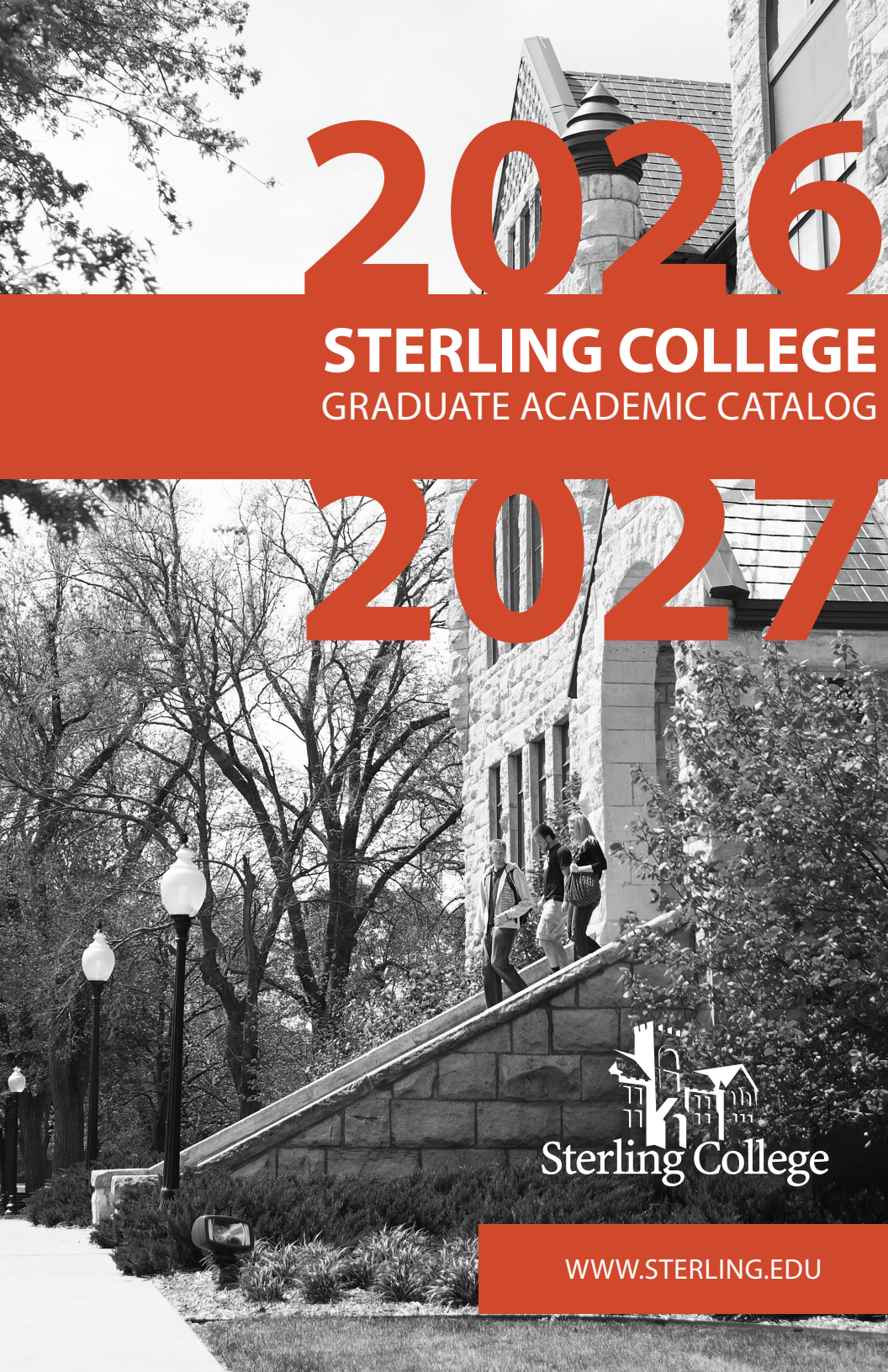




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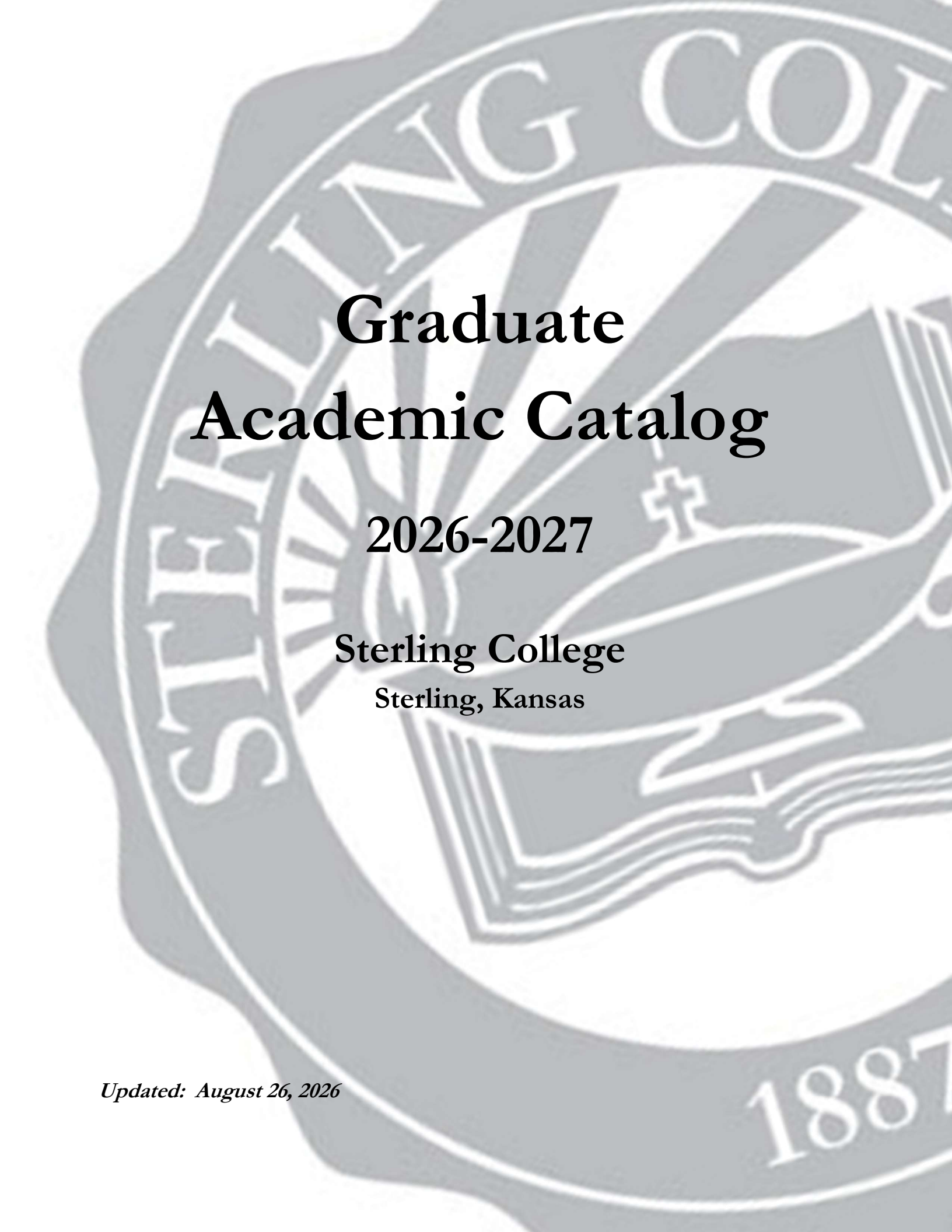
STERLING COLLEGE

GRADUATE ACADEMIC CATALOG

2027



WWW.STERLING.EDU

The background of the cover features a large, light gray watermark of the Sterling College seal. The seal is circular with a scalloped outer edge. Inside the circle, the words "STERLING COL" are written in an arc at the top. The center of the seal depicts a landscape with a cross on a hill, a sunburst, and an open book at the bottom. The year "1887" is written in an arc at the bottom.

