled, and taught through oversight of the Education Dept.) Materials fee. (Spring)

AR345   Aesthetics  (Writing Intensive)   3 credits
An analysis of the distinct problems of aesthetics and the inter-relationships of those problems carried out through reading, lecture, discussion, research, and the examination of aesthetic objects. Inquiry into the philosophical and psychological avenues of the discipline, the nature of art, the creative act, aesthetic judgment, and the functions of art - religious, social, moral, autonomous, and cognitive. Prerequisite: Junior standing.

AR349   Art and Architecture in New York City   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. An introduction and overview of the Art History of America will be followed by travel to New York for greater awareness and understanding of the vital part of American art in western culture. For non-art majors, this course will fulfill a non-applied fine arts general education requirement as Art Appreciation. (Interterm)

AR350   Topics in World Art   3 credits
This course is a study of the art of various cultures and times, which allows the students to do special research in a particular area of Fashion, Interior, or Architectural design, History, Theory, or Criticism. (May Term, online)

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. Will be taught by a licensed secondary educator. Prerequisite: ED219, and concurrent with AR376L. Materials fee. (Spring)

AR490   Senior Art Exhibition   3 credits
Seniors assess the strengths and weaknesses of their portfolios. Under supervision of the Art & Design faculty students prepare a portfolio of their best work to present to the A/D faculty. Upon evaluation, certain works will be selected for presentation of a professional show at the Art & Design Department. The student must have a minimum of 20-25 (BA program) or 30-40 (BFA program) professional pieces to display for the senior art exhibition, however, faculty may require more. Only work developed beyond the studio experience will be accepted for review. Materials fee.

Studio Courses:
AR110 Drawing I - Basic Drawing   3 credits
Basic elements of drawing from nature and life in various media such as pencil, crayon, charcoal, ink, felt pen, pastel, etc. Materials fee. (Fall)
AR210  Drawing II - Advanced Drawing  3 credits
Advanced techniques, problems and other aspects of drawing. Materials fee.

AR310  Drawing III - Figure Drawing  3 credits
Study of materials, procedures, techniques and problems related to life drawing and drawing the human figure as well as the study of the human anatomy and gesture drawing. Prerequisites: AR110 and AR210. Materials fee.

AR410  Drawing IV - Studio Drawing  3 credits
Senior level concentration in drawing toward the completion of a major’s portfolio and final preparation for the senior creative product. Prerequisite: AR110, AR210, and AR310. Materials fee.

AR131  Design I - 2-Dimensional Design and Color Theory  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 color theories and relationships. Materials fee.

AR151  Design II - 3-Dimensional Design  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. Materials fee. (Fall)

AR160  Ceramics I - Basic  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 - Advanced  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.

AR360  Ceramics III - Studio  3 credits
Upper level concentration in ceramics. Further exploration of building and throwing techniques, as well as further exploration of glazing and glaze mixing. Materials fee. Prerequisite AR160 & AR260.

AR460  Ceramics IV - Senior Studio Ceramics  3 credits
Senior level concentration in ceramics toward completion of a major's portfolio and final preparation for the senior creative product. Materials fee. Prerequisite: AR360.
AR180  Photography I - Basic  3 credits
This course teaches the basic techniques and aesthetics of black and white photography. Class sessions are divided between lecture, field, and darkroom experiences. Emphasis is on creating/increasing camera and darkroom skills as a form of artistic expression. There will be an introduction to digital photography and comparisons of the technologies of “analog” and digital. Materials fee. 35mm adjustable camera required - contact department for specifications. Materials fee.

AR280  Photography II - Advanced  3 credits
A continuation of Photography I; designed to teach advanced techniques and aesthetics of black and white photography. Builds on art concepts of Photography I that include: lectures, videos, field and studio assignments, and darkroom experience. Emphasis is on creating/increasing camera, composition and darkroom skills as a form of artistic expression. Materials fee. Prerequisite: AR180

AR215  Graphic Design I  3 credits
An introduction to the history of the evolution and application of typography for the perception of meaning, intention and personality of the written word. Second part of the course covers advanced typography. Prerequisites: AR 110 & AR131. Materials fee.

AR315  Graphic Design II  3 credits
This course explores printed communication and the use of basic digital illustration skills as an exclusive element of design. The course focuses on the development of marketable, original and creative problem-solving solutions with an emphasis on professional presentation techniques. Prerequisites: AR151, AR210, & AR 215. Materials fee.

AR415  Graphic Design III  3 credits
This course explores various means of placing and manipulating visual elements in page design and developing strong and creative layout solutions by means of conceptual design process. The student will learn to effectively integrate photographs, illustrations, and copy using page composition design software. Prerequisites: AR220 and AR315. Materials fee.

AR326  Design and Technology  3 credits
This course utilizes computer applications interfacing graphic and applied arts. Students will produce contemporary advertising and graphic design portfolio projects, with emphasis on creative concepts, good typography usage, image manipulation and presentation techniques. Prerequisites: AR151, AR210, AR315. Materials fee.
AR426 Graphic Design IV - Illustration and Animation 3 credits
Students will choose to continue into desktop publishing and web design or study basic animation. The two choices are:

- **Desktop Publishing and Digital Illustration**: An advanced study course that continues with desktop publishing and encompasses Advanced Digital Illustration. Also includes further study of the history and future exploration of graphic design. Student must be able to combine typographic effects, digital editing and illustration.

- **Basic Animation**: A basic study into the advanced field of graphic design encompassing an exploration of techniques, styles and media for 3-D Animation. Field of study: Storybooking, 3-D modeling, digital art compositing. Prerequisites: AR415 or AR326. Materials fee.

AR220 Painting - Basic 3 credits
An introduction to painting with the various media and techniques commonly used. Media explored will be water-based acrylic paints. Techniques will involve transparent as well as opaque methods, masking, layering, glazing, and the means to prepare the painting surface. Prerequisite: AR110 or consent of instructor. Materials fee.

AR320 Painting II - Advanced 3 credits
A continuation of AR220, including advanced technique development. The successful painter will understand that painting is a vital means of producing art and demonstrate mastery of the media and methods of painting. Materials fee.

AR420 Painting III - Studio 3 credits
Senior level concentration in painting toward completion of a major’s portfolio in painting and final preparation for the senior creative product. Materials fee.

AR235 Sculpture I - Basic 3 credits
Introduction to the basics of sculpture. Media introduction and exploration such as clay building, modeling, carving, and molding. Materials fee. Prerequisite: AR151

AR335 Sculpture II - Advanced 3 credits
A continuation of basic sculpture. This standard studio course in sculpture will explore the advanced techniques and media. Materials fee. Prerequisite: AR235.

AR435 Sculpture III - Studio 3 credits
Senior level concentration in sculpture toward completion of a major’s portfolio in sculpture and final preparation for the senior creative product. Materials fee. Prerequisites: AR335.
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS125</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS196</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BS225</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS261</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS295</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>BS490</td>
<td>Service Seminar</td>
<td>2</td>
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</table>

Subtotal: 18 credits

Advanced Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS325</td>
<td>History &amp; Philosophy in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS345</td>
<td>Biological Foundations of Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BS365</td>
<td>Learning Theory</td>
<td>4</td>
</tr>
<tr>
<td>BS385</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS386</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 17 credits

Elective Courses (for a total of 6 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS160</td>
<td>Social Inequality Field Trip</td>
<td>3</td>
</tr>
<tr>
<td>BS242</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS265</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>BS270</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>BS290</td>
<td>Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>BS350</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS397</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>ED272</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 6 credits

Total: 41 credits

**PSYCHOLOGY MINOR**

Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS125</td>
<td>General Psychology</td>
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</tr>
<tr>
<td>BS196</td>
<td>Statistics for the Behavioral Sciences</td>
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</tr>
<tr>
<td>BS225</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>BS261</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BS295</td>
<td>Behavioral Science Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal: 16 credits
Advanced Courses (Select one of the following):
BS345 Biological Foundations of Behavior 4 credits
BS365 Learning Theory 4 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
BS242 Industrial/Organizational Psychology 3 credits
BS265 Psychological Testing 3 credits
BS270 Theories of Counseling 3 credits
BS350 Cognitive Psychology 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. (Spring)

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. (Fall & Spring)

BS131 Self and Society 3 credits
This course weaves together lessons from psychology and sociology in ways that prepare student for effective participation in society. Psychology lessons include basic reading and principles from neurobiology, sensory and perceptual processes, memory, cognition, learning, unconscious influence, and social psychology. Sociology lessons expand understanding of bias, expose students to different cultures including global inequalities, sensitize them to influences of social institutions, and explore hidden explanations of behavior.

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. (Interterm.)
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 non-parametric tests used in the discipline. It includes instruction in computer analysis of data. Prerequisite: MA110 or qualifying score. (Spring)

BS225  Developmental Psychology  3 credits
This course covers life span development beginning with the genetic endowment at conception and continuing through old age. Particular attention is given to cognitive development. Prerequisite: BS125. (Fall)

BS242  Industrial/Organizational Psychology  3 credits
Industrial/organizational psychology is the attempt to increase organizational effectiveness and individual well-being by the application of psychological principles and methods to the world of work. This course surveys the theoretical and empirical foundations of various strategies used to improve such factors as employee selection and placement, performance appraisal, job attitudes, work motivation, leadership, job design, organizational culture, and work environment. (Fall, even)

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 the opportunity to find a therapeutic style that fits them and “practice” their style in role-playing situations. The course covers at least psycho dynamic, behavioral, and non-directive approaches. Prerequisites: BS125; BS225 is highly recommended. (Fall, odd)

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, correlation, 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: MA110, BS125, and BS196. (Fall)

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.

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. Writing Intensive. (Spring, even)

BS350 Cognitive Psychology 3 credits
This course surveys classic and current approaches to the scientific study of human thought. The cognitive processes involved in memory, information processing, language, attention, reasoning and problem solving, as well as human perceptual experience and consciousness, will be explored. Emphasis will be placed on understanding current scientific models, concepts and theories in light of their historical antecedents. Prerequisite: BS295. (Fall, 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. Writing Intensive. (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, odd)

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, even)
BS397  Independent Study  1-3 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

Or Department-approved course

Subtotal: 3 credits

Physics:
- PH210/211 General Physics I & II or 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
One (1) additional biology course 4-5 credits
Total: 16-17 credits

BIOLOGY EDUCATION LICENSURE (6-12)

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

BI280 Human Physiology* 4 credits
MA150 Pre-Calculus** 5 credits
MA240 Elementary Statistics 3 credits
ED406 Methods of Teaching Natural Science 3 credits
Total: 54-64 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 or
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. Go to 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. (Fall)

**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  Immunology  3 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  1-3 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 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. Writing Intensive. (Spring)
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 too 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 based curriculum, which is outlined below.

### BUSINESS ADMINISTRATION (BS)

#### CORE/MAJOR

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<tr>
<th>Course</th>
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<td>BU286</td>
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</table>
BU326  Marketing  
BU338  Management Leadership  
BU362  Ethics in Business  
BU365  Organizational Behavior  
CS225  E-commerce  
MA240  Statistics  (Part of GE requirement)  

**Business Core**  
Sub total: 43 credits  
**Concentration**  
Sub total: 17-18 credits  

Total credits for the major:  60-61 credits

A concentration chosen from the following is required to complete the major.

**BUSINESS CONCENTRATIONS**

**International Business (17-18 credits)**
HG240  World and Regional Geography  
HG272  International Relations  
BU356  International Business  
BU343  Capitalism throughout the World (Past & Present)  
BU417  Finance  
BU493  Internship

**Entrepreneurship (17-18 credits)**
BU331  Entrepreneurship I  
BU356  International Business  
BU417  Finance  
BU420  Advanced Marketing  
BU431  Entrepreneurship II  
BU493  Internship

**Marketing (18-19 credits)**
BS115  Principles of Sociology  
BS295  Behavioral Science Research Methods  
BU356  International Business  
BU420  Advanced Marketing  
BU428  Sales & Customer Service  
BU493  Internship

**Social Entrepreneurship (17-18 credits)**
BU331  Entrepreneurship I  
BU334  Social Entrepreneurship  
BU372  Non-profit Development & Fund-raising  
BU417  Finance  
BU425  Non-profit Management  
BU493  Internship
### 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

### Capitalism (17-18 credits)
- **BU341** Free Enterprise and Capitalism 3 credits
- **BU343** Capitalism throughout the World (Past & Present) 3 credits
- **BU347** Economic Ethics 3 credits
- **BU441** Capitalism and the American Way 3 credits
- **BU447** Christianity and Economics 3 credits
- **BU493** Internship 2-3 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
## BUSINESS MINORS

### International Business (20 credits)

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### Social Entrepreneurship (20-22 credits)

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Business for the Liberal Arts (23 credits)

BU103 Economics 3 credits
BU190 Personal Finance 3 credits
BU209 Financial Accounting 3 credits
BU225 E-commerce 3 credits
BU326 Marketing 3 credits
BU329 Critical Thinking & Problem Solving 2 credits
BU331 Entrepreneurship 3 credits
MA240 Elementary Statistics 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. (Fall)

BU103 Economics 3 credits
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. (Fall, Spring)

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. (Fall)

BU190 Personal Finance 3 credits
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. (Fall)

BU200 Macroeconomics 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. (Fall, odd)

BU201 Microeconomics 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. (Spring, odd)

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. (Fall)
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.  (Spring)

BU225  E-commerce  3 credits
This course focuses on the linkage between organizational strategy and network 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 components. Prerequisite:CS110.  (Interterm)

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.  (Fall)

BU256  Business Writing  2 credits
Analysis and practice of the various forms of written business communications. Writing intensive.  (Spring)

BU272  Financial Management for Social Entrepreneurs  3 credits
Study and practice of fundamental financial concepts pertaining to social entrepreneurship.  (Fall, odd)

BU286  Teamwork  2 credits
Study and application of teamwork concepts and practices with focus on the application of the concepts to workplace situations.  (Spring)

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.  (Interterm)

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.  (Spring)

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. Writing Intensive.  (Spring)
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. Writing Intensive. (Fall)

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. (Spring, even)

BU338 Management Leadership 3 credits
Study and analysis of management and leadership techniques. Christian concepts will be integrated throughout the course. (Spring)

BU341 Free Enterprise and Capitalism 3 credits
This course introduces the concepts of capitalism and the free enterprise system. It explores the merits of a free society, intellectual freedom, economic freedom, the capitalistic economic structure, and the role of governments in economic systems. (Fall, odd)

BU343 Capitalism throughout the World (Past & Present) 3 credits
The course explores the historic development and implementation of capitalism throughout the world. Students are exposed to different models of capitalism, and explore the merits of each. The impact of globalization on capitalism is also explored. (Fall, even)

BU347 Economic Ethics 3 credits
This course explores the interrelationship between economics and ethics. Areas of focus include egoism, economic systems, governmental control, and the study of capitalism as a moral science. (Spring, odd)

BU350 Practicum (Marketing) 3 credits
Students will design and present a complete marketing plan for a prospective new business. (Fall, even)

BU351 Practicum (HR/Business Law) 3 credits
Students will analyze a prospective new business from an HR/law perspective, and provide implementation and action plans based on the analysis. (Spring, even)

BU352 Practicum (Information Technology) 3 credits
Students will design and present a comprehensive IT plan for a prospective new business. (Spring, odd)

BU356 International Business 3 credits
Explores the global marketplace and how international and multinational business is conducted. It approaches the subject from an environmental perspective by studying the extrinsic uncontrollable forces (competitive, distributive, economic, socioeconomic, financial, legal, physical, political, sociocultural, and labor), and how they affect domestic, foreign, and global business practices. (Spring, even)
BU362 Ethics in Business 3 credits
Application of ethical concepts to business situations. Foundational Christian concepts and beliefs will be incorporated into the business situations as well. (Fall)

BU365 Organizational Behavior 3 credits
Examines the complex interaction between all parties in an organization (Spring)

BU366 Organizational Change 3 credits
Analysis and application of change concepts focusing on transition and transformation within organizations. (Fall)

BU367 Organizational Leadership 3 credits
Study of the application of leadership techniques with focus on motivation, problem solving, conflict resolution, and teamwork.

BU372 Non-profit Development and Fundraising 3 credits
Analysis and study of concepts related to the financial advancement and development of non-profit organizations. (Spring, odd)

BU395 Independent Study 1-3 credits
Provides an opportunity to conduct an in-depth research in a business area of interest. Before embarking on this undertaking, a formal proposal needs to be submitted to the Dept. of Business and approved by the independent study overseer/mentor and department chair. Upon completing the independent study, a formal presentation as well as a comprehensive paper in MLA, APA, Turabian, or agreed upon style will be required. Prerequisite: junior or senior Business Administration standing and Department Chair approval.

BU402 International Economics and Finance 3 credits
Examines international trade, finance, and economic integration as it relates to international trade theory, banking, foreign exchange, as well as import-export and balance of trade.

BU410 Practicum (Project Feasibility) 3 credits
Students will conduct and present a feasibility analysis of a prospective new business. (Fall, even)

BU417 Finance 3 credits
Study and practice of fundamental financial concepts including investment, portfolio management, financial institutions, and the role of finance in decision making processes. (Spring)

BU420 Advanced Marketing 3 credits
Application of the principles from the Marketing course into a marketing plan. Students will also assess and analyze marketing situations from multiple perspectives. Prerequisite: BU326 (Fall, even)
BU421 Human Resource Management 3 credits
Looks at the role that HR plays in organizations – including staffing, training and development, benefits selection, motivation, and creating a productive work environment. Labor relations together with labor law and related issues are also discussed.

BU422 Operations Management 3 credits
A journey into the world of operations management and problem-solving while learning about the relevance and application of quality management tools. Focuses on the ongoing developments of analytical and strategic thinking. Prerequisite: MA240. (Spring)

BU425 Non-Profit Management and Leadership 3 credits
Financial management is treated as an act of stewardship where everyone in the organization is responsible for the way resources and funds are used. Appropriate ways to carry out these tasks coupled to reporting and how to bring about organizational growth is addressed. (Fall, even)

BU427 Advertising and Promotion 3 credits
Explores the creative and strategic thinking, methods and applications involved in advertising media (TV, radio, print, internet, and consumer promotions), and the development of effective and efficient advertising media and promotion plans.

BU428 Sales and Customer Service 3 credits
A practical course that looks into the theory and art (application) of professional sales and sales management, as well as why effective and efficient customer service practices are critical. (Fall, even)

BU430 Practicum (Business Plan) 3 credits
Students will compose and present a comprehensive business plan for a prospective new business. (Fall, odd)

BU431 Entrepreneurship II 3 credits
Application of principles studied in Entrepreneurship I into a business plan and feasibility study. Prerequisite: BU331. (Spring, even)

BU435 Practicum (Operations) 3 credits
Students will design and present a comprehensive operational design and implementation plan for a prospective new business. (Fall, odd)

BU441 Capitalism and the American Way 3 credits
This course explores the role of capitalism in the formation, history, and development of the United States. Specific topics covered include property and contract rights, government policy, banking, division of labor, competition, and monetary policy. (Spring, even)
BU447  Christianity and Economics  3 credits
This course explores the relationship between Christian and economic principles including the role of government, debt, property rights, taxes, and distribution of funds. Specific attention is paid to the Biblical basis of various economic systems. (Spring, odd)

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. (Spring, odd)
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. Writing Intensive. (Spring)

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

RE325 Real Estate Principles 3 credits
Introduction to foundational real estate concepts. Students will be exposed to basic real estate concepts and practices. (Spring, even)

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

RE350 Real Estate Practicum I (Fall, even) 3 credits

RE355 Real Estate Practicum II (Spring, even) 3 credits

RE360 Real Estate Practicum III (Fall, odd) 3 credits

RE365 Real Estate Practicum IV (Spring, odd) 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 practicum’s 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. (Spring, odd)
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH151</td>
<td>General Chemistry I</td>
<td>5 credits</td>
</tr>
<tr>
<td>CH152</td>
<td>General Chemistry II</td>
<td>5 credits</td>
</tr>
<tr>
<td>CH255</td>
<td>Quantitative Analysis</td>
<td>5 credits</td>
</tr>
<tr>
<td>CH261</td>
<td>Organic Chemistry I</td>
<td>5 credits</td>
</tr>
<tr>
<td>CH262</td>
<td>Organic Chemistry II</td>
<td>5 credits</td>
</tr>
<tr>
<td>CH265</td>
<td>Biochemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CH380</td>
<td>Physical Chemistry</td>
<td>3 credits</td>
</tr>
<tr>
<td>CH498</td>
<td>Senior Seminar I</td>
<td>1 credit</td>
</tr>
<tr>
<td>CH499</td>
<td>Senior Seminar II</td>
<td>1 credit</td>
</tr>
<tr>
<td>MA200</td>
<td>Calculus I</td>
<td>5 credits</td>
</tr>
<tr>
<td>MA210</td>
<td>Calculus II</td>
<td>5 credits</td>
</tr>
<tr>
<td>PH210</td>
<td>College Physics I</td>
<td>5 credits</td>
</tr>
<tr>
<td>PH211</td>
<td>College Physics II</td>
<td>5 credits</td>
</tr>
<tr>
<td>PH220</td>
<td>Applications of Calculus to Physics I</td>
<td>1 credit</td>
</tr>
<tr>
<td>PH221</td>
<td>Applications of Calculus to Physics II</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH151</td>
<td>General Chemistry I</td>
<td>5 credits</td>
</tr>
<tr>
<td>CH152</td>
<td>General Chemistry II</td>
<td>5 credits</td>
</tr>
<tr>
<td>Three courses above 200 *</td>
<td>12 - 15 credits</td>
<td></td>
</tr>
</tbody>
</table>

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  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 with a grade of C- or better or consent of instructor.  (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 with a grade of C- or better, or consent of instructor.  (Spring, odd years)
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: CH152, 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. Writing Intensive (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 through its core, concentrations, and related programmatic activities equips students with knowledge, skills, and values for careers of service in Communication Arts, Theatre Arts, and Speech/Theatre Education. Thus majors will be able to demonstrate:

1. **Knowledge** of the field’s content and methods including historical and philosophical perspectives providing a range of subject matter; knowledge of the discipline’s central principles and unifying perspectives;

2. **Skills** of acquiring, analyzing, synthesizing and evaluating source material; using critical and creative skills in writing, speaking, and production; using leadership tools in production teams and organizations; planning for implementing advanced study and/or a career; and

3. **Values** relating the field to world-view perspectives including other areas of inquiry; applying ethical guidelines within activities of the major; evaluating discipline content through Christian faith; using acquired knowledge and skills to provide community service.

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.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT101</td>
<td>Public Speaking</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT105</td>
<td>Introduction to Theatre</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT107</td>
<td>Mass Media, Self, and Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT125</td>
<td>Acting</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT130</td>
<td>Oral Interpretation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT150</td>
<td>Forensics/Debate Laboratory*</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT153</td>
<td>Mass Media Laboratory*</td>
<td>4 credits*</td>
</tr>
<tr>
<td>CT155</td>
<td>Theatre Laboratory*</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT485</td>
<td>Practicum in Communication and Theatre</td>
<td>3 credits</td>
</tr>
<tr>
<td>or CT490</td>
<td>Senior Project (Required for TAE majors)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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 CT155.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT209</td>
<td>Mass Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>CT247</td>
<td>Media Production I</td>
<td>3</td>
</tr>
<tr>
<td>CT263</td>
<td>Interpersonal Communication <strong>or</strong></td>
<td>3</td>
</tr>
<tr>
<td>CT364</td>
<td>Group Communication</td>
<td></td>
</tr>
<tr>
<td>CT344</td>
<td>Theories of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>CT340</td>
<td>Argumentation and Debate *</td>
<td>3</td>
</tr>
<tr>
<td>CT343</td>
<td>Media Law and Ethics*</td>
<td>3</td>
</tr>
<tr>
<td>CT347</td>
<td>Media Production II *</td>
<td>3</td>
</tr>
<tr>
<td>CT495C</td>
<td>Senior Seminar/Communication Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

** Additional courses **

Subtotal: 25 credits

Total: 47 credits

* Students must choose two of these three courses

** Students must choose six credits from:

- a. CT courses numbered 200 or above;
- b. Non-department cognate courses numbered 200 or above as approved by the dept.;
- c. BS196 Statistics for the Behavioral Sciences.

## THEATRE ARTS EMPHASIS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT110</td>
<td>Mime and Movement</td>
<td>3</td>
</tr>
<tr>
<td>CT200</td>
<td>Stagecraft, Scene Design, and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>CT210</td>
<td>Costuming</td>
<td>2</td>
</tr>
<tr>
<td>CT215</td>
<td>Makeup</td>
<td>2</td>
</tr>
<tr>
<td>CT325</td>
<td>Advanced Acting</td>
<td>3</td>
</tr>
<tr>
<td>CT351</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>CT352</td>
<td>Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>CT370</td>
<td>Play Directing</td>
<td>3</td>
</tr>
<tr>
<td>LL473</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>CT495T</td>
<td>Senior Seminar/Theatre Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

Subtotal: 26 credits

Total: 48 credits

## COMMUNICATION AND THEATRE ARTS MINOR

### Core Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CT101</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CT105</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>CT107</td>
<td>Mass Media, Self, and Society</td>
<td>3</td>
</tr>
<tr>
<td>CT150</td>
<td>Forensics/Debate Laboratory*</td>
<td>1</td>
</tr>
<tr>
<td>CT153</td>
<td>Mass Media Laboratory*</td>
<td>1</td>
</tr>
<tr>
<td>CT155</td>
<td>Theatre Laboratory*</td>
<td>1</td>
</tr>
</tbody>
</table>

** Additional Courses**

Subtotal: 9 credits

Total: 20 credits

* Students must choose two of these three courses

** 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:
<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
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<td>CT101</td>
<td>Public Speaking</td>
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<td>CT105</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>CT107</td>
<td>Mass Media, Self, and Society</td>
<td>3</td>
</tr>
<tr>
<td>CT125</td>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>CT130</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>CT150</td>
<td>Forensics/Debate Lab* and</td>
<td>3</td>
</tr>
<tr>
<td>CT155</td>
<td>Theatre Lab*</td>
<td>4</td>
</tr>
<tr>
<td>CT485</td>
<td>Practicum in Communication and Theatre</td>
<td>3</td>
</tr>
<tr>
<td>CT490</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

COMUNICATION ARTS EMPHASIS

<table>
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<tr>
<td>CT364</td>
<td>Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>CT340</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>CT344</td>
<td>Theories of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>CT343</td>
<td>Media Law and Ethics or</td>
<td></td>
</tr>
<tr>
<td>CT347</td>
<td>Media Production II</td>
<td>3</td>
</tr>
<tr>
<td>CT200</td>
<td>Stagecraft, Scene Design, and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>CT351</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>CT352</td>
<td>Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>CT355</td>
<td>Topics in Communication: Contemporary Issues in Coaching Debate &amp; Forensics or</td>
<td></td>
</tr>
<tr>
<td>LL473</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>
CT370  Play Directing                3 credits
ED416  Methods for Teaching Speech/Theatre  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 or
CT364  Group Communication         3 credits
CT325  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
CT495C 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.
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  
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

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 are explored with an emphasis on the political, economic, and social significance of mass media. Consideration of career opportunities are also presented. (Each Fall, plus Spring-even years)
CT110   Mime and Movement  3 credits
An intensive training program in mime technique through mime exercise to es-

tablish body discipline and control. While mastering the exercises students 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 char-
acter 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
Development of oral communication skills through research, analysis, organization,
audience adaptation, and delivery centering upon the expressive presentation of
classic and contemporary literature including prose, poetry, scripture, and other
genre. Oral programs will include serious, informative, inspirational, humorous,
and persuasive purposes using original introductory, connective, and concluding
material.

CT150x/xs Debate/Forensics 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.

  CT150D   Debate Laboratory  1 credit
Instruction, practice and intercollegiate competition in Parliamentary and/
or Lincoln-Douglas Debate through the department’s membership in the
National Forensics Association and the National Parliamentary Debate As-

sociation. Application of argumentation theory, research and critical thinking.
Candidates for teacher licensure must participate in both types of debate. En-
rollment by audition or consent of instructor.

  CT150DS Debate Laboratory – Service  1 credit
Instruction, judging, and evaluating policy, Lincoln-Douglas and congressio-
nal style debates through service leadership in assisting with coaching, judg-
ing, 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.
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.

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.

CT153J/JS  Mass Media Lab – Print Journalism
Newsroom experience for students desiring to work for the STIR and develop skills as reporter/journalist.

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.

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.

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. Student interns work with SCOTv (Sterling College Online Television).

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. Prerequisites: LL101, 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. (Interterm, even)
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 relationship 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 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. (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 persuasion and debate. This course is designed to improve critical thinking, evaluation of evidence and logic, and advocacy for a cause. 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 Writing Intensive. (Spring, odd)
CT345    Rhetorical Criticism          3 credits
As our lives are filled with constant exposure to messages which alter our perception of the world, it is our duty to grasp just how these messages (symbols) impact our lives. This course will examine the basic concepts, theories and processes involved in rhetorical criticism, reflecting on our exposure to all forms of communication, focusing on analysis of said messages from a rhetorical and critical perspective allowing for heightened awareness of the importance of criticism in today’s society. Prerequisite: CT101. Writing Intensive. (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. Writing Intensive. (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. Writing Intensive. (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, children’s theatre, playwriting, rhetorical analysis, theologies of communication, public relations, multicultural communication, forensics and debate, 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
An examination of the inextricable link between communication, gender and culture. Expectations regarding gender, sex and culture impact our choice of language and our construction of reality as well as the inverse. Discover how language conveys specific sexual and/or cultural messages, how men and women chose to use language and how we perceive or expect differences between genders and cultures. (Spring, even years)

CT366 Organizational Communication 3 credits
An introduction to theory, research, and applied practice in the study of communication within an organizational setting, examining socialization, decision making, conflict, stress and burnout, cultural diversity, and external communication. Determining the uniquely distinct role communication plays in the workplace/organization is a primary endeavor. (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, 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. (Interterm)

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. (Each semester)
CT490  Senior Project  3 credits
Performance or research projects in communications, media, public speaking and theatre arts. (Each semester)

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 may work with a mentor. Prerequisite: Juniors intending on graduate school and graduating seniors. (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

Computer Science is a division of the Mathematics/Computer Science/Physics Department. This division supplements course requirements for 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, e.Sterling 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.

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. (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, even)

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 (BU225) 3 credits
This course focuses on the linkage between organizational strategy and network 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 components. Prerequisite: CS110. (Interterm)
CS250  CIS II  3 credits
A study of complex data structures utilizing algorithmic analysis and design criteria in the selection of methods for manipulation. A continuation of programming including recursion, stacks, queues, and trees. Prerequisite: CS150. (Fall, even)

CS280  Object-Oriented Programming  3 credits
An introduction to object-oriented programming using a high level language. Topics include abstraction, classes, objects, static members, overloading, inheritance, exception handling and polymorphism. Prerequisite: CS150 (Spring, odd)

CS300  Computer Systems  3 credits
This course is designed to explore computer organization. Basic design and organization of modern computers, including CPU design, memory, I/O, devices, and digital logic. Assembly level programming. Prerequisite: CS250. (Spring, even)

CS350  Internet Programming  3 credits
Advanced web development including XHTML, CSS, JavaScript, applets, animation, and server side programming. Several hands-on projects. Prerequisite: CS250 (Fall, odd)

CS370  Systems Analysis  3 credits
Analysis and development of software systems including preliminary investigation, determining requirements, analyzing requirements, considering alternatives, I/O design, file design, database design, implementation, testing, installation, and support. Prerequisites: CS150 & CS207. (Fall, odd)

CS385  Topics in CIS  3 credits
Topics related to specific subjects in the field of computers not taught in the regular curriculum. Prerequisite: Junior standing or permission of the instructor.

CS392  Service  1 credit
Students provide assistance to the college, a local church, school, or non-profit organization in computer related areas such as: installation and maintenance of software/hardware, troubleshooting, and user training and support. Students gain hands-on experience while providing a service for local institutions. CS392 aims to further the college goal of producing servant leaders. Graded on pass/fail basis. Prerequisite: Junior standing.

CS395  Independent Study  3 credits
In-depth study of a current topic of interest to computer scientists. A formal presentation and paper submitted to the department or to a professional organization marks the completion of this course. Prerequisite: Junior standing.
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.
The Sterling Teacher Education Program (STEP)
The Sterling Teacher Education Program (STEP) offers a professional studies curriculum for students seeking education licensure to teach K-6, 6-12, and PreK-12 within major subject areas. Endorsements in Adaptive Special Education for K-6 and 6-12 levels are also offered through STEP (see page 107).

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:

**General Education Coursework with grade of C or above:**
- College Level Composition I
- College Level Literature Course
- College Level Math Course
- OR ACT scores: English 19; Reading 20; Math 18

**Professional Coursework completed with grade of C or above:**
- ED201 Field Experience in Education
- ED195 Introduction to Education
- ED206 Classroom Management
- SE210 Introduction to Infants, Children, and Youth with Special Needs

**With:**
1. 24 hours of college credit with an overall GPA of 2.5 or higher
2. **STEP Application Form** completed
3. **Personal Letter of Application** completed
4. **Professional Attributes Scale** completed by host teacher and self (during SE210 Introduction to...Special Needs) and a major content professor.

Admission to STEP is required prior to enrollment in Level III 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 and must be completed prior to clinical teaching experience (CTE).

- 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.

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

Professional Studies Course Descriptions:
+ Denotes acceptance into the Teacher Education Program required.)

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. (Fall/Spring)

ED201 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 in USD 259 Wichita &/or USD 308 Hutchinson. (Fall/Interterm/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 providing culturally responsive curriculum and instruction within a classroom setting. Off campus experiences are required. (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. 20 hour field experience is required. (Fall/Spring)

ED219  Instruction and Assessment  4 credits
In this course teacher candidates will develop and extend knowledge and skills in classroom instruction and assessment. Candidates will develop teacher-centered and student-centered lesson plans, and identify and design appropriate assessment tools. Unit planning and micro-teaching are integral components of the course. (Fall/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. (Fall/Spring)

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. (Fall/Spring)

ED357  Reading & Writing in the Content Area+  3 credits
This class will allow teacher candidates an opportunity to plan a variety of strategies for teaching reading, vocabulary, and writing appropriate to content in grades 4-12; assess writing using the 6-trait Writing Assessment; integrate reading and writing within content areas and across the curriculum. 10 hour field trip 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 STEP 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. Admission to STEP. Writing Intensive. (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.)

THE ELEMENTARY EDUCATION MAJOR (BS)
A major in Elementary Education is offered through the Education Department. The Elementary Education major, along with the Professional Education courses, prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a kindergarten through sixth grade self-contained elementary classroom. As with all majors, a service project is a required component of the elementary education major.
It is highly recommended that Elementary Education majors select an area of emphasis to accompany the Elementary Education major. A 15 hour emphasis in Language/Literature, Mathematics, History, or Science will allow an Elementary Education major to acquire a middle level (5-9) teaching endorsement in that particular area. A minor in Adaptive Special Education will provide either K-6 or 6-12 endorsement in that area.