Graduate Academic Catalog

2026-2027

Sterling College

Sterling, Kansas

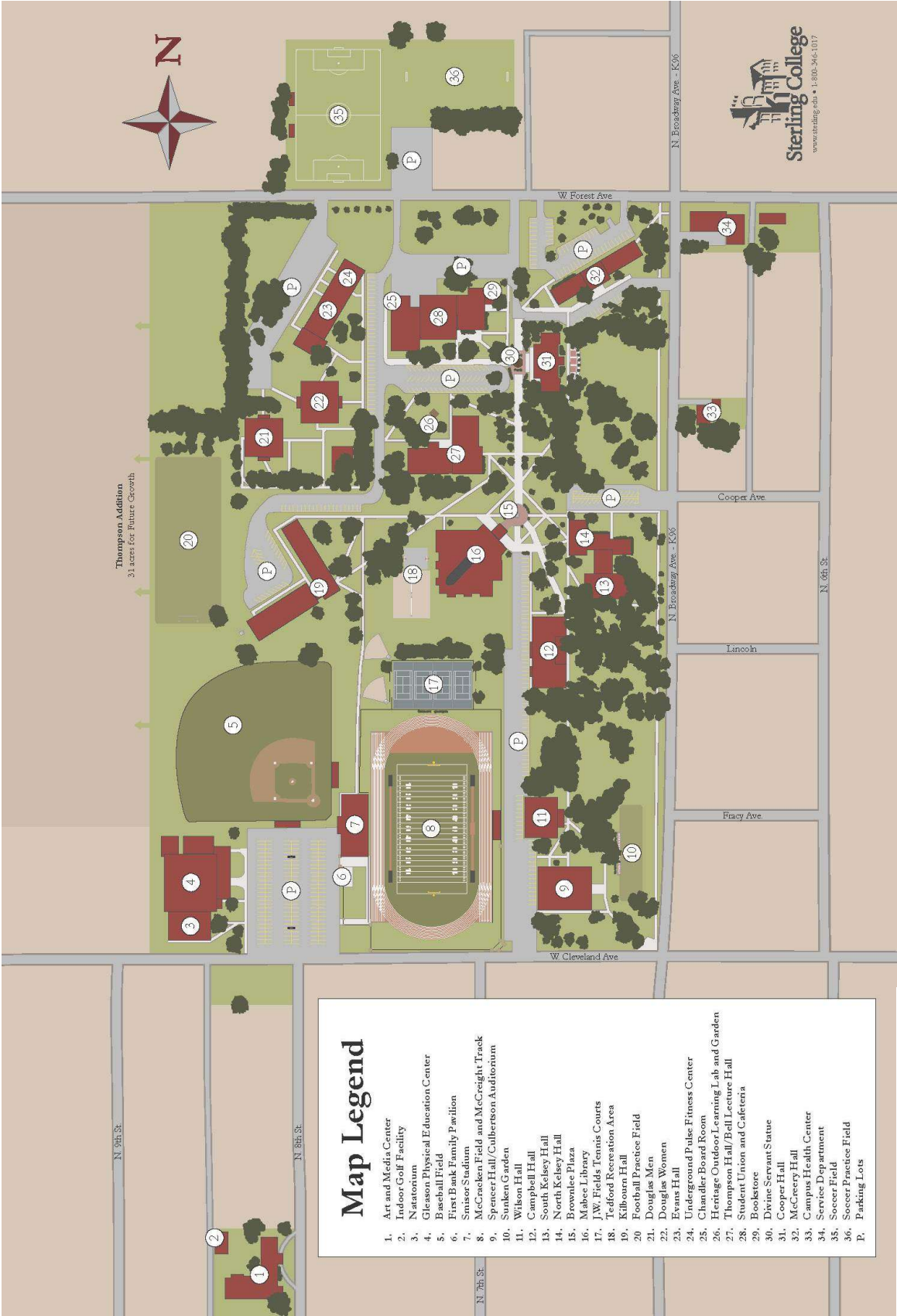
Updated: August 26, 2026

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Campus Map



Campus Information

Sterling College

125 W. Cooper, Sterling, KS 67579

<https://www.sterling.edu/>

Phone: 800-346-1017, FAX 620-869-9045

Admissions: admissions@sterling.edu

Sterling College Online: <https://online.sterling.edu>

Location: 715 North Broadway Avenue, Sterling, KS 67579

Sterling College is an accredited, 4-year, liberal-arts college,
offering undergraduate and graduate-level education from a Christian perspective.

Accredited by *The Higher Learning Commission*, (1-800-621-7440) www.hlcommission.org;
and by the *Kansas State Board of Education*, 300 SW Tenth, Topeka, KS 66612.

Further information may be found under *Accreditation and Associations*

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 Student Life, Sterling College, Sterling, Kansas 67579, (620) 278-2173.

Because arranging accommodations 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 as deemed appropriate by the College in order to fulfill its 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 following policies, deadlines and requirements for admission, registration, and degree completion.

Graduate School - Academic Calendar

2026-2027

Fall 1

Courses Start
 Add-Drop Period ends at 5 PM
 Session withdrawal deadline 5 PM
 Courses End
 Grades Due to Registrar's office by 5 PM

2026

Aug. 19
 Aug. 25
 Sept. 18
 Oct. 11
 Oct. 15

Fall 2

Courses Start
 Add-Drop Period ends at 5 PM
 Full session class withdrawal
 Session withdrawal deadline 5 PM
Thanksgiving Break
 Courses End for Fall 2 and Semester
 Grades Due to Registrar's office by 5 PM

2026

Oct. 12
 Oct. 16
 Oct. 16
 Nov. 13
 Nov. 23-29
 Dec. 11
 Dec. 15

Spring 1

Courses Start
 Add-Drop Period ends at 5 PM
 Session withdrawal deadline 5 PM
 Courses End
 Grades Due to Registrar's office by 5pm

2027

Jan. 12
 Jan. 19
 Feb. 12
 Mar. 7
 Mar. 11

Spring 2

Courses Start
 Add-drop Period ends at 5 PM
 Full semester class withdrawal
Spring Break
 Session withdrawal deadline 5 PM
 Courses End for Spring 2 and Semester
 Commencement (9:45 AM)
 Grades Due to Registrar's office by 5 PM

2027

Mar. 8
 Mar. 12
 March 12
 Mar. 15-21
 April 16
 May 7
 May 8
 May 11

Summer 1

Courses Start
 Add-Drop Period ends at 5 PM
 Withdrawal deadline 5 PM
 Courses End
 Grades Due to Registrar's office by 5 PM

2027

May 10
 May 14
 June 4
 June 27
 June 29

Summer 2

Courses Start
 Add-Drop Period ends at 5 PM
 Full semester withdrawal deadline 5 PM
 Session withdrawal deadline 5 PM
 Courses End for Summer
 Grades Due to Registrar's office by 5 PM

2027

June 28
 July 2
 July 2
 July 23
 Aug. 17
 Aug. 20

General Information

Mission of Sterling College

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

Vision: To be recognized as the finest Christ-centered, servant leadership development-focused, liberal arts experience in the Great Plains.

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:

- Faith:** Faithful discernment of and response to God's self-revelation in Christ in Scripture.
- 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 as members of the body of Christ.