Elementary Education Courses
EL130  Concepts of Elementary Mathematics  2 credits
EL151  Fundamentals of Teaching Reading  3 credits
EL153  Language Arts for Elementary Teachers  2 credits
MU243B  Elementary Music Methods  2 credits
EL256  Child and Adolescent Literature  3 credits
AR275  Elementary Art Methods  3 credits
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EL333*</td>
<td>Methods of Teaching Elementary Science</td>
<td>2</td>
</tr>
<tr>
<td>EL335*</td>
<td>Methods of Teaching Elementary Social Science</td>
<td>2</td>
</tr>
<tr>
<td>EL337*</td>
<td>Methods of Teaching Elementary Mathematics</td>
<td>3</td>
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<tr>
<td>ES344</td>
<td>Curriculum &amp; Methods of Teaching</td>
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<tr>
<td>PE Elementary (K-6)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EL350</td>
<td>Reading Testing and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EL356*</td>
<td>Methods of Teaching Elementary Reading &amp; Language Arts</td>
<td>4</td>
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</tbody>
</table>

*Offered as a block only

Total: 32 credits

**Elementary Education Course Descriptions:**

( + Denotes acceptance into the Teacher Education Program required.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EL130</td>
<td>Concepts of Elementary Mathematics</td>
<td>2</td>
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<td></td>
<td>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)</td>
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<tr>
<td>EL151</td>
<td>Fundamentals of Teaching Reading</td>
<td>3</td>
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<td>Designed for lower level elementary education majors. It covers a variety of fundamental principles and topics necessary for a basic understanding for the K-6 elementary teacher candidates in teaching reading in a manner that will address the needs of all students. Prerequisite for EL350 and EL356. (Fall)</td>
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<tr>
<td>EL153</td>
<td>Language Arts for Elementary Teachers</td>
<td>2</td>
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<td>Designed for entry level elementary education majors. It covers the basic elements of written and spoken language and the writing process, along with other current language arts concepts necessary for a basic understanding for the K-6 elementary teacher candidates in teaching language arts in a manner that will address the needs of all students including those with cultural differences, those with English as a second language, or students of varying ability levels. Application to the elementary classroom is included. Prerequisite for EL350 and EL356. (Fall)</td>
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<tr>
<td>EL256</td>
<td>Child and Adolescent Literature</td>
<td>3</td>
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<td></td>
<td>Study of traditional, multi-cultural, and modern literature for children and adolescents and how literature is integrated into all disciplines. Prerequisite: EL151. (Spring)</td>
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</table>
AR275  Elementary Art Methods  3 credits
Required for all elementary and art education majors. See description under art
department. Prerequisite: (recommended but not required) ED219 (Spring)

Elementary Education Methods Block (EL333, EL335, EL337, EL356)
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.

EL333 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)

EL335 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)

EL337 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 understand-
ning and critical thinking. Prerequisites: ED219 & ED130. (Fall)

EL356 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 develop-
mental reading stages are emphasized along with integration of other subject
areas. Prerequisites: ED219, EL151, EL153, & EL256. Writing Intensive. (Fall)

EL350 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 developmen-
tally appropriate strategies for meeting these needs. Application of acquired skills
is achieved during field experience in the public schools. Prerequisite: ED219 and
admitted to STEP. Prerequisite: EL151. (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)
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)

SECONDARY EDUCATION 6-12 & PreK-12 LICENSURE PROGRAM

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

Students are responsible for checking with a departmental advisor and an educa-  
tion 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
Secondary (6-12) Methods Course  
3 credits

Secondary Teaching Methods Courses+  
3 credits
A teaching methods course in the student’s licensure area is required for 6-12 licens-  
sure. 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 un-  
der those departments.) For the 6-12 endorsements, classes are taught through the  
Associated Colleges of Central College (ACCK). These classes are taught during  
the spring semester and generally meet on the McPherson College campus. Mileage  
reimbursement is provided. A lab accompanies all secondary methods courses and  
requires at least 15 hours of field experience. Arrangements for this placement are  
made through STEP. Prerequisites for all the ACCK methods courses: ED219 and  
admission to STEP. See descriptions for ACCK courses below.
ACCK Secondary Methods Course Descriptions:

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 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)

ED4xx/L Secondary Methods Lab+ 0 credits
This course is designed to provide training in creating a unit plan for the corresponding content area teaching methods course. This is necessary for Kansas state licensure. All teacher candidates are required to successfully complete this lab prior to the clinical teaching semester.

ADAPTIVE SPECIAL EDUCATION MINOR
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.

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 or 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 or 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

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/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. (Fall/Spring)

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: SE310 & 315. (Fall/Spring)

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. (Fall/Spring)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SE371</td>
<td>Grades 6-12 Field Experience</td>
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<td>This course is a supervised field experience with</td>
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<td>SE361. Students will participate in IEP</td>
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<td>development, lesson planning, and instruction. SE</td>
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<td>361 must be taken concurrently. Prerequisites:</td>
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<td>SE310 &amp; 315. (Fall/Spring)</td>
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<td>SE380</td>
<td>Topics in Special Education</td>
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<td>This class deals in depth with a specific topic</td>
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<td>related to infants, toddlers, children or youth</td>
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<td>with disabilities or developmental risk conditions</td>
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<td>and/or their families. (As announced)</td>
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<td>SE381</td>
<td>Grades K-12 Functional Resources</td>
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<td>This course focuses on building an understanding</td>
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<td>instruction for students with functional learning</td>
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<td>needs. Topics of study include service delivery</td>
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<td>options, personal profile assessments, community</td>
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<td>based instruction, principle of partial participation,</td>
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<td>student instruction matrix, complex health,</td>
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<td>physical and emotional needs, related service</td>
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<td>providers, and social networks. Includes a</td>
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<td>supervised field experience within various</td>
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<td>service delivery models. (As announced)</td>
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<td>SE431</td>
<td>Grades K-6 Clinical Experience</td>
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<td>A supervised teaching experience with a special</td>
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<td>educator who provides services for elementary</td>
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<td>level students with adaptive learning needs. The</td>
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<td>pre-service teacher will work collaboratively</td>
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<td>with the cooperating special educator, families,</td>
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<td>and school team members to apply research-based</td>
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<td>knowledge of assessment, instruction aligned to</td>
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<td>IEP goals, and positive behavioral supports.</td>
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<td>Emphasis is on reflective, culturally sensitive</td>
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<td>practice. Prerequisites: SE210, 310, 315, 345, &amp;</td>
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<td>321 or 331. Concurrent or subsequent semester: SE</td>
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<td>499. (Fall/Spring/Summer)</td>
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<td>SE433</td>
<td>Grades K-6 Internship</td>
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<td>A supervised teaching experience with an on-site</td>
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<td>mentor who provides or supervises services for</td>
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<td>elementary-level students with adaptive learning</td>
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<td>reflective, culturally-sensitive practice. This</td>
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<td>internship is designed for practicing teachers</td>
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<td>adding grades K-6 adaptive endorsement or for</td>
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<td>students who have completed a special education</td>
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<td>clinical experience. Prerequisites: SE210, 310,</td>
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<td>315, 345, &amp; 321 or 331. Concurrent or subsequent</td>
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<td>semester: SE 499. (Fall/Spring/Summer)</td>
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<td>SE471</td>
<td>Grades 6-12 Clinical Experience</td>
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<td>A supervised teaching experience with a special</td>
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<td>educator who provides services for secondary</td>
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<td>practice. Prerequisites: SE210, SE310, SE315, SE</td>
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<td>345, and 361 or 371. Concurrent or subsequent</td>
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<td>semester: SE 499. (Fall/Spring/Summer)</td>
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</table>
SE473 Grades 6-12 Internship 4-6 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/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/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 for persons already holding a Bachelor’s degree.)
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 12th grade.

ATHLETIC TRAINING MAJOR (BS)

The Sterling College Athletic Training Education Program (ATEP) is a high quality curriculum accredited by the Commission on Accreditation of Athletic Training Education. This bachelor’s degree is designed to prepare the student to sit for the Board of Certification examination. More information about the CAATE and the BOC can be found at: http://caate.net and http://www.bocatc.org. Upon graduation and successful completion of the BOC examination students will earn the credential of ATC, Certified Athletic Trainer.

ATEP Admission Requirements

This is a competitive program and application to this program does not guarantee admittance. Students declaring athletic training as a major upon admittance into Sterling College will be given an athletic training-conditional status. Admission into the ATEP can occur after the student has been on campus for one semester. The quota of applicants accepted into the ATEP are 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 AT 255 with a minimum GPA of 2.0 (C).
3. Documentation of 50 hours of direct observation of the athletic training profession.
4. Completion of the application form.
5. Letter of application stating why you want to apply to our program and why you want to become a certified athletic trainer.
6. Submit two letters of recommendation. Neither letter can come from a fellow student, friend, or family member.
7. Complete a formal interview with the ATEP Interview Committee.
8. Documentation of receiving immunization injections for Hepatitis B. 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.
9. Present proof of current American Red Cross First Aid and CPR-PR certifications, or its equivalent.
10. A current (within one year from application) health history and physical examination.
11. Students must read, sign and return the “Technical Standards for Admission into the Athletic Training Education Program” found on the Department of Exercise Science Programs webpage at http://sterling.edu/academics/academic-departments/exercise-science/programs/-/-curriculum verifying that the student meets the minimal required technical standards for admission into the program.

Transfer Students
A prospective student must declare an interest in Athletic Training as a chosen field within his or her first year of study. A student beyond his or her freshman year at Sterling (e.g., changing majors) will also be considered for the program; however, an additional year or two of study may be necessary to satisfy the educational and clinical requirements for Sterling’s ATEP program. A transfer student may apply certain athletic training courses from another university/college towards our major if the course is acceptable to the athletic training program director (e.g., course content, credit hours, and description) and meets all transfer requirements by the Registrar’s office. Transfer students meeting admission requirements may apply for acceptance into the ATEP to start their first semester at SC. Transfer students not meeting admission requirements may take approved courses during their first semester and may apply for admission upon completion of requirements.

Athletic Training Education Program Retention Policy
To remain in the Athletic Training Education Program as an athletic training student, the student must achieve the following standards:

1. Earn at least a 2.0 GPA (C) or above in all required classes within the major.
2. Earn at least a 2.5 cumulative GPA (C+).
3. Be in good standing with the college (e.g., no campus probation).
4. Participate in blood borne pathogen training at the beginning of each academic year.
5. Maintain CPR-PR certification every year.
6. Show progress through clinical instruction and learning over time.
7. Perform all duties assigned to the best of one’s ability.
8. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Any questions concerning the program should be directed to:
Ryan J. “Pete” Manely, MS, ATC, LAT
Director of Athletic Training Education
Sterling College
125 W. Cooper, Sterling, KS 675779
620-278-4393
pmanely@sterling.edu
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:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BI110</td>
<td>Human Anatomy and Physiology</td>
<td>5</td>
</tr>
</tbody>
</table>

Major Courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AT200</td>
<td>Practicum I</td>
<td>1</td>
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<tr>
<td>AT242</td>
<td>Care &amp; Prevention of Athletic Injuries</td>
<td>2</td>
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<tr>
<td>AT243</td>
<td>Care &amp; Prevention Techniques for AT</td>
<td>1</td>
</tr>
<tr>
<td>AT250</td>
<td>Structural Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>AT255</td>
<td>First Aid for Athletic Trainers</td>
<td>3</td>
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<tr>
<td>AT301</td>
<td>Practicum II</td>
<td>2</td>
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<tr>
<td>AT302</td>
<td>Practicum III</td>
<td>2</td>
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<tr>
<td>AT315</td>
<td>Therapeutic Exercise</td>
<td>3</td>
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<tr>
<td>AT330</td>
<td>General Medical Concerns</td>
<td>3</td>
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<tr>
<td>AT351</td>
<td>Assessment of Upper Extremity Injuries</td>
<td>3</td>
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<tr>
<td>AT351L</td>
<td>Assessment of Upper Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT352</td>
<td>Assessment of Lower Extremity Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT352L</td>
<td>Assessment of Lower Extremity Lab</td>
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<tr>
<td>AT403</td>
<td>Practicum IV</td>
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<tr>
<td>AT404</td>
<td>Practicum V</td>
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<tr>
<td>AT420</td>
<td>Psychosocial Intervention</td>
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<tr>
<td>AT430</td>
<td>Therapeutic Modalities</td>
<td>3</td>
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<tr>
<td>AT430L</td>
<td>Therapeutic Modalities Lab</td>
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</tr>
<tr>
<td>AT435</td>
<td>Administration in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT440</td>
<td>Developing &amp; Implementing Strength &amp; Fitness Program</td>
<td>3</td>
</tr>
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<td>AT440L</td>
<td>Developing/Implementing Strength/Fitness Program Lab</td>
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<tr>
<td>AT445</td>
<td>Seminar in Athletic Training</td>
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<tr>
<td>AT450</td>
<td>Pharmacology for the Athletic Trainer</td>
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</tr>
<tr>
<td>AT495</td>
<td>Practicum VI</td>
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</tr>
<tr>
<td>ES221</td>
<td>Essentials of Community and Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>ES360</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ES370</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>ES380</td>
<td>Psychology of Sport</td>
<td>2</td>
</tr>
<tr>
<td>ES420</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 58 credits

Recommended Supporting Courses for ATEP: Strongly recommended for students interested in graduate study in areas of allied health and/or medicine.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS125</td>
<td>Psychology</td>
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<tr>
<td>MA150</td>
<td>Pre-Calculus</td>
<td>4</td>
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<tr>
<td>CH151</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CH152</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>PH210</td>
<td>Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PH211</td>
<td>Physics II</td>
<td>5</td>
</tr>
</tbody>
</table>

122
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
ES101  Concepts of Physical Fitness and Health  2 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
(*Choose any two of the one-credit Theory of Coaching courses.)
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

**ES400 Internship will be waived upon satisfactory completion of ES344, ES346, and ES348.
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
BU326    Marketing  3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU329</td>
<td>Critical Thinking and Problem Solving</td>
<td>2</td>
</tr>
<tr>
<td>BU338</td>
<td>Management Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BU362</td>
<td>Ethics in Business</td>
<td>3</td>
</tr>
<tr>
<td>BU422</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BU499</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>ES120</td>
<td>Foundations of Exercise Science</td>
<td>2</td>
</tr>
<tr>
<td>ES221</td>
<td>Essentials of Community and Personal Health</td>
<td>3</td>
</tr>
<tr>
<td>ES253</td>
<td>Recreational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ES380</td>
<td>Psychology of Sport</td>
<td>2</td>
</tr>
<tr>
<td>ES475</td>
<td>Administration of Health, PE, &amp; Athletics</td>
<td>3</td>
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<tr>
<td>ES400</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>ES498</td>
<td>Senior Seminar</td>
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**Total: 44 credits**

**Optional Areas of Emphasis**

**Marketing, Promotions & Sports Information Emphasis:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BU420</td>
<td>Advanced Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CT107</td>
<td>Mass Media, Self, &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>CT153X/XS</td>
<td>Mass Media Lab (choose one) Public Relations, Video, Print Journal, or Radio</td>
<td>1</td>
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<tr>
<td>CT209</td>
<td>Mass Media Writing</td>
<td>3</td>
</tr>
<tr>
<td>CT366</td>
<td>Principles of Public Relations</td>
<td>3</td>
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**Total: 13 credits**

**Club, Fitness & Recreation Emphasis:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BU421</td>
<td>Organizational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ES242</td>
<td>Care &amp; Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ES255</td>
<td>First Aid</td>
<td>3</td>
</tr>
<tr>
<td>ES360</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>AT440</td>
<td>Developing &amp; Implementing Strength &amp; Fitness Program</td>
<td>3</td>
</tr>
<tr>
<td>AT440L</td>
<td>Developing/Implementing Strength/Fitness Program Lab</td>
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**Total: 14 credits**

**Coaching & Instruction Emphasis:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ES210</td>
<td>Analysis &amp; Teaching of Individual &amp; Dual Sports</td>
<td>2</td>
</tr>
<tr>
<td>ES220</td>
<td>Analysis and Teaching of Team Sports</td>
<td>2</td>
</tr>
<tr>
<td>ES242</td>
<td>Care &amp; Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>ES255</td>
<td>First Aid</td>
<td>3</td>
</tr>
<tr>
<td>ES360</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ES305-311</td>
<td>Theory of Coaching _____ (choose two)</td>
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**Total: 14 credits**

**Collegiate, Professional or Corporate Sport Administration Emphasis:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BU256</td>
<td>Business Writing</td>
<td>2</td>
</tr>
<tr>
<td>BU286</td>
<td>Teamwork</td>
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</table>
BU209  Accounting I (Financial Accounting) 3 credits
BU210  Accounting II (Managerial Accounting) 3 credits
BU331  Entrepreneurship I 3 credits

Total: 13 credits

Possible Electives:
AR180  Photography I
AR215  Computer Design I
CS207  Information Systems Theory & Practice
BS295  Behavioral Science Research Methods
BU190  Personal Finance
BU200  Economics I
BU201  Economics II
BU302  Business Computing
BU329  Critical Thinking and Problem Solving
BU356  International Business
BU365  Organizational Behavior
BU366  Organizational Change
ED195  Introduction to Education
ES226  Rules & Officiating
ES370  Kinesiology
ES374  Adapted Physical Education
ES420  Exercise Physiology
MA240  Elementary Statistics
TM339  Ethics

**Athletic Training Course Descriptions:**

**AT200  Practicum I** 1 credit
A clinical/practicum course designed for students in their first semester of acceptance into the ATEP. Specific competencies and proficiencies are required to be met during the student’s clinical experience. Prerequisites: AT242 & AT243 (Fall)

**AT242  Care & Prevention of Athletic Injuries** 2 credits
A general overview and basic introduction to the many facets of athletic training focusing on the care and prevention of athletic injuries, and the role of the athletic trainer and the sports medicine professional. (i.e., record keeping, initial injury evaluation and recognition, treatment, and legal concerns). Students rotate through a variety of clinical observations as part of this course. AT majors only. (Spring)

**AT243  Care & Prevention Techniques for Athletic Training** 1 credit
This clinical-oriented course deals with the prevention, assessment, and management techniques of athletic injuries. This “hands-on” lab must be taken concurrently with AT 242. Fee: $20. (Spring)
AT250  Structural Anatomy  2 credits
A study of the structural anatomy of the human body. An emphasis will be placed on bony and muscular identification. Appropriate terminology, bone markings, muscular attachment sites, and identifying anatomical landmarks. This class is designed for those students pursuing careers in Exercise Science, Medicine, and Athletic Training. (Spring)

AT255  First Aid for Athletic Trainers  3 credits
An intensive course in First Aid, including lectures, demonstrations, and practice in accident prevention and treatment of injuries. Red Cross First Aid, AED, and CPR for the Professional Rescuer certification may be secured upon completion of the course. $15.00 fee for certification. Instructor approval required. (Interterm)

AT301  Practicum II  2 credits
A clinical/practicum course designed for students in their second semester of enrollment in the ATEP. Prerequisites: AT 200 and AT352. (Spring)

AT302  Practicum III  2 credits
A clinical/practicum course designed for students in their third semester of enrollment in the ATEP. Prerequisites: AT301 and AT351. (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: AT351 & AT352. (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. Prerequisite: BI110. (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. Prerequisite: AT250. (Spring)
AT351L  Assessment of Upper Extremity Injuries Lab  1 credit
The lab accompanies AT351 Upper Body Evaluation. This course is a practical study in clinical evaluation of upper extremity, head, neck and illnesses commonly sustained by the physically active. Emphasis is placed on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians. The class will meet one time per week and will consist of demonstration, practice, and evaluation of assessment techniques. Concurrent enrollment with AT351.