Priorities: Sterling College is committed to an environment of academic excitement in the Reformed 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 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 worldview 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, positive self-worth, and an understanding of a maturing Christian faith that provides the foundation and meaning for life.

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.

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 (Matthew 28:19; John 10:30).

- We believe in God the Father who created the heavens and the earth.¹
- We believe in God the Son, Jesus Christ,² who was conceived by the Holy Spirit,³ and born of the Virgin Mary,⁴ Jesus suffered,⁵ died⁶ and was buried.⁷ He rose from the dead.⁸ Jesus ascended into heaven⁹ and remains with the Father and the Holy Spirit to judge the living and the dead.¹⁰ Jesus Christ alone is the way, the truth, and the life.¹¹ There is salvation in and through no other.¹²
- We believe in God the Holy Spirit who is the comforter,¹³ sustainer and sanctifier¹⁴ 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.¹⁵ It is authoritative,¹⁶ inerrant in its original form, infallible¹⁷ and sufficient in all matters of faith and practice.
- We believe that the Church is the body of Christ¹⁸ and God's witness¹⁹ in the world.
- We believe that Jesus Christ will return²⁰ and claim His own, ushering in the new heaven and new earth²¹ in which righteousness will dwell and God will reign forever.²²

Scripture References for the Statement of Faith

- 1 *Genesis 1:1; Isaiah 40:21-26; Acts 17:24-29*
- 2 *John 17:1-5; Colossians 1:15-20; John 1:1; Acts 4:11, 12; Hebrews 1:1-8; Hebrews 7:25; John 10: 28-30*
- 3 *Matthew 1:18-20; Luke 1:34-35; Isaiah 7:14*
- 4 *Matthew 1:18-20; Luke 1:34-35*
- 5 *Matthew 27:24-37 Luke 24:25-26, 46; 1 Corinthians 15:3-8; Philippians 2:5-11*
- 6 *John 19:31-36; I Corinthians 15:3-8*
- 7 *Luke 23:50-56; John 19:31-36; 1 Corinthians 15:3-8; Mt. 27:57-65; Isaiah 53*
- 8 *Matthew 28:1-10; 1 Corinthians 15:3-8; Acts 17:31*
- 9 *Luke 24:50-53; Acts 1:1-11; Acts 3:20-21; Ephesians 4:7-10*
- 10 *Ephesians 1:20-23; II Timothy 4:1*
- 11 *John 14:6; John 3:16-18; John 3:36*
- 12 *John 14:6; Acts 4:12; Ephesians 2:4-5.*
- 13 *John 14:16-17; John 14:26; John 15:26; John 16:7-10.*
- 14 *Galatians 3:2-5; Galatians 5:22-23; 1 Corinthians 6:11, 2 Corinthians 3:18; 1 Peter 1:2*
- 15 *II Timothy 3:16; II Peter 1:20-21; Isaiah 40:8. 16*
- 16 *Psalms 119: 9-11; John 10:35.*
- 17 *Proverbs 30:5-6; Hebrews 4:12 Isaiah 40:6-8 and 1 Peter 1:25*
- 18 *I Corinthians 12:12-27; Ephesians 5:23, 24; Colossians 1:18; Ephesians 2:19-22*
- 19 *Matthew 28:18-20; Isaiah 43:8-11; Acts 1:8; 2 Timothy 4:1-5*
- 20 *I Thessalonians 4:13-17; Hebrews 9:27-28; Revelation 19:11-16; 2 Thessalonians 1:5-2:12; Revelation 22:7-12*
- 21 *Revelation 21:1 – 22:5; Isaiah 65:17-25; Isaiah 66:22*
- 22 *Daniel 4:34; Daniel 6:26 and Psalm 146:10; Luke 1:33; I Timothy 1:17; Revelation 11:15*

Statement on Life, Marriage, Gender Identity and Human Sexuality

In support and agreement with the Sterling College Statement of Faith, Sterling College believes the following regarding life, marriage, gender, and sexuality:

- that to preserve the function and integrity of Sterling College and to provide a biblical role model to the community we serve, it is imperative that all persons employed by the College professionally support this statement. (Matt. 5:16; Phil. 2:14-16; I Thess. 5:22).
- that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; I Cor. 6:9-11; Ps. 32:5; Ps. 51:1-3).
- that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31).
Hateful and harassing behaviors or attitudes are to be repudiated and are not in accord with Scripture or the goals of Sterling College.
- that the Bible is clear in its teaching on the sanctity of human life, and we encourage choices that affirm life for all of our employees. (Gen. 1:27; Gen. 2:7; Jer. 1:5; Ps. 139:13-16).
- that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes are both made in the image of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of this God-given trait.
- that marriage is designed to be the lifelong uniting of one man and one woman in a single, biblical, covenant union as delineated in Scripture. (Gen. 2:18-25).
- that God intends sexual activity to occur only between a man and woman who are married to one another. (I Cor. 6:18; 7:2-5; Heb. 13:4) We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, and bisexual conduct) is understood to be one of the disruptive consequences of the fall. (Matt. 15:18-20; I Cor. 6:9-10; Rom. 1:18-32).
- that the call of Christ on the married and unmarried is one of purity; faithfulness among the married couple (recognized as one man and one woman) and a chaste life for those who are unmarried (I Thess. 4:3-8). For those in our community who are attracted to persons of the opposite sex as well as those who struggle with same-sex attraction, the biblical mandate for sexual purity remains.

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: a commitment to the generic doctrines of the Protestant reformation. As an institution, the College nurtures and develops strategic partnerships within the Presbyterian Church and with evangelical churches and biblically aligned Christ centered organizations 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.” God’s people are welcome, and the College respects the differences in denominational distinctive and worship traditions within the evangelical/Protestant tradition.

Institutional Learning Objectives: The Sterling College graduate will...

- Demonstrate sufficient content knowledge to be Successful in his or her chosen profession or advanced academic endeavors.
- Demonstrate understanding of relationships between his or her chosen area of study and the world and its cultures.
- Exercise the intellectual, communicative, and social skills reflective of creative and thoughtful servant leadership.
- Demonstrate an understanding of the personal and civic skills necessary for a productive life of faith and service.
- Demonstrate understanding of how biblical principles affect personal, professional, and academic life.

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

Sterling College was founded in 1887 as Cooper Memorial College by the Synod of Kansas of the United Presbyterian Church of North America. The original name honored a revered former leader of the denomination. The initial 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 majors 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 of study. These original curriculum choices remain important to Sterling College (renamed in 1920) even today.

Another distinctive aspect of Sterling College, dating from its inception, is the emphasis placed on its status as a Christian college. Sterling College holds strong the mandate of the original charter to be "thoroughly Christian, but not in any sense sectarian." Its faculty and staff are believing Christians who strive to combine the concepts of faith and learning in their lives and in the classroom. While Sterling College continues to affirm its historical ties with the Reformed tradition, the College nurtures and develops strategic partnerships with Christian churches of various denominations 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 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 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 Honor Roll), 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 his or her 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:
www.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 by request from the Chief Operating Officer.

Accreditation and Associations

Sterling College is accredited by *The Higher Learning Commission*, www.hlcommission.org, and by the *Kansas State Board of Education*, Topeka, KS. The Education Licensure program is accredited by the Kansas State Department of Education (KSDE), and the Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The College is approved by the Kansas State Approving Agency for the purposes of the Veteran's Affairs education benefits. Women graduates are eligible for membership in the American Association of University Women. Sterling College maintains membership in the Council of Independent Colleges (CIC), 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), and the Commission on Accreditation of Athletic Training Education (CAATE).

The Council for Christian Colleges and Universities (CCCU) is a coalition of 181 member colleges and universities throughout the world that provides support for the member institutions and course opportunities for the students enrolled at member institutions.

Graduate Admissions

All graduate programs at Sterling College are unique, with each having its own admission requirements. However, some general requirements and processes are the same, regardless of program.

Graduate Admission Requirements

1. Possess an earned bachelor's degree from a regionally accredited institution.
 - a. Students matriculating through the "3+2" program are *exempt* from this requirement. The admission requirements for this program are listed under the MS in AT 3+2 Admission Requirements.
2. A minimum, cumulative undergraduate GPA of 3.0.

Graduate Admission Process

1. Complete and sign an application for graduate admission.
2. Submit the \$25 application fee to the Admissions Office.
3. Submit an official transcript from all post-secondary institutions attended. Transcripts are "official" only when being sent directly to Sterling College from the degree granting institution. Transcripts sent to students are considered "unofficial" but may be used in transfer evaluation.
4. Graduate applicants must submit a personal letter of interest stating reasons and influences for deciding to pursue a graduate degree.
5. Graduate applicants must submit at least one letter of recommendation (the specific program may require more than one).
6. Participate in an interview with graduate program faculty.

All graduate applicants will be evaluated on the basis of academic background, work experience, recommendation letters and your personal letter of interest. Graduate testing scores are not required. At completion of the graduate admissions process, acceptance to the graduate program will be determined by the graduate program faculty.

Provisional Admission

Students who do not meet the Graduate Admission Requirements (above) for regular admission may be admitted on probation where there is reasonable evidence, as determined by graduate program faculty, to indicate their ability to do satisfactory graduate work. Students admitted on probation shall be reviewed on their academic progress after the completion of six hours of coursework.

Acceptance of Transfer Credits and Recency

Transfer courses from regionally accredited institutions, completed with a grade of B or higher, may be accepted on a case-by-case basis. A maximum of six (6) credit hours may be applied to a graduate program, and courses should have been completed within the past two (2) years.

Such transfers require approval from the appropriate Program Director and the Registrar and are permitted only when the course content is equivalent or directly aligns with learning outcomes and content to a course within the major sequence. After admission to the graduate program, students may not transfer additional credits.

International Students

The Athletic Training program is approved for international students. Students should process all the required admissions steps and reside in campus housing. For more information, international students should contact Enrollment Services or the Primary Designated SEVIS Officer on campus.

Veterans

1. Programs at Sterling College are approved for VA education and training benefits by the Kansas State Approving Agency.
2. A copy of the qualifying Certificate of Eligibility issued from Veteran's Affairs must be submitted to the Sterling College Veteran's Affairs Certification Officer for enrollment certification with VA.

Return of Unearned Military Tuition Assistance (TA)

Unearned TA Policy:

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense (DOD) policy, Sterling College will return any unearned TA funds on a prorated basis through the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

In instances when a Service member stops attending due to a military service obligation, Sterling College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion in compliance with the DOD policy.

Policy Purpose:

This policy serves to fully inform students receiving military tuition assistance (TA) of the required actions the College must take to comply with the DOD Memorandum of Understanding Return Policy for Military Tuition Assistance (TA) funds rules and align with the return of unearned student aid rules applicable to the Federal Student Aid as required under section 484B of the Department of Education Title IV of the Higher Education Act of 1965.

Definitions:

Military Tuition Assistance (TA) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its member. Each service has its own criteria for eligibility, obligated service, application processes and restrictions. This money is usually paid directly to the institution by the individual services. This policy only applies to this type of educational benefit. The TA program is a benefit that is available only while the student is in the service. This policy does not apply to Veterans or Veterans benefits.

Procedure:

To remain in compliance with the Department of Defense's policy, Sterling College will return any unearned TA funds through 60% of the semester on a prorated basis. The amount of unearned TA that is returned is based on the date of withdrawal from the course.

After 60% of the semester has passed, TA will not be evaluated for a return to the DOD.

Unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted and then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

Example: The student enrolled in a course that's duration is 30 days. The withdrawal was submitted on the 14th day. The institution would perform the calculation to determine how much TA was earned by the student's attendance: (14 divided by 30 equals 46.6%. 46.6% of the TA authorized was earned by the student, which means 53.4% of what was authorized will be returned to the DOD).

Proration of Charges:

Eligible for proration:

- Tuition

Not eligible for proration:

- All fees
- Room
- Board

Funds will be returned to the DOD within 30 days of notification of the withdrawal of the student.

Notification to Student:

Student will be notified by email of the results of the proration of the TA benefits and charges to the student account by the student account coordinator.

Date of Implementation: Immediately

Date of Adoption 01/10/2020

In instances when a Service member stops attending due to a military service obligation, Sterling College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion in compliance with the DOD policy.

Educational Expenses

The tuition charge at Sterling College covers classroom instruction and lectures, regardless of the mode of delivery. Room and board costs include housing in college residence halls and meals in the college cafeteria while school is in session.

Special Fees include extra charges for special services and instruction. Students are responsible for the purchase of textbooks and any requested 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. Sterling College reserves the right to change tuition and fees at any time.

Annual Schedule of Charges: 2026-2027

TUITION (by program)

Master of Arts in Sports Ministry	\$400/credit hour
Master of Science in Athletic Training	\$495/credit hour

NEW AND READMITTED STUDENT FEES

Initial Application Fee	\$25.00
Advance Deposit (<i>applies to ALL graduate students</i>)	\$100.00

MISCELLANEOUS FEES

Audit Fee (per credit hour)	\$55.00
Late Registration Fee	\$25.00
Technology Fee (<i>applies to ALL graduate students, per semester</i>)	\$150.00
e-Learning Fee (<i>applies ONLY to the MA in SM program, per semester</i>)	\$75.00
Graduation Fee (<i>assessed regardless of whether the student attends commencement</i>)	\$150.00
Transcript Fee	\$16.00
Returned Check Fee	\$25.00
Class fees (<i>variable, by course</i>)	\$15.00 - \$150.00
Campus Fee (<i>applies ONLY to the MS in AT program, per academic year</i>)	\$700.00
Diploma Replacement Fee	\$75.00
Master of Science in Athletic Training students only:	
Background check (<i>one-time fee</i>)	\$70.00
Typhon Five-Year Membership	\$100.00
NATA Membership Fee (<i>annual</i>)	\$92.00

* For subsequent years, students should consult the Annual Schedule of Charges available from the Business Office. Some costs may change after this catalog has been approved.

Student Insurance

Information about health insurance can be found at www.healthcare.gov.

Financial Clearance

Financial matters must be in order by June 15th (summer semester), August 15th (fall semester) or January 1st (spring semester). Students who fail to pay any amounts due are not eligible to re-enroll, receive grades, or transcripts until the account has been settled. In the event debt is placed in the hands of a collection agency and/or attorney for collection, the student agrees to pay all reasonable collection agency and attorney fees. The student further understands that the student is responsible for paying the collection agency fee together with all costs and expenses, including reasonable attorney's fees, necessary for the collection of student's delinquent account. The College reserves the right to charge a student for damages to College property.

All students must receive financial clearance from the Financial Aid/Student Account offices. In order to receive financial clearance, students must have completed one of SC's payment plans. Failure to have all financial matters settled by the add/drop date each semester may lead to dismissal from school. Students will not be allowed to take any future classes, such as interterm or spring classes, if their student account is on hold. Students must receive financial clearance from the Office of Student Accounts.

Students who are not eligible to file a FAFSA – Each semester must be paid in full. Summer balances are due by June 15th, Fall semester balances by August 15th, and Spring balances are due by January 1st. Schedules will be dropped if the payment deadline(s) are not met.