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. Prerequisite: AT 250. (Fall)

AT352L  Assessment of Lower Extremity Injuries Lab  1 credit
The lab accompanies AT352 Lower Body Evaluation. This course is a practical study in clinical evaluation of lower extremity and illnesses commonly sustained by the physically active. Emphasis is placed on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians. The class will meet one time per week and will consist of demonstration, practice, and evaluation of assessment techniques. Concurrent enrollment in AT352.

AT403  Practicum IV  1 credit
A clinical/practicum course designed for students in their fourth semester of enrollment in the ATEP. Prerequisites: AT302 & AT430. (Spring)

AT404  Practicum V  2 credit
A clinical/practicum course designed for students in their fifth semester of enrollment in the ATEP. Prerequisites: AT315 & AT403. (Fall)

AT420  Psychosocial Intervention  1 credit
This course will provide appropriate intervention strategies and referral techniques specific to the role of an athletic trainer to initiate recovery for any athlete/patient experiencing a variety of psychosocial problems. (Interterm)

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)
AT430L  Therapeutic Modalities Lab  1 credit
Emphasis is placed on the proper application of therapeutic modalities as they pertain to specific injuries and conditions. The class meets once a week and will consist of demonstration, practice, and evaluation of therapeutic techniques. Concurrent with AT430.

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. Prerequisite: Senior status. Writing Intensive. (Fall)

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 physicians that pertain to the athletic population. Management and handling of medications will also be discussed. Instructor permission. (Fall)

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. This course is a culmination of all competencies and proficiencies learned. Prerequisite: AT404. (Spring)
Exercise Science Course Descriptions:

ES101  Concepts of Physical Fitness and Health  2 credits
In this course we will present an overview of what God has to say about the body and our stewardship responsibility before Him in caring for the body we have been given. A study of specific health and skill-related aspects of fitness will be emphasized. This course is designed to give you the tools to either begin or maintain a lifestyle of optimal health and fitness. This is not an activity course, but activity will be a part of the course. Meets general education requirement with a grade of C- or higher. (Fall, Interterm, Spring)

ES103  Physical Activity – Team Sports  1 credit
This course is designed to give you an opportunity to participate and learn rules, strategy and techniques in a variety of selected team sports and/or activities. Activity and participation are essential parts of the course. Therefore, class attendance, participation, proper attire and a positive attitude will comprise a major portion of your grade. It is important students understand the importance of participation over the importance of competition in participating in any activity course. This course will hopefully allow the students to experience a host of activities in order to expose them to the range of activities that will promote life-long health and activity. (Fall)

ES104  Physical Activity - Bowling/Golf  1 credit
This course is designed to give you an opportunity to participate and learn rules, strategy and techniques for the sports of bowling and golf. Activity and participation are essential parts of the course. Therefore, class attendance, participation, proper attire and a positive attitude will comprise a major portion of your grade. It is important students understand the importance of participation over the importance of competition in participating in any activity course. This course will hopefully allow the students to experience the benefits of bowling and golf and will promote life-long health and activity through these two sports. Fee: $30 (Spring)

ES107  Physical Activity - Beginning and Intermediate Swimming  1 credit
A physical education activity course focusing on swimming and the lifelong benefits that can be gained from physical activity in an aquatic environment.

ES108  Physical Activity – Racquet Sports  1 credit

ES111  Physical Activity - Aerobics/Strength Training  1 credit

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. (Fall, odd years)
ES115  Physical Activity - Folk Dance  
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. (Spring)

ES120  Foundations of Exercise Science  
This course provides an introduction to the profession including the history and philosophy of physical education. Students are introduced to the areas of academic focus, which provide the content of the profession. Current trends, career options and the relevance of Christian commitment to the profession are discussed. (Fall, Interterm)

ES210  Analysis and Teaching of Individual and Dual Sports  
This course is designed to offer exercise science majors and minors the opportunity to learn and practice the rules, strategies, skills, and etiquette of selected individual & dual sports which are commonly found in physical education programs. Emphasis is placed on the teaching and learning processes in junior and senior high. Fee: $10. (Spring)

ES220  Analysis and Teaching of Team Sports  
This course is designed to offer exercise science majors and minors the opportunity to learn and practice the rules, strategies, skills, and etiquette of selected team sports which are commonly found in physical education programs. Emphasis is placed on the teaching and learning processes in junior and senior high. (Fall)

ES221  Essentials of Personal and Community Health  
A study of the seven dimensions of health (physical, emotional, social, intellectual, spiritual, occupational, and environmental). Various topics covered include: concept of aging, nutrition, fitness, infectious and non-infectious diseases, drug, alcohol, tobacco use, and consumer health. It is essential that we recognize where health attitudes, knowledge and practice fit into our pattern of daily life. (Fall)

ES226  Rules and Officiating  
This course is designed to offer exercise science majors and minors the opportunity to learn and practice the application of rules in the officiating of different seasonal sports. Emphasis is placed on the learning of basic terminology associated with both the rules and officiating of the sports selected by the instructor. Officiating can be a great way to stay involved in sports after a performance career comes to a completion and it is also a tremendous servant leadership opportunity and a way to influence young people. Fee $20. (Spring)

ES242  Care & Prevention of Athletic Injuries  
The purpose of this course is to provide exercise science majors an overview of injury prevention techniques, emergency procedures, as well as care and treatment of athletic injuries. Fee $20. (Fall)
ES253  Recreational Leadership (Indoor-Outdoor)  3 credits
A study of leadership qualities, methods, techniques, administration and supervision of recreation activities. (Spring)

ES255  First Aid  3 credits
This course is designed to provide the citizen responder with the knowledge and skills necessary in an emergency to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until professional medical help arrives. Fee $15. (Fall, Spring)

ES305  Theory of Coaching Baseball  1 credit
Theory and techniques of coaching baseball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Spring, odd years)

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, even)

ES344  Curriculum and Methods of Teaching Physical Education - Elementary (PreK-6)  3 credits
The purpose of this course is to provide a combination of curriculum theory and practical application of teaching physical education for grades K-6 within the context of servant leadership and/or Biblical principles. 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 purpose of this course is to provide a combination of curriculum theory and practical application of teaching physical education for secondary students (grades 7-12) within the context of servant leadership and/or Biblical principles. Considerable hands on experience through peer-teaching activities. Concurrent with ES346L. Recommended: ES344. (Spring)

ES348  Curriculum Methods in Health (PreK-12)  2 credits
This course will present theory and practice in health education programs including aims and objectives, curriculum design, teaching styles, learning environments, liability and evaluation. Students will study and present select personal and community health topic, within the context of servant leadership and/or Biblical principles. Practical teaching experiences in classroom settings will be emphasized. Prerequisite: ES221. Recommended: ED219, ES344 or ES346. (Spring)

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. (Spring)

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
Kinesiology is defined as the study of human movement. We study Kinesiology to improve performance by learning how to analyze the movements of the human body and to discover their underlying principles. Three areas, which are important for a comprehensive understanding of Kinesiology, are musculo-skeletal anatomy, biomechanics and neuromuscular physiology. Safety, effectiveness and efficiency are the underlying aims in using Kinesiology for the analysis and modification of human movement. (Fall)

ES374  Adapted Physical Education  3 credits
This course deals with organizing, planning and conducting physical education for the handicapped or disadvantaged students. Special attention is given to designing programs to meet the specific individual needs of a variety of handicapped students. Demonstrating servant leadership practices and the societal and personal benefits of serving special needs students will be discussed. Prerequisite: ES210 or 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)

ES395  Topics in Exercise Science  1-3 credits

ES400  Internship  3 credits
This course is designed to enable Sterling College sports management/exercise science students to acquire work experiences during the summer months relating to the vocation they are pursuing. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts obtained in the classroom. The internship provides a practical experience in a structured employment environment. 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 160 hours of experience is required. Prerequisite: Junior status.

ES420  Exercise Physiology  3 credits
This course is 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. Recommended: ES360. (Spring)

ES475  Administration of Health, Physical Education and Athletics  3 credits
This course is a study of school and recreational programs for men and women. Areas of study include: program management & planning, leadership, facilities, equipment, budgets, legal liability, marketing and finances and appraisal of activities of athletics and physical education. Prerequisite: Junior status. Writing Intensive. (Fall)

ES498  Senior Seminar  1 credit
An opportunity to apply the knowledge, principles, and skills gained from the Exercise Science curriculum through discussions, presentations, and the completion of a major senior project. Prerequisite: Senior status. (Fall)
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS225</td>
<td>Developmental Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM325</td>
<td>Theology of Family Life</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Subtotal: 6 credits

Electives - Choose twelve (12) credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU201</td>
<td>Microeconomics</td>
<td>3 credits</td>
</tr>
<tr>
<td>CT263</td>
<td>Interpersonal Communications</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM321</td>
<td>Adolescent Culture &amp; the Gospel</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM357</td>
<td>Youth and Family Ministry</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM394</td>
<td>Directed Readings (to explore a topic related to family)</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM439</td>
<td>Ethics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Subtotal: 12 credits

Total: 18 credits

This program is under the direction of the Theology and Ministry 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. It will also focus on skills for academic success, life-long learning, and career/major planning. This course is required of all new students and should be completed in the first semester of attendance. Lab fee.

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.
Honors Program

Sterling College honors program is to enhance the educational program of academically advanced students. Admission to the Honors Program is by invitation to freshmen students based on high school academic record.

Participants will complete a series of courses which have been developed for gifted and highly motivated students while fulfilling specific degree requirements. Students will also participate in service projects developed as a means of connecting students with service opportunities in the community.

Honors Program Course Descriptions:

HR110  Theories of Servant Leadership-Honors  1 credit
This course will survey several theories of leadership--placing each within its historical and cultural perspective. Servant Leadership will be highlighted and presented under the current transformational approach to leadership. Students will be challenged to explore the underlying assumptions of each theory of leadership. In turn students will evaluate the outcomes and expectations of leaders and leadership styles that result from these assumptions. Special attention will be given to theological, ethical, and philosophical issues in servant leadership.  Prerequisite: GD105H

HR201  Non-western Culture & History: Ancient Societies through the Renaissance Period  3 credits
An interdisciplinary history/literature general education course covering non-Western culture and history from the Ancients through the Renaissance period.

HR202  Non-Western Culture & History: Enlightenment to the Contemporary Period  3 credits
An interdisciplinary history/literature general education course covering non-Western culture and history from the Enlightenment through the contemporary period. (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.
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG101</td>
<td>History of World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HG102</td>
<td>History of World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HG111</td>
<td>History &amp; Government of the U.S. I</td>
<td>3</td>
</tr>
<tr>
<td>HG112</td>
<td>History &amp; Government of the U.S. II</td>
<td>3</td>
</tr>
<tr>
<td>HG327</td>
<td>America and the World (since 1939)</td>
<td>3</td>
</tr>
<tr>
<td>HG498</td>
<td>Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>HG499</td>
<td>Senior Thesis</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective courses in History.  

Subtotal: 30 credits

United States History requirements – 2 of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG249</td>
<td>Sectionalism to Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HG273</td>
<td>America through the Age of Jefferson</td>
<td>3</td>
</tr>
<tr>
<td>HG275</td>
<td>The Gilded Age through the New Deal</td>
<td>3</td>
</tr>
<tr>
<td>HG278</td>
<td>Modern America (since 1919)</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>An approved U.S. History course.</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 6 credits

Non-Western History requirements - 2 of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG208</td>
<td>Islamic Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HG209</td>
<td>Topics in Non-Western Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>HG218</td>
<td>Islamic Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HG284</td>
<td>History of the Russians</td>
<td>3</td>
</tr>
<tr>
<td>HG287</td>
<td>Latin America</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>An approved Non-Western History course</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 6 credits

European History requirements – one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG333</td>
<td>The Classical Age</td>
<td>3</td>
</tr>
<tr>
<td>HG341</td>
<td>Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>HG345</td>
<td>Renaissance &amp; Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HG351</td>
<td>Enlightenment to Congress of Vienna</td>
<td>3</td>
</tr>
<tr>
<td>HG355</td>
<td>Nineteenth &amp; Twentieth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>An approved European History course</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 3 credits

Total: 45 credits
**HISTORY MINOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG101</td>
<td>History of World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HG102</td>
<td>History of World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HG111</td>
<td>History &amp; Government of the U.S. I</td>
<td>3</td>
</tr>
<tr>
<td>HG112</td>
<td>History &amp; Government of the U.S. II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Any four history courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**POLITICAL SCIENCE MINOR**

Core requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG272</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>HG255</td>
<td>Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>HG320</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>HG323</td>
<td>Advanced American Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Electives – 9 credits hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG/BU103</td>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>HG/CT355</td>
<td>Topics in Communication: Political Communication</td>
<td>3</td>
</tr>
<tr>
<td>HG/BU356</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>HG/BU240</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>HG310</td>
<td>Government Practicum (American Studies Program)</td>
<td>8</td>
</tr>
<tr>
<td>HG311</td>
<td>Topics in Government (American Studies Program)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Any approved Political Science course</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal:</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HG103</td>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>HG240</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HG245</td>
<td>Kansas History and Government</td>
<td>3</td>
</tr>
<tr>
<td>HG255</td>
<td>Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>HG323</td>
<td>Advanced American Government</td>
<td>3</td>
</tr>
<tr>
<td>BS115</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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)

HG/BU103  Economics   3 credits
Survey of Foundational economic theory focusing on introductory microeconomic and macroeconomics concepts. Focus will be put on the application of the theory to business situations.

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 7th century until
the 19th 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
(Spring)

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, Civil War, and Reconstruction  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 19th century reform efforts, by the crisis of Civil War, and by America’s
unfinished revolution — Reconstruction. (Spring, even)

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)

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)
HG320  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.

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. (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. Writing Intensive. (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. (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. (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. (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. Writing Intensive. (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 nationalism, imperialism, World War I, fascism, World War II, and the cold war. (As published)
HG310  Government Practicum
American Studies Program, Washington, D.C.  8 credits
and
HG311  Topics in Government
American Studies Program, Washington, D.C.  8 credits
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.

HG/CT355  Topics in Communication: Political Communication  3 credits
Introduction to theory, research, and applied practice in the study of political communication. It focuses primarily on spoken rhetoric and how said rhetoric was created, used and received, as well as an explanation of its impact on civic life, election outcomes, policy decisions and any implications for continuation of democracy and healthy decision making. Specific focus will be given to the role of persuasion and propaganda as well as the foundations of civil religion as shown via Presidential rhetoric. (Interterm 2010)

HG/CT355  Topics in Communication: Political Philosophy and Crisis Communication  3 credits
Students will engage in philosophical conversation on politics, government, and public relations (PR) through a study of international events handled by PR. Selected events will be studied in greater depth and alternate responses will be created and evaluated. (As announced)

HG/BU356  International Business  3 credits
Explores the global marketplace and how international and multinational business is conducted. It approaches the subject from an environmental perspective by studying the extrinsic uncontrollable forces (competitive, distributive, economic, socioeconomic, financial, legal, physical, political, sociocultural, and labor), and how they affect domestic, foreign, and global business practices.

HG390  Independent Study in History/Government  1 credit
Prerequisite: Junior Standing

HG498  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. Pre-requisite: LL101 (Fall, even )

HG499  Senior Thesis  2 credits
This course will involve research and the production of a major paper. Writing Intensive. (Fall)
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 integrative creative product.
4. Appropriate form must be completed indicating department responsible for creative product, service project, and ethics instruction. The form is available through the Registrar’s Office.
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 submitted to the Registrar’s Office for approval by the Academic Affairs 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 introduc-
tory and 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 creative product 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 or
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
LL453 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  or
LL252  World Literature II  3 credits
LL315  Advanced Composition  or
LL212  Creative Writing  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  Poetry  3 credits
LL455  History of the Novel in English  3 credits
LL473  Introduction to Shakespeare  3 credits
CT351  History of the Theatre  or
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  or
Demonstrated proficiency  3 credits
LL232  Introduction to Greek New Testament II  or
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
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
Subtotal: 45-47 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 3 credits
or
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 3 credits
or
LL455  History of the Novel in English 3 credits
LL473  Introduction to Shakespeare 3 credits
Total: 30 credits


**English Course Descriptions:**

**LL095  Basic 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. (Fall)

**LL101  College Composition (I)  3 credits**
This first year writing course develops basic skills in clear and appropriate expression in varied academic writing situations according to the conventions of standard written English. Students will learn different invention techniques, strategies for developing expository essays, the structure of an argument, including thesis and support, and be introduced to basic library and online research techniques. Meets general education requirement with a grade of C- or higher.