College Payment Plans

***Plan One:** Pay net amount due by **August 1st** for the fall and summer semesters or by **January 1st** for the spring semester. Net amount due represents total charges, less any scholarships, grants or student loans confirmed by the Financial Aid Office. Sterling College accepts Visa, Discover, American Express and MasterCard. Online payments may be paid through the secure student portal by selecting **My Account Balances/Make a Payment** located in the student account information.

****Plan Two:** Students may enroll in a Nelnet payment plan that spreads net amounts due over the academic year or by semester. Please review the website <http://mycollegepaymentplan.com/sterling-college/> to select your options and enroll in the option that best fits your needs. Payment plans begin in May. The fee to enroll in a payment plan is \$50 per semester or \$75 annually. Early enrollment for each plan is required.

*****Plan Three:** Pay net amount using any Alternative Loans. All paperwork must be received in the Financial Aid Office by August 1st for fall or January 1st for spring.

Failure to pay balance will result in a hold being placed on the account and student not allowed to enroll in future classes.

Liability and 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. Students who have attended class and leave will incur prorated charges for tuition. Students who have attended class and leave after the last day to drop classes will be charged full price for meals and dorms. If a student leaves before the last day to drop classes, meals and dorms will be prorated. Fees are not prorated.

Students who have attended class should read the Financial Aid section regarding withdrawal information. Tuition is the only charge available for refunds.

Financial Assistance

The Sterling College Financial Aid Office exists to assist students with funding and achieving their academic goals. Financial aid programs consist of scholarships, grants, loans, and work-study. The Financial Aid Office is located in Cooper. Sterling College participates in the following aid programs, and students must first be accepted for admission to receive funding from those programs.

Definitions

Cost of Attendance (COA): The total amount it will cost you to go to school—usually stated as a yearly figure. COA includes tuition and fees; room and board (or a housing and food allowance); and allowances for books, supplies, transportation, loan fees, and dependent care. It also includes miscellaneous and personal expenses, including an allowance for the rental or purchase of a personal computer; costs related to a disability; and reasonable costs for eligible study-abroad programs. For students attending less than half-time, the COA includes tuition and fees and an allowance for books, supplies, transportation, and dependent care expenses, and can also include room and board for up to three semesters or the equivalent at the institution, but no more than two of those semesters, or the equivalent, may be consecutive. Contact the financial aid office if you have any unusual expenses that might affect your COA.

Completed File: In order for a student to be packaged with State and Federal aid, he or she must have a completed financial aid file. A completed file consists of all required documents being submitted for the following: (1) verification, (2) discrepancies, (3) dependency over-rides, and (4) any other required documents requested by the financial aid office.

Delinquent: A loan is delinquent when loan payments are not received by due dates. A loan remains delinquent until the borrower makes up the missed payment(s) through payment, deferment, or forbearance. If the borrower is unable to make payments, he or she should contact his or her loan servicer to discuss options to keep the loan in good standing.

FAFSA: *Free Application for Federal Student Aid* found at www.fafsa.ed.gov

Financial Need: The difference between the cost of attendance (COA) at a school and your Student Aid Index (SAI). While COA varies from school to school, your SAI does not change based on the school you attend.

Full Time Enrollment: Students who are enrolled in nine (9) or more graduate credit hours per semester are considered to be enrolled full time.

Half Time Enrollment: Students who are enrolled in four (4) graduate credit hours per semester are considered to be enrolled at a half time status. Students must be enrolled in at least 4 hours in order to be eligible for Federal Aid.

Graduate PLUS Loan: The Grad PLUS loan is a loan available to graduate students for which the borrower is fully responsible for paying the interest regardless of the loan status. It is an unsubsidized loan that accrues interest at the time of borrowing.

Independent Student: Independent students are not required to include parental information on the FAFSA. If you can answer yes to any of the following questions found at this link, <https://studentaid.gov/apply-for-aid/fafsa/filling-out/dependency>, then you would be considered an independent student for the 2026-27 academic year. Some of the statuses that make you independent will require additional documentation be submitted to the financial aid office for verification.

Priority Deadline: Sterling College sets priority deadlines on certain funds that are limited. If a student is eligible for a limited funds, it is important that they meet the priority deadline in order to be considered for receipt of that fund.

Promissory Note: The binding legal document that you must sign when you get a federal student loan. It lists the terms and conditions under which you agree to repay the loan and explains your rights and responsibilities as a borrower. It is important to read and save this document because you will need to refer to it later when you begin repaying your loan or at other times when you need information about provisions of the loan, such as deferments or forbearances.

Student Aid Index (SAI): This is the number that is used to determine your eligibility for federal student financial aid. This number results from the financial information you provide on your FAFSA, the application for federal student aid. Your SAI is reported to you in your FAFSA Submission Summary (formerly Student Aid Report).

Unsubsidized Loan: A loan for which the borrower is fully responsible for paying the interest regardless of the loan status. Interest on unsubsidized loans accrues from the date of disbursement and continues throughout the life of the loan. Graduate students are eligible for unsubsidized loans to help cover the cost of attendance. The maximum annual limit is \$20,500 and the aggregate lifetime limit is \$138,500.

Withdrawal from Program: A student is considered a withdrawal from the program/college when he or she removes themselves from all enrolled hours for any given semester/term. For the process to withdraw from courses and the implications to financial aid, refer to withdrawals and refunds later in this section.

Federal Aid

The following is a list of federal financial aid programs. Students must complete the Free Application for Federal Aid (FAFSA) and have a completed financial aid file before being awarded Federal funds. This would include completing the Verification Process (if chosen), resolving any discrepancies on the FAFSA, and submitting all required documents. Any questions regarding the financial aid process can be directed to the financial aid office by calling 620-278-4314 or emailing finaid@sterling.edu.

Federal Direct Loans

A long-term loan for eligible students. These loans are funded by the government to students for aiding in the education process. If a student is enrolled in an eligible program of study at **least half-time (4 or more graduate credit hours)**, he or she may receive a Direct Loan. To determine eligibility the student must complete the FAFSA and meet other general eligibility requirements. In addition, entrance counseling and a promissory note must be completed. Direct Loans for a graduate student are unsubsidized only.

- **Unsubsidized Direct Loan**

Unsubsidized Direct Loans are not need-based loans. The student will be charged interest from the time the loan is disbursed until it is paid in full. If no payments are made on the loan while the student is in school, the interest on the loan will accumulate on the loan and it will be capitalized – that is, the interest will be added to the principal amount of the loan and additional interest will be based upon the higher amount.

Federal Grad PLUS Loan

To receive a Direct PLUS Loan, you must be a graduate or professional student enrolled at least half-time at an eligible school in a program leading to a graduate or professional degree or certificate, you cannot have an adverse credit history and you must meet the general eligibility requirements for federal student aid.

Federal Work-Study

Federal Work Study (FWS) is a federally subsidized program designed to promote part-time employment of financially eligible students to help avoid excessive debt while in school. Students who are awarded FWS must secure employment and earn FWS funds.

Other Aid

Outside scholarship search sites are also a great resource for finding financial assistance. For more information regarding outside scholarships, visit the financial aid page at <https://www.sterling.edu/financial-aid/scholarships-and-grants>.

Withdrawals and Refunds

Federal regulations require the use of the Return of Title IV Funds policy for all students receiving any type of federal aid, when calculating the aid a student can retain after withdrawing from college. This policy relates to Federal Perkins, Federal Direct Stafford – Unsubsidized Loans, and the Grad PLUS Loans. At Sterling College.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60 percent of the period/semester, a student “earns” aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remained enrolled determines the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the 60 percent point earns all aid for the period.