**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-. (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)

**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 Petrach, 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. Writing Intensive. (Spring, odd)

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. Writing Intensive. (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. Writing Intensive. (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. Writing Intensive (Spring, odd)

LL379  British Literature II  3 credits
Survey of British literature of the Romantic and subsequent periods with emphasis on poetry. Writing Intensive (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  1-3 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 poetic language can be altered or “lost in translation.” Writing Intensive (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. Writing Intensive (Spring, even)

LL473  Introduction to Shakespeare  3 credits
Life and times of Shakespeare with an intensive study of selected tragedies, comedies and histories. Writing Intensive (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. Writing Intensive. (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 have been offered at various times on a rotating basis:

**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**
**LL259 Monster Literature**

### SPANISH

**LL121 Spanish I 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.

**LL122 Spanish II Conversational** 3 credits

### GREEK

**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)

**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)
Mathematics

The mathematics department offers a major in mathematics, with emphases in Applied Mathematics or Education 6-12. The department also offers a minor in mathematics.

A major in mathematics features applications of mathematics in the physical sciences, providing knowledge and skills required for entry level positions in business, industry or secondary education.

MATHEMATICS MAJOR (BS)
With Emphasis in Applied Mathematics

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MA200</td>
<td>Calculus I</td>
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<tr>
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<tr>
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<td>Calculus III</td>
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<tr>
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<td>Elementary Statistics</td>
<td>3</td>
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<td>MA330</td>
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<tr>
<td>MA370</td>
<td>Introduction to Advanced Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MA392</td>
<td>Mathematics Service</td>
<td>1</td>
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<tr>
<td>MA450</td>
<td>Numerical Analysis</td>
<td>3</td>
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<tr>
<td>MA490</td>
<td>Seminar in Mathematics</td>
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<tr>
<td>CS150</td>
<td>CIS I</td>
<td>3</td>
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<tr>
<td>PH211</td>
<td>Physics II *</td>
<td>5</td>
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</tbody>
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Any three of the following electives (3 credits each):

- CS250 CIS II
- MA 390 Special Topics**
- MA410 Probability Theory
- MA420 Modern Algebra
- MA470 Advanced Calculus

Total: 49 credits

* Students must take PH210 Physics I as a prerequisite to PH211 and to meet the Physical Science General Education requirement.

** MA390 may be repeated with departmental consent.

MATHEMATICS MAJOR (BS)
With Emphasis in Education 6-12

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<tr>
<td>MA220</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MA240</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 49 credits
MA245  Apprenticeship – Mathematics  2 credits
MA330  Linear Algebra  3 credits
MA370  Introduction to Advanced Mathematics  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: 47 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 Computer & Information Science

CS110  Foundations of CIS  3 credits
CS150  CIS I  3 credits
CS250  CIS II  3 credits
CS280  OO Programming  3 credits
CS300  Computer Systems  3 credits
CS421  Database Management Systems  3 credits
MA200  Calculus I  5 credits
MA210  Calculus II  5 credits
MA220  Calculus III  5 credits
MA240  Elementary Statistics  3 credits
MA350  Differential Equations  3 credits
MA330  Linear Algebra  3 credits
MA392  Math Service  1 credit
MA490  Seminar in Mathematics  1 credit
Electives: MA or CS courses 300 level and above  5 credits

Total: 49 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:

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: ACT math score of at least 21 or satisfactory score in math placement test. (Fall)

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: ACT math score of at least 21 or satisfactory score in math placement test. (Fall/Spring)

MA109A College Algebra with Review I 3 credits
This course is a detailed study of functions and their graphs. It is the first part of a two course sequence which in its entirety is equivalent to MA110 College Algebra. Topics covered include linear and quadratic equations, as well as polynomial and rational functions. Not open to students who have passed MA150 with a C- or better. Prerequisite: Required for all incoming students with a Math ACT score of 19 or 20. Optional for all other students. (Fall)

MA109B College Algebra with Review II 3 credits
This course is a detailed study of functions and their graphs. It is the second part of a two course sequence which in its entirety is equivalent to MA110 College Algebra. 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: MA109A with a C- or better (Spring)

MA115 Introduction to Analytic Geometry (Trigonometry) 3 credits
The study of trigometric functions which includes right triangles, identities, graphs, trigonometric equations, trigonometric inverse functions, oblique triangles, and complex numbers. Prerequisite: MA110. (Fall, even)
MA150  Pre-Calculus  5 credits
The study of polynomial, rational, exponential and trigonometric functions, equa-
tions, and inverse functions; plane analytic geometry; introductory vectors: conic
sections; curve sketching; complex numbers. Prerequisite: ACT math score of at
least 21. (Fall)

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 with C- or better, or satisfac-
tory score in pre-calculus placement test. (Spring)

MA210  Calculus II  5 credits
Covers integration techniques, sequences and series, conics, parametric equations,
polar coordinates, vectors, and the geometry of space. Prerequisite: MA200. (Fall)

MA220  Calculus III (Multivariable)  5 credits
This course covers functions of several variables, partial derivatives, multiple inte-
grals, vector calculus, line integrals and vector fields. Prerequisite: MA210. (Spring)

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 prob-
ability, discrete and continuous probability distributions, sampling theory, and infer-
ential statistics including estimation and hypothesis testing. Prerequisite: MA108,
MA110, MA150, or ACT math score of at least 23. (Spring)

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/Interterm)

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 ge-
ometry, projective geometry, transformation geometry and foundations of geom-
etry. Prerequisite: MA210. Writing Intensive. (Spring, odd years).

MA350  Differential Equations  3 credits
Separable differential equations, homogeneous and non-homogeneous linear dif-
ferential equations, initial value and boundary value problems, Laplace Transforms,
and numerical methods. Prerequisite: MA220. MA330 recommended. (Fall, odd )
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.)

MA370  Introduction to Advanced Mathematics  3 credits
Develops the concept of proof writing in the context of mathematical tools needed in advanced courses. Covers such mathematical topics as number theory, algebra, and introductory analysis. Particular attention is given to functions, induction, and mathematical systems. Prerequisite: MA210 (may be taken concurrently). Writing Intensive.  (Fall, odd)

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/Interterm)

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. (Fall/odd)

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 & MA370. Writing Intensive.  (Spring, odd )
MA450  Numerical Analysis  3 credits
Approximation of roots of equations, interpolation, numerical differentiation and integration, and the numerical solution of first order ordinary differential equations. Prerequisite: MA220 (Spring, odd)

MA470  Advanced Calculus  3 credits
Covers the calculus of Euclidean space including the standard results concerning the Real and Complex number systems, basic topology, numerical sequences and series, and continuity. Prerequisites: MA 220 & MA370. (Spring, even)

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/Interterm)
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. In addition, there are two emphases available with the B.A. degree: Sacred Music and Piano Pedagogy. 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.

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 encouraged for all music majors. Students may choose to join additional professional organizations such as KMTA, 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)**

**Music Core Requirements (for both BA and BS):**

- **MU111-214** Music Theory I-IV 12 credits
- **MU170-477** Private Lessons^ 12 credits
- **MU258** Aural Skills Proficiency* 0 credits
- **MU260** Piano Proficiency+ 0 credits
- **MU261** Music Seminar/Concert Attendance 0 credits
- **MU285 or 288** Large Ensemble 8 credits
- **MU333** Conducting 2 credits
- **MU354-355** Music History and Literature I-II 6 credits
- **MU479** Senior Recital/Senior Project 0 credits

Subtotal: 40 credits
^Students pursuing a Sacred Music emphasis must enroll for a 1-credit hour lesson during their first four semesters, and a two-credit hour private lesson during their final four semesters. All other majors are required to enroll in a two-credit hour private lesson throughout their degree program (except Music Education student teachers.)

*Students who are unable to pass the Aural Skills Proficiency Examination must enroll in the Aural Skills class sequence in order to satisfy the requirement.

+Students who are unable to pass the Piano Proficiency Examination must enroll in the Group Piano class sequence in order to satisfy the requirement.

**Applied Instrumental or Vocal Emphasis**
In addition to the Music Core:

**MU170-477** Private Lessons ^  4 credits
**MU286/MU287** Small Ensemble  2 credits
**MU317** Arranging  2 credits
**MU379** Junior Recital  0 credits
**MUxxx** Elective in Music  2-3 credits
**MUxxx** Elective in Music*  2-3 credits

Subtotal: 12-14 credits
Total with Music Core: 52-54 credits

^Bachelor of Arts in Music majors must enroll in a two-credit hour private lesson throughout the duration of their degree.

*Majors with a vocal emphasis must take MU342 Vocal Pedagogy and Literature as an elective.

**Piano Performance and Pedagogy Emphasis:**
In addition to the Music Core:

**MU174-474** Private Lessons ^  4 credits
**MU257** Advanced Keyboard Skills  2 credits
**MU321** Piano Literature I  3 credits
**MU322** Piano Literature II  3 credits
**MU340** Supervised Teaching  2 credits
**MU379** Junior Recital  0 credits
**MU451** Piano Pedagogy I  3 credits
**MU452** Piano Pedagogy II  3 credits

Subtotal: 20 credits
Total with Music Core: 60 credits

^Piano Performance and Pedagogy majors must enroll in a two-credit hour private lesson throughout the duration of their degree.

**Sacred Music Emphasis:**
In addition to the Music Core:

**MU178** Class Voice  1 credit
**TM260** Contemporary Trends in Worship  3 credits
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<tr>
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<tr>
<td>MU317</td>
<td>Arranging</td>
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<tr>
<td>TM328</td>
<td>Biblical Foundations and Theology of Worship</td>
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<td>MU335</td>
<td>Choral Methods</td>
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<td>MU359</td>
<td>Hymnody</td>
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<td>MU440</td>
<td>Worship Arts</td>
<td>3</td>
</tr>
<tr>
<td>MU480</td>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal: 19 credits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total with Music Core: 59 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

**MUSIC EDUCATION  PreK-12  (BS)**

Refer to Education section – Secondary & PreK-12 Teacher Licensure Programs for professional education courses required.

In addition to the Music Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU201</td>
<td>Field Experience in Music Education</td>
<td>2</td>
</tr>
<tr>
<td>MU170-477</td>
<td>Private Lessons*</td>
<td>2-4</td>
</tr>
<tr>
<td>MU178</td>
<td>Class Voice</td>
<td>1</td>
</tr>
<tr>
<td>MU243B</td>
<td>Elementary and Middle School Music Methods</td>
<td>3</td>
</tr>
<tr>
<td>MU249A</td>
<td>Woodwind Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU249B</td>
<td>Brass Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU249C</td>
<td>Percussion Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU249D</td>
<td>String Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU286/MU287</td>
<td>Small Ensemble*</td>
<td>2</td>
</tr>
<tr>
<td>MU317</td>
<td>Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MU335</td>
<td>Choral Methods for the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MU336</td>
<td>Instrumental Methods for the Classroom</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal: 22-24 credits</strong></td>
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<tr>
<td></td>
<td><strong>Total with Music Core: 62-64 credits</strong></td>
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</tbody>
</table>

*Music Education majors must enroll in ensembles and 2-credit hour private lessons each semester except when student teaching.

**MUSIC MINOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU111</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MU112</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MU261</td>
<td>Music Seminar/Concert Attendance (4 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>MU170-470</td>
<td>Private lessons (4 semesters)</td>
<td>4</td>
</tr>
<tr>
<td>MU285or</td>
<td>288 Large Ensemble (4 semesters)</td>
<td>4</td>
</tr>
<tr>
<td>MU333</td>
<td>Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MU354</td>
<td>Music History and Literature I</td>
<td>3</td>
</tr>
<tr>
<td>MU355</td>
<td>Music History and Literature II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 22 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>
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.

**MU108 Aural Skills I** (Fall)  1 credit
**MU109 Aural Skills II** (Spring)  1 credit
**MU208 Aural Skills III** (Fall)  1 credit
**MU209 Aural Skills IV** (Spring)  1 credit
Aural Skills is the development of sight singing and dictation skills through exercises in melody, harmony, and rhythm. The purpose of this course sequence is to develop the student's ability to look at a piece of music, hear it internally, and sing it; or after hearing it, to be able to transcribe it. Prerequisite: Each course requires successful completion of the previous level at a minimum of 70%.

**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 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. See Schedule of Charges, page 21.

MU178  Class Voice  1 credit
In this course, students will examine issues of both individual and group vocal production and technique. They will be expected to perform both solo and ensemble selections, as well as to teach mini-lessons to other students.

MU201  Field Experience in Music Education  2 credits
This course is designed to provide practical experiences in developing the classroom knowledge and skills essential to music teaching. STEP’s five goals are presented, discussed, and connected to music education. Course requirements include a minimum of thirty (30) clock hours of observation in area school districts. Writing Intensive.

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 Elementary Education major. (Fall)
MU243B  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)

MU249A  Woodwind Methods  (Fall, odd years)  1 credit
MU249B  Brass Methods  (Spring, even years)  1 credit
MU249C  Percussion Methods  (Spring, odd years)  1 credit
MU249D  String & Guitar Methods  (Fall, even 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.

MU257  Advanced Keyboard Skills  2 credits
The purpose of this course is to develop advanced keyboard skills, including sight-reading. Students will gain experience reading a wide variety of early and intermediate level piano repertoire, as well as accompaniments and open score selections. Additional topics to be studied include the following: scales and arpeggios, the realization of major, minor, augmented, and diminished chords, the realization of standard harmonic progressions, the realization of lead sheets, and transposition.

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  Music Seminar/Concert Attendance  0 credit
Music and Music Education majors are required to enroll in this course for 8 semesters; minors are required to enroll in 4 semesters. Enrolled students are required to attend all Music Seminars and an appropriate number of concerts. (The exact number of concerts will be set by the music faculty at the beginning of each semester.)

MU285  Choral Ensembles  1 credit
These choirs are chosen by 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. Purchase of the choir attire is required. Ensembles offered include: A: Sterling Chorale; B: Concert Choir.
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: Brass Ensemble; B: Jazz Combo; C: Percussion Ensemble; D: String Ensemble; E: Saxophone Ensemble; F: Jazz Band (Lg. Ens.); G: Flute Choir; H: Chamber Ensemble; and I: Athletic (Pep) Band.

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 Sterling Chorale to audition.

MU288 Community Concert Band 1 credit
This ensemble is designed to give students the unique opportunity to create music within a community environment. It promotes and fosters, through public concerts, interest in, and enthusiasm for, the playing and appreciation of wind ensemble literature. Emphasis is placed on the art of ensemble playing, individual responsibility, self-discipline, as well as representing the school and community in a positive manner.

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. Writing Intensive.

MU321 Piano Literature I 3 credits
This course is designed for Piano Performance and Pedagogy majors and is a survey of keyboard music from the 1400s until the present day. Various scores will be examined and listening comprehension will be stressed. Writing Intensive.

MU322 Piano Literature II 3 credits
This course is designed for Piano Performance and Pedagogy majors and is a survey of keyboard music from the time of Beethoven until the present. Various scores will be examined and listening comprehension will be stressed. Writing Intensive.

MU333 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.
MU335  Choral Methods for the Classroom 3 credits
This course examines the techniques and skills needed to teach choral music in the secondary school. This course introduces (but is not limited to): teaching non-performing music students (7-12), the male changing voice, inclusion in the music classroom, teaching performing groups, teaching musical expression, choosing appropriate literature, achieving accurate intonation, teaching teenage singers, school music performances, discipline, recruiting, planning and evaluation, current approaches for effective teaching, observing secondary choral classes, teaching concept lesson plans, and world music.  (Spring, even years)

MU336  Instrumental Methods for the Classroom 3 credits
This course examines the techniques and skills needed to teach instrumental music in the secondary school. This course introduces (but is not limited to): teaching non-performing music students (7-12), inclusion in the music classroom, teaching performing groups, teaching musical expression, choosing appropriate literature, achieving accurate intonation, school music performances, discipline, recruiting, planning and evaluation, current approaches for effective teaching, observing secondary instrumental music classes, political/social issues pertinent to the instrumental music classroom, teaching concept lesson plans, and world music. Writing Intensive.  (Spring, odd 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.

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.

MU354  Music History and Literature I 3 credits
A detailed study of composers, genres, forms, and cultural values that shaped music during the Ancient, Medieval, Renaissance, and Classical periods. Writing Intensive.

MU355  Music History and Literature II 3 credits
A detailed study of the styles, forms, personalities, and cultural values that shaped music from the 1800s until the present. Writing Intensive.
MU359  Hymnody  2 credits
This course will cover the historical developments of hymnody in the church, especially as it can be traced in Protestantism. Special emphasis will be placed on important composers, religious movements, and events that played a vital role in the development of congregational music. Attention will be given to theological and musical aspects of hymnody, as well as to modern and contemporary issues surrounding the subject.

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

MU440  Worship Arts  3 credits
This course will serve as the “capstone” course for the B.A. in Sacred Music. Students will examine many aspects of both traditional and contemporary worship. Special attention will be given to discussion and creation of ways in which to learn from various traditions of worship and ways in which to combine elements from a variety of styles into a cohesive whole, while maintaining theological and aesthetic solidity. Students will examine the use of all of the arts, not just music, into creating meaningful and faithful Christian worship. Topics will include Music, Theatrical Arts, Visual Arts, Movement Arts, and others.

MU451  Piano Pedagogy I  3 credits
This course will deal primarily with elementary and lower intermediate level piano instruction. Various methods and approaches will be analyzed. Suitable solo and ensemble literature for the elementary and lower intermediate level student will be played and analyzed. The development of a teaching philosophy and practical ideas for creating and maintaining a private studio will be discussed. Writing Intensive.

MU452  Piano Pedagogy II  3 credits
This course deals primarily with adult and intermediate level piano instruction. Intermediate level repertoire will be discussed at length, as will the teaching of technique and functional musicianship skills to intermediate level students. Various adult methods and group piano texts will be analyzed, followed by a discussion of appropriate teaching techniques. The semester will conclude with an in-depth discussion of learning theories, professional organizations, and competitions. Writing Intensive.
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.

MU480  Internship - Music Ministry Practicum  2 credits
Students enrolled in the B.A. program in Sacred Music will be required to complete an internship during their final semester of study. This internship will expect that the student be directly involved in worship planning and leading through an assigned/approved local church. The specific nature of responsibilities will depend on the student and cooperating church, but will be pre-designated before the internship begins.
Physics

Physics is a division of the Mathematics/Computer Science/Physics Department. This division 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.
Theology and Ministry

This department offers courses in biblical, theological, and philosophical studies, as well as in practical ministry. Students may earn degrees in both Theological Studies and in Christian Ministries.

THEOLOGICAL STUDIES MAJOR (BA)

The major in Theological Studies seeks to provide a broad-based understanding of biblical, theological, and philosophical concepts. Students who desire to pursue seminary training and other graduate degrees are highly recommended to pursue this course of study.

Core Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM230</td>
<td>Introduction to New Testament Greek I</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM232</td>
<td>Introduction to New Testament Greek II</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR</td>
<td>Learning to Read Hebrew I</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM203</td>
<td>Learning to Read Hebrew II</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM204</td>
<td>Learning to Read Hebrew II</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM281</td>
<td>Church History and Missions I</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM282</td>
<td>Church History and Missions II</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM286</td>
<td>Research Methods</td>
<td>1 credit</td>
</tr>
<tr>
<td>TM348</td>
<td>Biblical Hermeneutics</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM392</td>
<td>Service Component</td>
<td>1 credit</td>
</tr>
<tr>
<td>TM471</td>
<td>Apologetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM484</td>
<td>Contemporary Christian Thought</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM499</td>
<td>Senior Thesis</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

Subtotal: 25 credits

Electives:

Any additional four TM Department courses apart from the General Education requirements Subtotal: 12 credits

Specialization: (choose one)

Biblical Studies

Language: Greek Reading I and Greek Reading II or Hebrew Exegesis and an Advanced OT elective 6 credits

New Testament Elective (200 level or above) 3 credits

Old Testament Elective (200 level or above) 3 credits

Subtotal: 12 credits

Philosophy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM231</td>
<td>Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM238</td>
<td>History of Philosophy</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM470</td>
<td>Philosophy of Christian Thought</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM439</td>
<td>Ethics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Subtotal: 12 credits

Total: 49 credits
THEOLOGICAL STUDIES MINOR

A minor is also available in Theological Studies. Because this minor is specifically designed for each individual, no specific course list is required. The minor consists of any six TM courses apart from the General Education courses required for graduation, totaling at least 18 credits. Interested students should contact the Theology and Ministry 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 (BA)

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.

Five areas of concentration are available to the Christian Ministries major: Youth, Mission, Educational Leadership, Worship Leadership, and Urban Ministry. Students exiting this program will be prepared to assume leadership roles in churches, Christian schools, worship ministry, youth ministry, camps, para-church ministries, missions, 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM214</td>
<td>Biblical Prophecy</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM217</td>
<td>Wisdom Literature &amp; Poetry</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM245</td>
<td>Homiletics</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM247</td>
<td>Instructional Bible Study</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM254</td>
<td>Spiritual Formation</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM272</td>
<td>Jesus</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM277</td>
<td>Paul</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM282</td>
<td>Church History and Missions II</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM286</td>
<td>Research Methods</td>
<td>1 credit</td>
</tr>
<tr>
<td>TM348</td>
<td>Biblical Hermeneutics</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM360</td>
<td>Internship in Christian Ministries</td>
<td>2-3 credits</td>
</tr>
<tr>
<td>TM392</td>
<td>Service Component</td>
<td>1 credit</td>
</tr>
<tr>
<td>TM439</td>
<td>Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM466</td>
<td>Senior Project: Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>TM499</td>
<td>Senior Thesis</td>
<td>2 credits</td>
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</tbody>
</table>

Subtotal: 30-31 core credits
Specialization Areas - Students must choose at least one of the following:

Youth Concentration:
ES253  Recreational Leadership  3 credits
CT263  Interpersonal Communication  3 credits
TM321  Adolescent Culture & the Gospel  3 credits
TM325  Theology of Family Life  3 credits
TM340  Gender and Ethnic Issues in Ministry  3 credits
TM357  Youth and Family Ministry  3 credits

Subtotal: 18 credits

Educational Leadership Concentration (formerly Christian Education):
CT365  Gendered/Intercultural Communication  3 credits
TM120  Introduction to Christian Education  2 credits
TM279  Leadership & Administration  3 credits
TM340  Gender & Ethnic Issues in Ministry  3 credits
TM356  Children's Ministry  2 credits
TM357  Youth and Family Ministry  3 credits

Subtotal: 16 credits

Mission (or Cross-Cultural) Concentration:
TM107  Cross Cultural Ministry (Missions trip required)  3 credits
TM263  Theology of Religions  3 credits
HG272  International Relations  3 credits
TM279  Leadership & Administration  3 credits
TM284  Introduction to Missions  3 credits
TM327  Doctrine of the Holy Spirit  3 credits
Any language course including Greek I or Hebrew I  3 credits

Subtotal: 21 credits

Worship Leadership Concentration:
MU111  Music Theory I  3 credits
MU333  Conducting  2 credits
Private lessons or classes (1 semester Instrumental & 1 semester Vocal)  2 credits
TM260  Contemporary Trends in Worship  3 credits
TM321  Adolescent Culture and the Gospel  3 credits
TM327  Doctrine of the Holy Spirit  3 credits
TM328  Biblical Foundations & Theology of Worship  3 credits

Subtotal: 19 credits

Urban Ministry Concentration:
TM107  Cross Cultural Ministry  3 credits
TM209  Urban Entry  3 credits
TM252  Urban Leadership  3 credits
TM322  Urban Ministry  3 credits
TM340  Gender & Ethnic Issues in Ministry  3 credits
TM358  Global Urbanization  3 credits

Subtotal: 18 credits

Total: 46-51 credits
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
TM325  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
TM321  Adolescent Culture & the Gospel  3 credits
TM357  Youth and Family Ministry  3 credits
TM394  Directed Readings (to explore a topic related to family)  3 credits
TM439  Ethics  3 credits
Subtotal: 12 credits
Total: 18 credits

Theology and Ministry Course Descriptions:

TM102  Introduction to the Old Testament  3 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 genres. Meets the General Education requirement. (Every semester)
TM103  Introduction to the New Testament  3 credits
This course examines the major themes of the New Testament through the study of selected passages, ranging from Matthew to Revelation. It explores the life, death, and resurrection of Jesus Christ and the church’s establishment, growth, and contemporary challenges. Meets the General Education requirement. (Every semester)

TM107  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 on 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. (Spring)

TM120  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)

TM203  Learning to Read Hebrew I  3 credits
Introduces students to the grammar, syntax, and vocabulary of Biblical Hebrew. Students will begin to read elementary texts from the Hebrew Old Testament scriptures. (Fall, even)

TM204  Learning to Read Hebrew II  3 credits
A continuation of the work started in Learning to Read Hebrew I, developing further skills in grammar, syntax, and vocabulary of Biblical Hebrew. Students will read a variety of Hebrew texts from the Old Testament. (Spring, odd)

TM209  Urban Entry  3 credits
Through a variety of teaching methods, this course prepares students for internships with the Denver Urban Semester by raising students’ awareness of urban realities, their inner responses to these realities, and models of Christian response to urban issues. (Spring)

TM214  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: TM102 and Sophomore standing or consent of instructor. (Spring, even)

TM217  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: TM102 and Sophomore standing or consent of instructor. (Spring, odd)
TM230  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)

TM231  Logic  3 credits
Introduces the student to the basic components of sound argumentation. Students explore the use and meaning of language in order to differentiate between cognitive and emotive responses to ideas. Employing principles of logic, the student will learn to identify false logic, critique arguments, show proofs that are coherent and consistent, and use symbols and formulas of logic.

TM232  Introduction to New Testament Greek II (LL232)  3 credits
Continuation of TM230 equipping students with a fundamental understanding of grammar, syntax and vocabulary of biblical Greek. (Spring, even)

TM238  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: consent of instructor. (Fall, odd)

TM245  Homiletics  3 credits
Students will develop a philosophy and methodology for preaching in order that the student can present the truth of God’s Word in a manner which enhances its meaning and persuades listeners. (Spring)

TM247  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)

TM252  Urban Leadership  3 credits
This course teaches students how to examine and take care of their soul in order to be people with the ability to lead in difficult places in the world. The goal is to develop leaders who have a true sense of self, become aware of God’s transformative invitation and become leaders who value “being” instead of “doing”. (Summer)

TM253  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. (Fall, odd)
TM254  Spiritual Formation  
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)

TM260  Contemporary Trends in Worship  
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 worship 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  
See description under the History Department

TM263  Theology of Religions  
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)

TM266  Basic Christian Doctrine  
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: TM102 & TM103 or consent of instructor. (Every semester)

TM272  Jesus  
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: TM103 and Sophomore standing or consent of instructor. (Fall, odd)

TM277  Paul  
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: TM103 and Sophomore standing or consent of instructor. (Fall, even)

TM279  Leadership & Administration  
Attention is given to the spiritual qualities a Christian leader must possess, different leadership styles, and the recruitment and training of lay leaders for various ministries in the church (e.g. education, worship, pastoral, etc.). (Spring, odd)
TM281  Church History and Missions 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)

TM282  Church History and Missions 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)

TM284  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)

TM286  Research Methods  1 credit
This course is required for all TM and CM majors, as it exposes students to the research skills and methodologies needed to conduct significant and appropriate research in biblical and theological studies. (Spring)

TM295  Topics  1-3 credits
Specialized studies for various purposes. (As needed)

TM321  Adolescent Culture and the Gospel  3 credits
This course revolves around three sets of challenging questions: (1) What is the nature of culture, generally, and pop and youth culture more specifically? (2) How do the systems of contemporary culture affect young people in our society? (3) How can we keep track of all that is going on in youth culture and apply our information to ministry? This course attempts to raise students’ professionalism, their ability to respond to the needs of young people, and their effectiveness in communicating the Gospel. (Spring, even; Interterm)

TM322  Urban Ministry  3 credits
Change in our urbanizing world calls for a new generation of leadership within our city churches; leaders who have roots in the community and are strong in the classic practices of their faith, while being innovative in response to the changing social landscape. This course is designed to help emerging leaders develop the spiritual tools for a sustainable form of spiritual living and Christian leadership in low-income, high-risk urban settings.

TM325  Theology of Family Life  3 credits
This course seeks to provide a biblical and theological understanding of the family. Through lecture, discussion, reading, personal reflection and research students are encouraged to see how their own understanding and experience of family and other related systems affect who they are and how they operate. This process, in turn, will equip the student to be more effective in serving people in the name of Jesus Christ in a variety of ministry settings. (Spring, odd)
TM327  Doctrine of the Holy Spirit  3 credits
This course examines the biblical teaching on the Third Person of the Holy Trinity and explores the development of the doctrine of the Holy Spirit in the history of the Christian church. The major focus will be on systematic-theological reflection as well as contemporary issues such as charismatic gifts, discernment, Spirit-baptism, and religious experience. Prerequisites: TM102, TM103, & TM266. (Spring, even)

TM328  Biblical Foundations and Theology of Worship  3 credits
This course explores the biblical and historical foundations of worship. Old Testament worship, New Testament worship, and teaching concerning the ministry of Christ as the leader of Christian worship are examined. (Fall, odd)

TM330  New Testament Greek Reading I (LL330)  3 credits
This course provides an introduction to New Testament Greek syntax, exegesis and textual criticism, focused on creating an outline of a passage to be used for teaching or preaching. Prerequisite: TM230 and TM232 or consent of instructor. (Fall, even)

TM332  New Testament Greek Reading II (LL332)  3 credits
This course is a continuation of TM330 through the reading of a variety of New Testament and early Christian texts. (Spring, odd)

TM340  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)

TM348  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: TM102, TM103, and Sophomore standing. Writing Intensive. (Fall)

TM356  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, odd)

TM357  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. (Spring, even)
TM358  Global Urbanization  
This course is designed to offer students tools for understanding global urbanization, its local expression in Denver, CO, and analytical tools to help leaders develop effective responses. (Summer)

TM360  Internship in Christian Ministries  
This course involves direct participation in ministerial training and responsibilities by a student with sophomore status. Students will serve a minimum of 150 hours in an internship (either volunteer work or a temporary paid position) supervised by an experienced professional in some form of Christian Ministry. This course is required of all CM majors and the nature of the service (usually done during the summer) is determined by the student’s concentration and requires prior approval from the instructor. (Fall)

TM380  1 & 2 Timothy  
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. Prerequisite: TM277 or consent of instructor (Spring, odd)

TM392  Service Component  
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 departmental instructor for this course must approve in advance the proposed service. A pass/fail grade will be given. Prerequisite: Senior standing and instructor permission. (Fall)

TM394  Directed Readings  
Prerequisite: Junior standing.

TM397  Independent Study  
Prerequisite: Junior standing. (As needed)

TM439  Ethics  
This course provides an introduction both to ethical theory and 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: Junior standing or consent of instructor. (Spring, even)

TM440  Philosophy for Faith and Life  
A capstone course required for all graduates. The course will examine the great thinkers of the Western world and how they influenced our view of the world. Students will learn and use major philosophical terminology and the systems employed to express them. Questions concerning the interaction of philosophy with the life of faith will be confronted. The student should acquire the ability to express a worldview of effective service amidst cultural plurality and diversity. Senior standing. (Every semester)
TM466  **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)

TM470  **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: TM102, TM103, TM266, and Junior standing or consent of instructor. (Spring, even)

TM471  **Christian Apologetics**  3 credits
In this course students will develop their ability to formulate a consistent Christian apologetic, critiquing both non-theistic and pseudo-Christian approaches and to analyze effectively divergent systems of apologetics. (Spring, odd)

TM484  **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: TM266, and either Junior standing or consent of instructor. (Spring, odd)

TM499  **Senior Thesis**  2 credits
This course involves in-depth research and the production of a biblical or theological paper. Prerequisite: Senior standing. Writing Intensive. (Fall)
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 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
- Uganda Studies Program

**Culture-Shaping Programs:**
- American Studies Program
- Contemporary Music Center
- Los Angeles Film Studies Center
- Washington Journalism Center
e.Sterling

GENERAL ACADEMIC INFORMATION

Degree Requirements
Sterling College Online 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 one 2-year college with no more than 80 credit hours from all 2-year colleges, with a cumulative grade point average of 2.0 (C). A cumulative grade point average of 2.5 is required for education certification;

3. Candidates must have completed at least 24 of their last 30 credit hours with Sterling College;

4. Candidates must have fulfilled the requirements of the general education portion of the liberal arts curriculum,* including the spiritual formation requirements;†

* If a student has earned an Associates of Arts or Science degree from a regionally accredited institution, the general education requirement will be considered met. Students who have not completed an Associates degree but have earned 60 or more credit hours may have met the general education requirement, depending on the nature of the credits earned. The 60 or more credit hours must include:

a. Basic Skills courses, including:
   3 hours of English Composition
   3 hours of Public Speaking or Speech Communication
   3 hours of college level Mathematics
   2 hours of PE/Health
   3 hours of Literature
   3 hours of World History

b. 3 credit hours of Fine Arts \( (Non\text{-}Applied \text{ Only}) \) from one of the following disciplines. However, Christian Ministries/Theology and Ministry majors must have 6 credit hours total from two disciplines and no more than 3 credit hours of applied coursework.
   - Art
   - Theatre
   - Music
c. 4 credit hours of a Life/Physical Science course with a Lab requirement from one of the following. However, Christian Ministries/Theology and Ministry majors must have a total of 7 credit hours (including a one credit hour lab) with at least one course from each discipline.

Life Science:
- Biology
- Environmental Science

Physical Science:
- Chemistry
- Astronomy
- Geology

d. 3 credit hours of Social Science courses from one of the following:

- Sociology
- Political Science
- Economics
- World Regional Geography
- World Religions

e. 3 credit hours of Behavioral Science: General Psychology

f. Electives:
   - 24 credit hours for TM and CM majors
   - 30 credit hours for Teacher Education
   † See the section titled “Spiritual Formation” below.

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.
Graduation

Though not required for e.Sterling students, candidates are strongly encouraged to attend commencement ceremonies. Regardless of attendance or non-attendance, the graduation fee is required.

Spiritual Formation

Sterling College is deeply concerned about the spiritual growth of students. Consequently, all students must complete 10–11 credit hours of Theology and Ministry. For the Bachelor of Arts degrees in Christian Ministries and Theology & Ministry, these credit hours are earned through the following courses:

- TM 1045: Introduction to Old & New Testament
- TM 3055: Basic Christian Doctrine & The Holy Spirit
- GD 1051: Foundations of Servant Leadership

**11 credit hours**

For the Bachelor of Science degree in Elementary Education, the credit hours are earned through the list of courses below:

- TM 1023: Introduction to Old Testament
- TM 1033: Introduction to New Testament
- TM 2663: Basic Christian Doctrine
- TM 4403: Philosophy for Faith and Life
- GD 1051: Foundations of Servant Leadership

**13 credit hours**

Time Limitation

Students have seven (7) years from their initial enrollment to complete graduation requirements as they are stated at the time of their enrollment. Those taking longer will have to complete the requirements as they have been most recently stated in College policy. Appeals will be considered by the Vice President of Academic Affairs working with the Academic Affairs Committee.