Students planning to withdraw need to start the official withdrawal process at the Registrar’s Office and request a Withdrawal Form. Institutional charges and financial aid will be adjusted once the Withdrawal Date has been determined. For students receiving financial aid, the refund must first be repaid to the Title IV programs, state grants, and institutional funds in accordance with existing regulations in effect on the Withdrawal Date and with respect to various types of aid. It is possible that the student who withdraws will still have an outstanding balance due to the College. The Withdrawal Date is determined as follows:

• **Official withdrawal.** The later date of when the student began the institution's official withdrawal process OR officially notified the institution of intent to withdraw. To officially notify the institution of withdrawal, students must meet with the Registrar to begin the process. If the student's program is required to take attendance, then the last day of documented attendance at an academically related activity will be used.

• **Unofficial withdrawal.** The institution will always use the student's last day of attendance at a documented academically related activity.

The percentage of the period that the student remained enrolled is calculated based on number of days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period. Calendar days are used including weekends but breaks of at least five days are excluded from both the numerator and the denominator.

Students who withdraw or graduate from Sterling College may be required to complete Exit Counseling for Direct Loans before official transcripts will be released. Direct Loan Exit Counseling can be completed at <https://studentaid.gov>. Perkins Loans Exit Counseling must be completed in the Financial Aid Office.

Distribution of Unearned Aid

If a student has not earned all of the federal aid received to date at the point of withdrawal, funds will be repaid in the following order:

Federal Direct Unsubsidized Stafford Loan

Federal Direct Grad PLUS Loan

Overpayment

In the event a student has received funds for living expenses and an overpayment occurs, Sterling College will notify the student of the overpayment. It is the student's responsibility to return the overpayment to the proper federal program. Students who fail to repay overpayment will not be eligible for additional federal financial aid funds, at any institution, until the overpayment has been satisfied. Examples of the application of the refund policy are available to students upon request by contacting the Financial Aid Office.

Post Withdrawal Disbursement

If a student received less federal student aid than the amount earned, Sterling College will offer the student a Post Withdrawal Disbursement (PWD) within 30 days of the date of determination that the student withdrew. The student will be given 14 days to respond to Sterling as to whether or not he or she wishes to receive the funds.

This PWD notice will:

1. Inform the student of their eligibility for a post withdrawal disbursement;
2. Identify the type and amount of the funds available to credit to the student's account and give the student, or parent for a parent PLUS loan, the option to accept or decline all or a portion of the funds;
3. Explain to the student the obligation to repay loan funds;
4. Give the student 14 days to respond; and
5. Explain to the student that if a response is not received within 14 days, Sterling College will not complete the PWD nor disburse the loan funds to the student. After the College has completed the post-withdrawal loan notification and receives confirmation from the student affirming their desire to receive the PWD of loan funds, the funds will be credited to the student's account and applied against current charges as soon as possible, but no later than 180 days after the last date of attendance during the term which the student withdrew.

Sterling will disburse grant funds before loan funds. The College is not required to obtain confirmation from the student before processing a PWD of Title IV grant funds.

Confirmation from a student must be received before any disbursement of loan funds from a PWD.

Sterling will not disburse post withdrawal loan funds if the student declines the funds or fails to respond within the established timeframe.

Satisfactory Academic Progress (SAP)

Federal student financial assistance regulations require Sterling College, as an institution offering federal student financial assistance, to measure Satisfactory Academic Progress (SAP) of each attending student on a regular basis. **SAP, as**

assessed by Sterling College's Financial Aid Office, is separate and distinct from a student's academic standing as determined by his/her college or academic unit at Sterling College. SAP is a method of measuring a student's progress toward program completion. To be eligible for federal aid, a student must maintain satisfactory academic progress. SAP is measured through the use of qualitative and quantitative tests. Qualitative tests reference a student's grades (e.g. cumulative GPA) and quantitative tests reference how much time has elapsed since the student began his/her program of study (i.e. length/duration).

Students who are placed on SAP exclusion, as detailed below, are ineligible to receive federal student financial assistance. Examples of assistance include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Loan, Federal Work Study, Federal Direct Loan (subsidized and/or unsubsidized), Federal Direct Parent PLUS Loan, Teacher Education Assistance for College and Higher Education (TEACH) Grant, and the Iraq and Afghanistan Service Grant.

Sterling College's Financial Aid Office is responsible for measuring SAP for the purposes of monitoring federal student aid eligibility. The Satisfactory Academic Progress standards outlined in this policy are as strict as or stricter than Sterling College's institutional academic progress policies for students pursuing an educational credential.

SAP Evaluation Increments

In accordance with the final program integrity regulations, published October 29, 2010, on the topic of SAP by the U.S. Department of Education, Sterling College's Financial Aid Office has elected to measure SAP at the conclusion of each regularly scheduled semester/term. At Sterling College, the semester/term represents a student's payment period for federal financial assistance. Consequently, SAP will be measured in increments of single terms, i.e. at the conclusion of each fall, spring, and summer term. Students may request an appeal to have their inter-term classes be included in their fall SAP evaluation.

Quantitative Measure (Length/Duration)

Sterling College's Financial Aid Office utilizes a quantitative test to measure a student's maximum time frame toward his/her degree completion. The quantitative test is the Ratio of Attempted to Completed Units Cumulative Test. Students must successfully complete 67% of all credit hours attempted as appearing on their official academic transcripts, up to their program's maximum time frame. This includes all enrollment periods whether or not financial aid was requested or received.

Maximum time frame: Attempted units may not exceed 150% of the published length of the educational program. For example, if the published length of a published program is 57 credit hours, the maximum number of attempted credit hours may not exceed 88.5 credit hours. Where a student has successfully transferred course credits from other post-secondary institutions to Sterling College, those credits are included in the Maximum Attempted Units Test noted above. More specifically, each credit successfully transferred to Sterling College is considered to represent one attempted unit which was successfully completed. Only transfer credits that count toward the student's current academic program will be used when calculating their maximum time frame.

Qualitative Measure (GPA)

Sterling College's Financial Aid Office utilizes a qualitative test to measure a student's academic standing necessary to complete his/her degree program.

The Cumulative GPA test is utilized by Sterling College's Financial Aid Office to measure the qualitative component of SAP for its graduate student population. To pass this test, graduate students must maintain a cumulative GPA of 3.00 or higher.

SAP Statutes and Implications

As a student's SAP is evaluated at the regularly scheduled increments, Sterling College's Financial Aid Office will typically place one of four differing SAP statuses upon a student. They are:

- **Good Standing** – This status is indicative that a student has successfully passed all of the applicable quantitative and qualitative tests that were deployed in evaluating his/her SAP status. The student has passed the SAP eligibility criteria to receive federal student financial assistance.
- **Warning** – Since Sterling College's Financial Aid Office endeavors to evaluate student SAP at the conclusion of each regularly scheduled term (fall, spring, summer), a student may be placed on SAP Warning. A student

who has been placed on Warning from a previous status of Good Standing retains his/her federal student aid eligibility for one subsequent term of enrollment. A student on Warning status is not required to successfully appeal his/her SAP status to receive federal student financial assistance. Typically, a status of Warning will be conferred on a student when his/her SAP status of Good Standing is downgraded at a subsequent evaluation where the student fails to pass one or more of the applicable SAP tests outlined above.