Grading and Recording

Below is a brief description of letter designations as they relate to transcripts.

- **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 on 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 fourth Friday of the following session*. Failure to remove the “I” results in an “F” or the grade assigned by the instructor. *(A “session” is eight (8) weeks.)

**IP**  “In progress.” Grades have not been recorded.

**W**  “Officially withdrawn.”

**Grade Points**

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**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 learning 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 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 judgment 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 judgment and/or the penalty.

Academic Netiquette

The Digital Age has fostered non-traditional forms of written communication that are meant to accommodate a fast-paced society. However, students are expected to use the traditional rules of grammar and mechanics in online courses. Even in discussion forums, students should write in complete sentences and properly spell and punctuate. Lack of “academic netiquette” will result in lower scores on assignments.

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 an instructor, 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 fourth (4th) week of the following session.
Note: It is in everyone’s best interest if the issue can be resolved at the lowest level, between the student and the instructor 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. Vice President of Academic Affairs
3. Academic Affairs Committee

For academic policy and procedure appeals:
1. Registrar
2. Vice President of Academic Affairs
3. Academic Affairs Committee

**Withdrawing from Courses and/or Programs**

To officially withdraw from a course or program a student must obtain a withdrawal form from the e.Sterling division of Sterling College. To obtain the form, the student should contact an Online Student Services Counselor (see Student Handbook for contact information).

When students officially withdraw from Sterling College, federal regulations require that a portion of their financial aid be returned under certain circumstances. Students are eligible to receive Federal Student Loans if they are enrolled in 6 or more credit hours during a semester.

For example, a student enrolled in a 5-credit-hour session for Spring I and a 3-credit-hour session in Spring II would qualify for Federal Student Loans because of being enrolled in a total of 8 credit hours for the entire Spring semester. However, if the student withdrew from the Spring II 3-credit-hour session, he or she would then be enrolled in fewer than 6 credit hours that semester and consequently be ineligible for Federal Student Loans. Therefore, the entire amount of the Federal Student Loan would be returned to the lender.

Depending on the number of hours the student is enrolled in and the timing of withdrawal, different situations could occur. If the student:

1. **Completely withdraws prior to the start of semester:**
   a. Financial aid will be cancelled and the student’s deposit will be forfeited.

2. **Begins enrollment in the first session of a semester and completely withdraws prior to the completion of that session:**
a. Federal regulations require that a Return to Title IV (R2T4) calculation be completed.
b. Title IV loans must be returned in their entirety.
c. Title IV grants (Pell grants) received will be returned according to the R2T4 calculation.

3. **Completes the first session and completely withdraws prior to the start of the second session of a semester:**
   a. Title IV aid will be recalculated based on the student’s new enrollment status (less than ½ time)
   b. Title IV loans will be returned in their entirety.
   c. Title IV grants will be adjusted according to the new enrollment status.

4. **Completes the first session and begins the second session of a semester and completely withdraws prior to completion of the second session:**
   a. **BEFORE the Drop Date the**
      1. Student will not be considered a complete withdrawal due to the completion of the first session.
      2. An R2T4 calculation may be completed. If a student has completed less than 60% of the enrollment period in the semester, financial aid will be calculated for ”earned” and “unearned” aid based on the days of attendance. Earned aid is kept on the student’s account, and unearned aid is returned to appropriate aid funds.
   b. **AFTER the Withdraw Date the**
      1. Student will have completed more than 60% of the enrollment period and therefore will have earned the full amount of disbursable aid and institutional charges for the enrollment period. Title IV funding will be considered earned, and no enrollment status change or R2T4 calculations will be completed.

A student is not eligible for a refund from the Business Office until all Federal Title IV programs and other scholarships are reimbursed as required AND all outstanding balances with Sterling College have been cleared.

Examples of any withdrawal calculations maybe requested from the Financial Aid Office.

Federal law requires ALL students who withdraw and have received Title IV funding to participate in an exit interview through [http://mapping-your-future.org/services/oslcidx.htm](http://mapping-your-future.org/services/oslcidx.htm).
Academic Status

Satisfactory Progress

Students must have a minimum cumulative GPA of 2.00 in order to graduate. (Students in the Sterling Teacher Education Program online must have an overall GPA of 2.5 and must have a GPA of 2.75 in professional course work and major course work.) 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. Students must successfully complete a minimum of 12 credit hours in a calendar year at an accredited institution. (e.Sterling offers six, 8-week academic sessions in a calendar year. Two sessions is equivalent to one traditional-length semester.) Students should be aware that federal and state financial aid regulations may mandate that they complete more credit hours in a calendar year.

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

A. Students who fail to complete 5 credit hours per session for three consecutive sessions will be suspended. (Additional rules may apply to financial aid.)
B. Students readmitted following academic suspension are not eligible for financial aid that semester.

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

Academic Warning

When a student’s residential GPA falls below 2.2, he or she will receive a notice of academic warning. (Students in the Teacher Education Program online should see the STEP Handbook for policies that may differ in that program.) There are no restrictions, but the student needs to be aware of the GPA requirements for graduation.

Academic Probation

When a student’s residential GPA drops below 2.0, or when a deficiency is serious enough to require significant improvement in grades for more than one session, in order to achieve the GPA requirements for graduation, students are placed on academic probation. (Students in the Teacher Education Program online should see the STEP Handbook for policies that may differ in that program.) Students on academic probation should be aware that their academic careers are in serious jeopardy. Financial aid may not be available.
If at the end of the first probationary session sufficient academic progress still has not occurred, the student will again be placed on academic probation for the following session. At the end of the third consecutive probationary session if the criteria for satisfactory academic progress has not been met, academic suspension will result.

**Academic Suspension**

Students who fail to meet the standards for satisfactory progress as defined above will be suspended. Readmission following suspension will be addressed on a case-by-case basis. Students readmitted following academic suspension will be placed on academic probation with academic status reevaluated at the end of the session.

**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 or program requirements, will be permanently dismissed.

**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 10 credits of graded work. A student receiving a grade of F or Incomplete (I) in any course will not be eligible for consideration.

**Graduation Honors**

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

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

**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 online at [http://www.sterling.edu/academics/resources/transcript-request](http://www.sterling.edu/academics/resources/transcript-request). 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 Sterling College are satisfied and educational loans are not in default.
## Course Curriculum for Online Completion Programs

### Theology and Ministry (BA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GD1051</td>
<td>Foundations of Servant Leadership</td>
<td>1</td>
</tr>
<tr>
<td>TM1045</td>
<td>Introduction to Old and New Testament</td>
<td>5</td>
</tr>
<tr>
<td>TM1075</td>
<td>Cross-Cultural Studies</td>
<td>5</td>
</tr>
<tr>
<td>TM2155</td>
<td>Old Testament Studies</td>
<td>5</td>
</tr>
<tr>
<td>TM2315</td>
<td>Introduction to New Testament Greek I and II</td>
<td>5</td>
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<tr>
<td>TM2485</td>
<td>Methods in Bible Study</td>
<td>5</td>
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<tr>
<td>TM2755</td>
<td>New Testament Studies</td>
<td>5</td>
</tr>
<tr>
<td>TM2835</td>
<td>Church History and Mission I and II</td>
<td>5</td>
</tr>
<tr>
<td>TM3055</td>
<td>Basic Christian Doctrine and the Holy Spirit</td>
<td>5</td>
</tr>
<tr>
<td>TM3105</td>
<td>Philosophical Concepts and Christian Thought</td>
<td>5</td>
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<tr>
<td>TM3923</td>
<td>Service Component</td>
<td>3</td>
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<tr>
<td>TM4105</td>
<td>History of Philosophy and Christian Thought</td>
<td>5</td>
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<tr>
<td>TM4395</td>
<td>Ethics</td>
<td>5</td>
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<tr>
<td>TM4995</td>
<td>Research Methods and Thesis</td>
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<td><strong>Total:</strong></td>
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### Christian Ministries (BA)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GD1051</td>
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<td>5</td>
</tr>
<tr>
<td>TM1075</td>
<td>Cross-Cultural Studies</td>
<td>5</td>
</tr>
<tr>
<td>TM2405</td>
<td>Christian Education and Leadership</td>
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<td>TM2485</td>
<td>Methods in Bible Study</td>
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</tr>
<tr>
<td>TM2745</td>
<td>Missions and Theology of Religions</td>
<td>5</td>
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<tr>
<td>TM2835</td>
<td>Church History and Mission I and II</td>
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<td>TM3055</td>
<td>Basic Christian Doctrine and the Holy Spirit</td>
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<td>TM3105</td>
<td>Philosophical Concepts and Christian Thought</td>
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<tr>
<td>TM3115</td>
<td>Worship: Theology and Trends</td>
<td>5</td>
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<td>Youth Ministry</td>
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<td>TM4395</td>
<td>Ethics</td>
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<td></td>
<td><strong>Total:</strong></td>
<td><strong>64</strong></td>
</tr>
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</table>
COURSE DESCRIPTIONS

GD1051  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. It will also focus on skills for academic success, life-long learning, and career/major planning. This course is required of all new students and should be completed in the first semester of attendance.

THEOLOGICAL STUDIES/CHRISTIAN MINISTRIES
(_SHARED COURSES)_

TM 1045 - Introduction to the Old & New Testament  5 credits
This course examines the major themes for both the Hebrew Scriptures or Old Testament through the study of selected passages, ranging from Genesis to Malachi; and the major themes of the New Testament, ranging from Matthew to Revelation. Attention is paid to the covenant structure of the Bible and its different literary genres. _Meets General Education requirement._

TM 3055 - Basic Christian Doctrine & The Holy Spirit  5 credits
This course reflects on the major tenets of the Christian faith, considering their biblical basis and present relevance to life. Topics studied include God, revelation, angels, humanity, sin, Christ, salvation, the church, sacraments and the future. Due to the traditional neglect of the doctrine of the Holy Spirit and its relevance in Christianity today it will receive more detailed attention. This will include biblical and historical background as well as contemporary issues of religious experience such as “Spirit-baptism” and charismatic gifts. _Meets General Education requirement._

TM 2485 - Methods in Bible Study  5 credits
Beginning at ground level, this course reviews the basic importance of individual Bible study with the aim of teaching others. Aspects addressed include exegesis, context, interpretation, genre, application and implementation. Skills in the presentation of a lesson are also developed in group context.

TM 2835 - Church History and Mission I & II  5 credits
This course provides a chronological overview of the spread and progress of Christianity from Apostolic times to the present, reflection on the development of ideas, and on missionary activities.

TM 3105 - Philosophical Concepts & Christian Thought  5 credits
Students are introduced to the basic divisions of philosophical thought such as cosmology, metaphysics, logic, epistemology, and ethics. The development of a Christian or biblical worldview is pursued. Students will also study contemporary expressions of Christian thought as expressed in twentieth century schools such as neo-Orthodoxy, Vatican II Catholicism, liberation theology, future-oriented theologies, feminism, narrative theology, Pentecostal and Charismatic theologies, and trends in majority-world thinking. _Meets General Education Requirement._
TM 4935 - Ethics  
This course provides an introduction to ethical theory and moral decision making, i.e. the reflection on ways how we as humans ought to live and the process of making good and right choices regarding our behavior and actions. Major ethical systems include Virtue ethics, Divine command, Natural law, Social contract theory, Duty and Utilitarianism. Areas of application may include matters such as abortion, cloning, euthanasia, capital punishment, war, sexuality and the environment.

TM 1075 - Cross-Cultural Studies  
This course examines the area of the global interconnectedness of Christian ministry today, exploring the challenges of multi-ethnic cultural diversity. Through a theological and anthological study of dimensions, such as our concepts of time, event, space, reasoning, task, crisis, vulnerability, relationships, status, group-consciousness, etc. students are enabled to foster cross-cultural and international relations and better avoid conflict.

TM 4995 - Research Methods and Thesis  
This course exposes students to the research skills and methodologies needed to conduct significant and appropriate research in biblical and theological studies. It guides students through in-depth research and the successful production of an academic paper.

TM 3925 - Service Component  
Students take the initiative in creating, developing, and providing some form of practical voluntary service to a ministry or agency in which they can utilize skills and apply insight acquired from their academic study of Religion and Christian Ministry. The proposed service must be planned and approved in advance of the proposed service and reflected on later in group debriefing sessions.

THEOLOGICAL STUDIES  
(DISTINCTIVE COURSES)

TM4105 - History of Philosophy & Christian Thought  
This course examines the historical development of philosophical thought from the ancient Greeks to the present and explores the interface of philosophical and religious thought, looking at issues such as traditional and current arguments for the existence of God and the validity of religious experience within the contemporary postmodern mindset.

TM 2155 - Old Testament Studies  
Within the field of the Old Testament this course is focused on two areas: the background, content, and purpose of biblical prophets and their writings, and an introduction to the poetry and wisdom literature in books such as Psalms, Proverbs, Ecclesiastics, and Job.
TM 2755 - New Testament Studies  
5 credits
Within the field of the New Testament this course is focused on two areas: the life of Jesus, reflected in the differing perspectives of the four gospel writers, asking how and why they wrote and then considering the “historical Jesus” debate, and secondly on the letters of the apostle Paul in their historical and literary contexts, probing their respective purposes and content.

TM 2315 - Introduction to New Testament Greek I & II  
5 credits
This course equips students with a fundamental understanding of the grammar, syntax, and vocabulary of biblical Greek, leading to the reading of selected New Testament Greek texts.

CHRISTIAN MINISTRIES  
(DISTINCTIVE COURSES)

TM 3385 - Youth Ministry  
5 credits
This course reflects on the distinctive nature of contemporary youth cultures, their influence on society, and application to Christian ministry. The role of the youth minister is explored in relation to the needs of young people and the effective communication of the Gospel. Students are exposed to various models of youth ministry and introduced to the practical, administrative duties involved. Issues of family dynamics are also explored.

TM 2405 - Christian Education and Leadership  
5 credits
This course provides an overview of Christian Education as a mission of the church. A variety of vocational options are explored as well as the leadership styles and spiritual qualities of Christian leaders. Students will be trained in principles and procedures for planning and structuring a program for Christian Education and in the selection and evaluation of teaching resources, as well as the recruitment and training of lay leaders and teachers for educational ministry.

TM 2745 - Missions and Theology of Religions  
5 credits
This course examines the biblical foundation of Christian mission, its history and practice. It focuses on communicating the Gospel in the contemporary world, incorporating the challenge of issues of culture, worldview, and ethnicity. It also provides a thorough study of the major non-Christian religions of the world from a Christian perspective and probes the issue of the salvific uniqueness of Jesus Christ.

TM 3115 - Worship: Theology and Trends  
5 credits
This course explores the biblical and theological foundations of worship in the Old and New Testaments and the ministry of Christ as the “liturgist in the sanctuary” and leader of Christian worship. Contemporary trends are also studied comparatively including liturgical, traditional (or hymn-based), revivalist, seeker-sensitive, contemporary, charismatic, and emerging church styles. Students are expected to probe and assess the broad scope of present-day innovations in worship.
# STEP Online

**STERLING TEACHER EDUCATION PROGRAM**

## Elementary Education (BS)

### Sequence of Program:

#### Level 1 Carousel

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED2062</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>ED219A2</td>
<td>Instruction and Assessment, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>ED2723</td>
<td>Educational Psychology**</td>
<td>3</td>
</tr>
<tr>
<td>SE2103</td>
<td>Introduction to Special Needs**</td>
<td>3</td>
</tr>
</tbody>
</table>

- Foundations of Servant Leadership: 1 credit
- 2 Theology and Ministry (TM) courses: 6 credits

#### Level 2 Carousel

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ED2052</td>
<td>Cultural Diversity**</td>
<td>2</td>
</tr>
<tr>
<td>ED229B2</td>
<td>Instruction and Assessment, Part 2</td>
<td>2</td>
</tr>
<tr>
<td>ED3562</td>
<td>Technology in the Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED3573</td>
<td>Reading and Writing in the Content Area**</td>
<td>3</td>
</tr>
<tr>
<td>ED4901</td>
<td>Seminar in Education</td>
<td>1</td>
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</table>

- 2 Theology and Ministry (TM) courses: 6 credits

#### Level 3 Carousel

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<thead>
<tr>
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<tbody>
<tr>
<td>AR2753</td>
<td>Elementary Art Methods**</td>
<td>3</td>
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<tr>
<td>EL1302</td>
<td>Concepts of Elementary Mathematics</td>
<td>2</td>
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<tr>
<td>EL2563</td>
<td>Child and Adolescent Literature**</td>
<td>3</td>
</tr>
<tr>
<td>EL3352</td>
<td>Methods of Teaching Elem. Social Science**</td>
<td>2</td>
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<td>ES3443</td>
<td>Elementary PE Methods**</td>
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<tr>
<td>MU243A2</td>
<td>Elementary Music Methods**</td>
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#### Level 4 Carousel

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<tbody>
<tr>
<td>EL3264</td>
<td>Methods of Teaching Reading and Lang. Arts**</td>
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<tr>
<td>EL3332</td>
<td>Methods of Teaching Elementary Science**</td>
<td>2</td>
</tr>
<tr>
<td>EL3373</td>
<td>Methods of Teaching Elementary Math**</td>
<td>3</td>
</tr>
<tr>
<td>EL3403</td>
<td>Reading Testing and Diagnosis**</td>
<td>3</td>
</tr>
<tr>
<td>ED49815</td>
<td>Clinical Teaching Experience**</td>
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Total: 75 credits