- **Exclusion** – This status indicates that the student is no longer eligible to receive federal student financial aid. Typically, a status of Exclusion will be conferred on a student where he/she failed to pass one or all of the deployed SAP tests following a term in which his/her status had been determined to be Warning. A student may also be placed on exclusion from a previous SAP status of Probation-Academic Plan where the student failed to meet the academic expectations for the term in review.
- **Probation – Single Term** - This status allows a student to receive federal financial assistance for a potential period of time equal to a single term following the successful appeal by the student of his/her SAP Exclusion status. This status may be conferred on a student by the Financial Aid Office utilizing professional judgment after reviewing the student's SAP appeal filed in response to an Exclusion status. This status requires the creation of an academic plan that outlines academic recovery objectives over a single term. A student with a status of Probation –Single Term is evaluated at the conclusion of the term in an effort to determine if the student has successfully met the objectives for that particular term. Provided the student meets the objectives for the term, he/she will return to a status of Good Standing. Conversely, if a student with a SAP status of Probation –Single Term fails to meet the objectives for the term, as set out as a condition of this status, the student's SAP will be downgraded to Exclusion with the resulting loss of federal student eligibility at the time of evaluation.
- **Probation – Academic Plan** - This status allows a student to receive federal financial assistance for a potential period of time greater than one term following the successful appeal by the student of his/her SAP Exclusion status. This status may be conferred on a student by the Financial Aid Office utilizing professional judgment after reviewing the student's SAP appeal filed in response to an Exclusion status. This status requires the creation of an academic plan that outlines academic recovery objectives over consecutive terms. A student with a status of Probation – Academic Plan is evaluated at the conclusion of each term in an effort to determine if the student has successfully met the objectives for that particular term. Provided the student meets the objectives for a given term, he/she will remain on the Probation – Academic Plan status and will not be required to file an additional SAP appeal. Conversely, if a student with a SAP status of Probation – Academic Plan fails to meet the objectives for a given term, as set out as a condition of this status, the student's SAP will be downgraded to Exclusion with the resulting loss of federal student eligibility at the time of evaluation.

Appeals

If a student is found to be in violation of the Satisfactory Academic Progress guidelines and has been placed on financial aid exclusion, an appeal process is available for extenuating circumstances. Appeals are reviewed based on a documentable extenuating circumstance impacting academic performance. Extenuating circumstances are considered to be past events that are no longer barriers to academic progress. The appeal application should support how the student is now in a position to be academically successful. Examples of extenuating circumstances considered for appeal are:

- Serious illness or injury to student or immediate family member (parent, spouse, sibling, child) that required extended recovery time
- Death of an immediate family member
- Significant trauma in the student's life that impaired the student's emotional and/or physical health
- Withdrawal due to military service
- Other unexpected circumstances beyond the control of the student.

Note: Circumstances related to the typical adjustment to college life are not considered as extenuating for purposes of appealing suspension of financial aid.

Appeals MUST include the following documentation:

- A completed Satisfactory Academic Progress (SAP) Appeal form which will include an explanation describing how extenuating circumstances resulted in the student's inability to maintain Satisfactory Academic Progress,

and an explanation of what has changed that will allow the student to maintain Satisfactory Academic Progress at the next evaluation

- Documentation required to support the extenuating circumstances (*i.e. medical documentation, notice of death, accident reports, court documentation, or other relevant documentation*)
- Statement of the student's educational goals
- Academic advisor and/or Academic Success statement and approval of Academic Plan

A student who is currently on SAP Exclusion and continues to not meet SAP standards is not eligible for an appeal. They must regain eligibility without the use of federal student aid.

All students who are not meeting SAP will be notified in writing and email by the Financial Aid Office. The letter will include a copy of the appeal form and instructions on how to file an appeal.

The above noted appeal form may also be obtained under the 'forms' link on the Financial Aid webpage. The completed form and required documents must be submitted to the Financial Aid Office for processing within 15 days of the date recorded on the notification letter.

Upon receipt of the completed appeal, the SAP Committee will review the information provided to determine if the student has encountered mitigating circumstances that warrant the continuation of federal student eligibility even though the student is not currently meeting the established SAP standards.

An appeal may be approved or denied. SAP appeal determinations are final and may not be contested.

Probationary Period

In the event that the SAP appeal is approved, a SAP status of Probation – Single Term or Probation – Academic Plan will be conferred on the student.

As a condition of the Probation statuses, the Financial Aid Office may set specific academic requirements. The requirements may include any combination of the following:

- successful completion of a set number of units for one or more academic terms,
- attainment of a set percentage of attempted vs. completed for one or more terms,
- attainment of a specific term GPA for one or more terms, and/or
- setting a limit on the number of units attempted for one or more terms

Regaining Eligibility

Typically, to regain the SAP status of Good Standing a student must pass all of the quantitative and qualitative measurements applicable to his/her academic career as described in both the Quantitative Measurement and Qualitative Measurement sections above. However, on a case-by-case basis the Financial Aid Office may place a student on SAP Good Standing status where it has been determined that unique circumstances to the student render an incomplete assessment of the student's true SAP status via the systematic Tests deployed.

Communication of SAP Statuses

Generally, the Financial Aid Office makes no special provision to inform a student that he/she has a SAP status of Good Standing.

The communications outlined below typically take the form of either a paper or electronic (e-mail) notification. Electronic communications are sent to the student's official campus e-mail address.

- If it has been determined that a student has either a SAP status of Warning or Exclusion, the Financial Aid Office will communicate this status to the student along with the implications of the status in regard to federal eligibility.
- Probationary SAP status such as Probation-Academic Plan are communicated to the student upon the successful completion of the student's appeal Process.
- In the event that a SAP appeal is denied, a communication is sent to the student when the determination is made.

Treatment of Repeated Coursework, Incomplete Coursework, Withdrawals from Coursework, and Coursework with Non-punitive Grade Assignments

- **Repeated Coursework**—Sterling College’s Financial Aid Office will allow grades earned as part of repeated coursework to factor into a student’s cumulative G.P.A. (qualitative) SAP status, while reserving the right, on a case by case basis, to include only the highest grade earned for a repeated course as part of a student’s Exclusion appeal. This approach is premised on the understanding that, generally, a course may not be double counted toward a student’s degree completion requirements. However, all attempts by a student, even repeated attempts, will be counted by the Financial Aid Office as part of the student’s pace/max timeframe (quantitative) SAP status.
- **Incomplete Coursework**—Coursework that results in a status assessment of “incomplete” will have no impact upon a student’s qualitative or quantitative SAP component until grades have been attached to that coursework. However, a hold will be placed on the students’ financial aid preventing any subsequent disbursements until the incompletes are settled if a student is currently on SAP Warning, Probation – Single Term, or Probation Academic Plan.
- **Withdrawal from Coursework**—Withdrawals from coursework on or after the drop/add date for a given term are counted by the Financial Aid Office as part of the student’s quantitative SAP evaluation. Conversely, if a student is withdrawn from a course prior to the term drop/add date, that course will not count toward the student’s quantitative SAP evaluation.
- **Coursework with Non-punitive Grade Assignments**—Coursework with non-punitive grade assignments such as audited courses or credit/no-credit grading schemes will be counted by the Financial Aid Office within the quantitative component of a student’s SAP evaluation.
- **Remedial Coursework**—Remedial coursework will be counted by the Financial Aid Office within the quantitative component of a student’s SAP evaluation.

Professional Judgment Process

The financial aid office has the authority under the law (section 479A of the Higher Education Act) to make adjustments, on the basis of adequate documentation, and on a case-by-case basis, to address circumstances not reflected in a student's original Free Application for Federal Student Aid (FAFSA).

When exercising professional judgement, the financial aid office will be mindful of statutory limitations and only address special circumstances, which are conditions that differentiate an individual student from a class of students. The purpose of a professional judgment is to determine an Expected Family Contribution (EFC) that reflects the student's family's current financial situation.

Each professional judgement request will be considered on a case-by-case basis and will require specific documentation for each case along with the professional Judgment request form. All documentation must be received before a final decision can be determined. Students who request a professional judgment will automatically become a verifier unless already chosen by the Department of Education. Verification must be complete before a professional judgment can be considered. Professional Judgment forms and instructions can be obtained by contacting the financial aid office.

Once a decision is made, the student will be notified of the determination along with any changes that are reflected in the financial aid awards for the year.