**These classes require a fieldwork component to be completed in your community.
Sterling College reserves the right to make changes to this curriculum outline.
# History with emphasis in Education 6-12 (BS)

## Sequence of Program:

### Level 1 Carousel

<table>
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</thead>
<tbody>
<tr>
<td>ED2062</td>
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<td>Educational Psychology**</td>
<td>3</td>
</tr>
<tr>
<td>SE2103</td>
<td>Introduction to Special Needs**</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Servant Leadership</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2 Theology and Ministry (TM) courses</td>
<td>6</td>
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### Level 2 Carousel

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<tr>
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<tbody>
<tr>
<td>ED2052</td>
<td>Cultural Diversity**</td>
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</tr>
<tr>
<td>ED229B2</td>
<td>Instruction and Assessment, Part 2</td>
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<tr>
<td>ED3562</td>
<td>Technology in the Classroom</td>
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</tr>
<tr>
<td>ED3573</td>
<td>Reading and Writing in the Content Area**</td>
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<tr>
<td>ED4901</td>
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### Level 3 Carousel

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<td>Economics</td>
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<td>HG1113</td>
<td>History &amp; Government of the U.S. I</td>
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<tr>
<td>HG2403</td>
<td>World and Regional Geography</td>
<td>3</td>
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<tr>
<td>HG2843</td>
<td>History of the Russians</td>
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<tr>
<td>HG3553</td>
<td>19th &amp; 20th Century Europe</td>
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### Level 4 Carousel

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<tr>
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<td>Principles of Sociology</td>
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<tr>
<td>HG1023</td>
<td>History of World Civilization II</td>
<td>3</td>
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<td>HG1123</td>
<td>History &amp; Government of the U.S. II</td>
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<td>HG2553</td>
<td>Comparative Government</td>
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<td>HG2753</td>
<td>The Gilded Age through the New Deal (1877-1939)</td>
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<td>HG2783</td>
<td>Modern America</td>
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### Level 5 Carousel

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<tbody>
<tr>
<td>HG2453</td>
<td>Kansas History and Government</td>
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<tr>
<td>HG2493</td>
<td>Sectionalism, Civil War, Reconstruction</td>
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<tr>
<td>HG2873</td>
<td>Latin America</td>
<td>3</td>
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<td>HG2783</td>
<td>Advanced American Government</td>
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<td>HG3333</td>
<td>The Classical Age</td>
<td>3</td>
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<td>HG3413</td>
<td>Medieval History</td>
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### Level 6 Carousel

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<tbody>
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<td>HG2733</td>
<td>America Through the Age of Jefferson (to 1815)</td>
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</tr>
<tr>
<td>HG3273</td>
<td>America and the World since 1939</td>
<td>3</td>
</tr>
<tr>
<td>HG3453</td>
<td>Renaissance and Reformation</td>
<td>3</td>
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</tbody>
</table>
HG4981 Research Methods  1 credit
HG4992 Senior Thesis  2 credits
ED4403 Methods of Teaching Secondary Social Science  3 credits

Total Education course credits (not including Clinical Teaching)  36 credits
Total History course credits  66 credits
**Total Program Credits  102 credits**

**These classes require a fieldwork component to be completed in your community.**
Sterling College reserves the right to make changes to this curriculum outline.

**Mathematics with emphasis in Education 6-12 (BS)**

**Sequence of Program:**

**Level 1 Carousel**
ED2062 Classroom Management  2 credits
ED219A2 Instruction and Assessment, Part 1  2 credits
ED2723 Educational Psychology**  3 credits
SE2103 Introduction to Special Needs**  3 credits
  Foundations of Servant Leadership  1 credit
  2 Theology and Ministry (TM) courses  6 credits

**Level 2 Carousel**
ED2052 Cultural Diversity**  2 credits
ED229B2 Instruction and Assessment, Part 2  2 credits
ED3562 Technology in the Classroom  2 credits
ED3573 Reading and Writing in the Content Area**  3 credits
ED4901 Seminar in Education  1 credit
  2 Theology and Ministry (TM) courses  6 credits

**Level 3 Carousel**
MA2005 Calculus I  5 credits
MA2403 Elementary Statistics  3 credits
CS1503 CIS I  3 credits

**Level 4 Carousel**
MA2105 Calculus II  5 credits
MA3552 History of Mathematics  2 credits
MA3921 Mathematics Service  1 credit
PH2105 Physics I  5 credits

**Level 5 Carousel**
MA2204 Multivariable Calculus  4 credits
MA3303 Linear Algebra  3 credits
MA3403 Modern Geometry  3 credits
MA4103 Probability Theory  3 credits
PH2115 Physics II  5 credits
**Level 6 Carousel**

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<tr>
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<tr>
<td>MA4203</td>
<td>Modern Algebra</td>
<td>3</td>
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<tr>
<td>MA4901</td>
<td>Seminar in Mathematics</td>
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</tr>
<tr>
<td>ED4673</td>
<td>Methods of Teaching Secondary Math</td>
<td>3</td>
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</tbody>
</table>

Total Education course credits (not including Clinical Teaching) 33 credits
Total Mathematics course credits 51 credits

**Total Program Credits** 84 credits

**These classes require a fieldwork component to be completed in your community. Sterling College reserves the right to make changes to this curriculum outline.**

**Professional Studies**

The Professional Studies Program is designed to assist students who already have a Bachelor’s degree in an area for which STEP is approved to provide licensure.

**Sequence of Program:**

**Level 1 Carousel**

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<tr>
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**Total: 38 credits**

**These classes require a fieldwork component.**

**COURSE DESCRIPTIONS Listed**

Descriptions of required courses not list here can be found in the Curriculum area of the catalog under the appropriate major or general education section. For Online courses, the course number will be slightly different from on campus courses with the fourth digit indicating the number of credit hours for that course. For example, ED206 Classroom Management for main campus becomes ED2062 for the same course in STEP Online.
ED219A2 Instruction and Assessment I 2 credits
Teacher candidates will develop knowledge and skills in classroom instruction and assessment. Candidates will develop three lesson plans, each using a different teacher-centered model of instruction, and they will identify and design appropriate assessment tools. Micro-teaching is an integral component of the course.

ED219B2 Instruction and Assessment I 2 credits
Teacher candidates will develop knowledge and skills in classroom instruction and assessment. Candidates will develop three lesson plans, each using a different student-centered model of instruction, and they will identify and design appropriate assessment tools. Unit planning and micro-teaching are integral components of the course.

Descriptions of required Theology and Ministry courses are listed below:

TM1023 Introduction to Old Testament 3 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 genres. Meets General Education requirement.

TM1033 Introduction to New Testament 3 credits
This course examines the major themes of the New Testament through the study of selected passages, ranging from Matthew to Revelation. It explores the life, death, and resurrection of Jesus Christ and the church’s establishment, growth, and contemporary challenges. Meets General Education requirement.

TM2663 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. Prerequisites: TM1023, TM1033 & TM1373

TM4403 Philosophy for Faith and Life 3 credits
A capstone course that examines the great thinkers of the Western world and how they influenced our world view. Introduces major philosophical terminology and the systems employed to express them. Questions concerning the interaction of philosophy with the life of faith will be confronted.

HISTORY ONLINE COURSES

BS1153 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.
HG1013  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. 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.

HG1023  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.

HG1033  Economics  3 credits
Survey of foundational economic theory focusing on introductory microeconomic and macroeconomics concepts. Focus will be put on the application of the theory to business situations.

HG1113  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.

HG1123  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.

HG2403  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.

HG2453  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.

HG2493  Sectionalism, Civil War, and Reconstruction  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 19th century reform efforts, by the crisis of Civil War, and by America's unfinished revolution — Reconstruction.

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HG2553 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.

HG2733 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.

HG2753 The Gilded Age through the New Deal (1877-1939)  
3 credits
An intensive study of the political, social, diplomatic, economic, & cultural developments in the US from the industrially expansive 1880s through the depressed 1930s.

HG2783 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

HG2843 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.

HG2873 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.

HG3233 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.

HG3273 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.

HG3333 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.

HG34133 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.
HG3453  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.

HG3553  19th and 20th Century Europe (1815-present)  3 credits
Political and social change in modern Europe will be studied. Topics include nationalism, imperialism, World War I, fascism, World War II, and the cold war.

HG4981  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. Pre-requisite: LL101

HG4992  Senior Thesis  2 credits
This course will involve research and the production of a major paper.

MATHEMATICS ONLINE COURSES

LEVEL 1:

CS1503  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.

MA2005  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 with C- or better, or satisfactory score in pre-calculus placement test.

MA2403  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, or ACT math score of at least 23.
**PH2105  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.

**LEVEL 2:**

**MA2105  Calculus II**  5 credits
Covers integration techniques, sequences and series, conics, parametric equations, polar coordinates, vectors, and the geometry of space. Prerequisite: MA2005.

**MA2452  Apprenticeship in Mathematics**  2 credits
Provides practical experience in teaching and administration in mathematics and mathematics content for grades 6-12. Prerequisite: ED 219.

**MA3552  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.

**MA3921  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.

**PH2115  Physics II**  5 credits
A continuation of PH210. Topics include an introduction to wave phenomenon, sound, electricity, and magnetism. Prerequisite: PH210.

**MA2205  Calculus III (Multivariable)**  5 credits
This course covers functions of several variables, partial derivatives, multiple integrals, vector calculus, line integrals and vector fields. Prerequisite: MA210.

**MA3303  Linear Algebra**  3 credits
Study of systems of linear equations, matrices, determinants, linear dependence, vectors, vector spaces, inner product spaces, linear transformations, eigenvalues,
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Anna Lou Wyatt, Dodge City, KS  

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M.Div, Gordon-Conwell Theological Seminary; Ph.D., Claremont University  

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Vice President for Innovation and Technology  
B.S., M.S., Ph.D., Kansas State University  

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Vice President for Institutional Advancement  
M.Div, Sioux Falls Seminary; Ed.D., Peabody College of Vanderbilt University  

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Vice President for Enrollment and Marketing  
B.A., Sterling College; M.A., Goucher College  

Gregory Kerr, 2010  
Vice President for Academic Affairs  
B.S., M.S., Ph.D., University of Minnesota - St. Paul
Andy Lambert, 2004
Athletic Director; Head Football Coach
B.S., Trinity International University; M.S., Chicago State University

Scott Rich, 2008
Chief Financial Officer
B.S., The Master’s College; MBA, Liberty University

Tina Wohler, 2006
Vice President for Student Life, Dean of Students
B.S. Kansas State University; M.S. Oklahoma State University

ADMINISTRATIVE STAFF

Scott Carter, 2009
Director of Development
B.S. Sterling College

Janet E. Caywood, 1995
Registrar
B.A., Sterling College

Christian Dashiell, 2010
Director of Campus Ministries
B.S., Sterling College; M. Div, Central Baptist Theological Seminary

David Earle, 1999
Director of Alumni Relations
B.S., Sterling College

Nathan Graber, 2006
Director of Information Technology
B.S., Wichita State University

Clay Thomas, 2002
Director of Physical Plant

Lisa Parsons, 2010
Director of Services and 1st Year Program
B.S., Fort Hays State University; M.S., Kansas State University

Michelle Pitts, 1992
Controller
B.S., Friends University

Don Reed, 1974
Director of Planned Giving
B.S., Sterling College

Gentry Sutton, 2007
Director of Institutional Assessment; Writing Center Director
B.A., Sterling College; M.A., Emporia State College

Karin Swihart, 2008
Director of Marketing Communications
B.A., Sterling College
FULL-TIME FACULTY

Johnson Agbo, 2007
Assistant Professor of Physics
B.S. University of Cape Coast; Ph.D. University of Nevada-Reno

Curtis M. Beechan, 1986
Professor of Chemistry
B.S., University of California, Riverside; Ph.D., Stanford University

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

C. Douglass Boardman, 2007
Assistant Professor of History
B.A., M.A. Fort Hays State University

Christopher D. Brown, 2008
Assistant Professor, Head Athletic Trainer
B.S., Wingate University; M.S., The George Washington University

Daniel Callahan, 2007
Assistant Professor of Mathematics
B.A., Lakeland College; M.F.A., M.S., Wichita State University

Mark Clark, 2008
Assistant Professor of Music
B.M.E., Friends University; M.M.E., Wichita State University

Jonathan Conard, 2008
Assistant Professor of Biology
B.S., Southwestern University; M.S., Ph.D., Kansas State University

Diane M. DeFranco-Kling, 1971
Senior Associate Professor of Theatre Arts
B.A., Western Illinois University; M.A., University of Kansas

Don Frick, 2010
Visiting Professor of Communication; Dir. of Extended Media
Ph.D., Union Institute and University of Cincinnati

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
Associate Professor of Education
B.S. Chadron State College; M.A. Friends University

Chad Gaudet, 2008
Assistant Professor of History
B.A., Louisiana College; M.A., East Tennessee State University;
Ph.D., Bowling Green State 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

David Harmon, 2008
Associate Professor of Art
B.F.A., Webster University; M.F.A., Pennsylvania State University

Kevin Hill, 2006
Assistant Professor of Business and McVay Endowed Chair
B.S., University of Southern California; M.S., California State University; MBA, University of California; Ph.D., 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

Beth Kilday, 2008
Associate Professor of Mathematics
B.S., M.S., Chadron State College; Ed.D., Montana State University

Gordon S. Kling, Jr., 1968
Senior Associate Professor of Theatre Arts
A.B., Wheaton College; M.A., Western Illinois University

Teow Hwa Kwa, 2007
Professor of Business and Thompson-Ferrari Endowed Chair
M.S., University of Southern Maine; Ph.D., Texas A & M

Henry I. Lederle, 2002
Professor of Theology and Ministry
B.A., M.A., University of the Orange Free State; M. Div., University of Stellenbosch; Th.D. University of South Africa

Ryan J. “Pete’’ Manely, 2003
Assistant Professor, Director of Athletic Training Education
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
Marielena Righettini, 2010
Assistant Professor of Education
Ph.D., University of Nevada

Gladys E. Ritterhouse, 2001
Associate Professor of Education; Director of Teacher Education
B.S., Sterling College; M.E., Wichita State University;
Ph.D., Wichita State University

Erin Sheehan Laudermilk, 2007
Assistant Professor, Assistant Athletic Trainer, Clinical Coordinator
B.S., Saint Joseph’s College; M.S., University of Tennessee Chattanooga; ATC

Craig Smith, 2007
Professor of Theology and Ministry
BComm, University of Toronto; MDiv, Ontario Theological Seminary;
ThM, Trinity Evangelical Divinity School; PhD., University of Bristol

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

Valorie Starr, 2007
Library Director
B.A. University of Kansas; MLS, University of Maryland

Timothy W. Thorpe, 2008
Assistant Professor of Business
B.A., NW Nazarene University; M.B.A., University of Phoenix

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; MTS, Vanderbilt University School of Divinity;
ABD, University of Minnesota

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
PRO-RATA FACULTY

Rishawn Austin, 2007
Lecturer in Theology and Ministry
B.A., Northeastern State University, Oklahoma

Thomas R. Bronleewe, 2006
Lecturer in Theology and Ministry
B.S. University of Kansas; M.S. program, Trinity Theological Seminary

Hans Nickel, 2010
Instructor for Sports Management
M.Ed., Wichita State University

Anne Smith, 2007
Chaplain
B.A., Wheaton College; M.Div, Eastern Baptist Theological Seminary

PART-TIME and ADJUNCT FACULTY

Ronald Baxter, 2009
Lecturer in Theology & Ministry
M.A., Biblical Theological Seminary, Hatfield, PA

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
B.S., Kansas State University

Craig Boyer, 2008
Lecturer in Education
M.A., Wichita State University

Susan Brown, 2008
Lecturer in Exercise Science
M.S., Emporia State University

Jack Dillard, 2007
Lecturer in Exercise Science
M.S., Wichita State University

Gialisa Gaffaney, 2010
Lecturer in Business
J.D., Duke University

Cristi Gale, 2010
Lecturer in Computer Science
M.S. Western Illinois University

Randall C. Henry, 1982
Senior Lecturer in Business Law
B.S., Sterling College; J.D., Washburn University

Hadley Hicks, 2005
Lecturer in Education
B.A., Arizona State University; M.S., Northern Arizona University
Nancy Hicks, 2005
Lecturer in Education
B.S., Eastern New Mexico University

W. Joseph Jacob, 2001
Lecturer in Art
B.S., Wichita State University

Dean Jaderston, 2008
Lecturer in Exercise Science
M.A., Alfred Adler Institute of Minnesota

Merrillyn B. Kloefkorn, 2001
Lecturer in Education
B.S., Emporia State University; M.A., University of Northern Colorado

Jennifer Kirk, 2006
Lecturer in Music
B.M.E., Friends University

Trudy Lund, 2008
Lecturer in Technology
B.A. Bethany college; M.S., Kansas State University

Dean Mantz, 2007
Lecturer in Education
B.A., Sterling College

Celia McCawley, 2009
Lecturer in Music
M.S., Newman University

Paul Peterson, 2010
Lecturer in Music
M.A., Arizona STate University

Aimee Sarver, 2007
Lecturer in Education
B.S., Longwood College; M.A., Mountain State University

David Settle, 2007
Lecturer in Music
B.A., University of Science & Arts of Oklahoma; M.M., OKC; D.M.A, University of Oklahoma

Joe Skillen, 2009
Lecturer in Theology & Ministry
M.A., Regent University

Seth Svaty, 2006
Lecturer in Biblical Studies
B.A., Sterling College; M. Div., Princeton Theological Seminary

George Vaughn, 2008
Lecturer in Mathematics
M.A., University of California, Santa Barbara
Robert Vaughn, 2009
Lecturer in Theology & Ministry
M.Div., Azusa Pacific University
Ted Weis, 2007
Lecturer in Theology & Ministry

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Craig A. Gannon, 1988-2006, Professor of English
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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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