Verification Process

The financial aid office will verify all applications that have been selected by the Department of Education. If there is conflicting information in the file, the conflict must be resolved even if the application is not selected by the Department of Education for verification. The conflict may be resolved without being chosen for total verification. Sterling College reserves the right to institutionally select student files on a case-by-case basis if there is reason to believe that data in the file or on the application is inaccurate.

Students must submit required verification documents no later than 45 days after the beginning of classes. If they fail to submit required documents, their financial aid file may be closed. Once all documents are received, Sterling College will complete verification and re-package the student's financial aid.

Verification items for 2026-2027

There are three (3) different verification groups. If chosen for Verification, the student will be notified, by email, on how to complete the verification process. All verification groups will require a verification worksheet that coincides with the verification group. Some verification groups will require the student to link their FAFSA financial information to the IRS through the Data Retrieval Tool located within the FAFSA. **It is highly recommended that all students link their FAFSA to the IRS through the Data Retrieval Tool located within the FAFSA.**

Below is a list of required documents and processes required for each verification group to complete the verification:

Required Documentation (V1 and V5)

- Link the FAFSA to the IRS through the Data Retrieval Tool located within the FAFSA OR
- Submit a Tax Transcript along with copies of all wage documents (W-2's, 1099's, etc.)
- Complete and submit applicable Verification Worksheet
- Submit any additional documents requested by the financial aid office at the time of review

Required Documentation (V4)

- Submit applicable Verification Worksheet
- Submit any additional documents requested by the financial aid office at the time of review

All worksheets will be emailed to students upon receipt of FAFSA. Additional or replacement forms can be obtained from the financial aid office or online at www.sterling.edu under the financial aid section/forms. For clarification on the correct form to complete and submit, please contact the financial aid office.

For students who have been granted a tax filing extension, Sterling College will require a copy of IRS Form 4868, *Application for Automatic Extension of Time to File U.S. Individual Income Tax Return*. Student must also provide a copy of all their W-2 forms or, if they are self-employed, a signed statement with amount of their AGI and their U.S. income taxes paid.

In instances where a student is required to provide copies of a W-2 and they did not save their copy, they should request a replacement copy from the employer who issued the original W-2.

Students should contact the financial aid office if they are experiencing any challenges completing the verification process.

Verification Completed

Once verification is completed, packaging procedures and process will be followed.

Documentation for Non-Tax Filers

For all non-tax filers (whether chosen for verification or not), Sterling College will require a W-2 form for each source of employment income. Sterling College will also need a signed statement giving the sources and amounts of the person's income earned from work not on W-2s and certifying that the person has not filed and is not required to file a tax return. For residents of the Freely Associated States (the Republic of the Marshall Islands, the Republic of Palau, or the Federated States of Micronesia), a copy of the wage and tax statement from each employer and a signed statement identifying all of the person's income and taxes for the year is acceptable. Persons from a foreign country who are not required to file a tax return can provide the signed statement certifying their income and taxes paid.

Sterling College will require the student/parent to submit a "Verification of Non-filing Letter" from the IRS indicating that the tax filer did not file an IRS income tax return if the student was chosen for verification or the institution questions the non-filing status.

Consumerism at a Glance

In order to better educate students and parents on different aspects of college life, financial aid policies, and financial literacy, Sterling College has made available a "Consumerism at a Glance" webpage. The page is located on the Sterling

College website under the financial aid section. Any questions regarding this information should be directed to the financial aid office by contacting them at 620-278-4314 or emailing finaid@sterling.edu

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 that all students 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*.

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 Handbook* further elaborates 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 indicate as early as possible 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. Information regarding housing availability, fees, and meal plans should be directed to the Office of Student Life.

Presence of Children in Academic and Residential Spaces

Children and anyone other than registered students are normally not permitted to be present for classroom and laboratory activities. The College does not provide day-care facilities; therefore, students should plan for off-campus care for their children. While the College understands that students with small children will occasionally find themselves in a situation when there is a temporary interruption in their day-care arrangements, students should not bring their children to classroom or laboratory activities, nor ask employees or other students to watch their children in academic or

residential spaces. In rare circumstances, temporary alternative arrangements may be considered by the Office of Academic Affairs.

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 centered on Christ as the cornerstone and foundation. Committed to the authority of God's Word, we are called to nurture and equip our students for 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. Chapel services deliver messages grounded in God's Word, while also offering relevance and practical applications for everyday life. Chapel plays a vital role in the life of the institution and serves a strategic purpose in the spiritual growth of the students.

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 issue of life, as well as an opportunity to be exposed to a Christian perspective on these issues.

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 Music Department offers a wide array of vocal and instrumental ensembles, including the Sterling College Choir, Highland Singers, Symphonic Band, Jazz Band, and various chamber ensembles. These ensembles perform both on and off-campus year-round, serving the community. The Sterling College Choir and Highland Singers frequently tour within and beyond the state.

The Sterling College Theatre produces six to eight productions per year, including a big-cast musical each fall and a wide variety of dramas and comedies, such as Shakespeare, children's theatre, and 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 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 wellbeing. We aim to reach out to those students, so that their college experience can be more enjoyable and successful.

Services are provided by a licensed Clinical Professional Counselor and are completely confidential. Our services include mental health assessment, crisis evaluation and intervention, individual counseling, psycho-educational groups, and referral services.

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 and a game room. Lighted outdoor basketball and sand volleyball courts provide additional recreational opportunities.

Intercollegiate Athletics

An active and vital part of the campus experience is intercollegiate athletics. Varsity sports include 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

Requirements and Policies

Definitions

Council for Christian Colleges and Universities (CCCU) — a coalition of over 120 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 usually involving lectures, discussions, observation, skill development, and/or laboratory experiences.

Credit Hour—one graduate-level credit hour is an amount of work represented in intended learning outcomes and student achievement that reasonably approximates not less than...

- (1) Fifty minutes of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities including laboratory work, internships, practica, studio work, and other academic work.

Courses carrying graduate credit are listed in the Graduate Curriculum and Course Descriptions sections of the Graduate Catalog. Other courses may be taken in support of a specific course of study but are not counted toward an advanced degree and are not computed in a student's graduate grade point average. Only courses numbered 500 and above carry graduate credit.

For each *online* graduate credit hour assigned, the amount of effort required to complete the class and its assignments is equivalent to the amount of effort required for a similar or the same lecture or laboratory class with the same credit. Thus, classes that do not have the required face-to-face contact time (hybrid/online) meet the same credit hour standard if they meet one of the following criteria: (1) the course covers the same material in the same depth as face-to-face version of the same course; (2) the course has been evaluated by the department and college for content and rigor, and the department and college have approved the credit to be awarded, and must be documented.

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.

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

Grade Point Average — the total number of quality points 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.

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

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

Semester — an approximately 15-week period of study, which may or may not include two different sessions within a traditional semester (i.e. Fall I & Fall II, Spring I & Spring II, Summer I & Summer II).

Session — as described in the definition of a "Semester" above, a semester may include two different session within that traditional semester. These are approximately 7½ weeks in length, named appropriately to be identified within the semester they are housed (e.g. Fall I and Fall II), and are delivered concurrently and as noted within the Academic Calendar section of the Graduate Academic Catalog.

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 the Academic Dean.

Class Schedules

Class schedules are published each semester and are available online at www.sterling.edu under “Academics” (<http://www.sterling.edu/academics/course-finals-schedule>). 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

Faculty members will specify in the course syllabus at the beginning of the term their policies regarding absences or irregular attendance and may 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 verifiable illness, death in the family, or similar emergency, of which the Office of Academic Affairs and the instructor have been notified.

It is the student’s responsibility to inform the instructor **prior** to absences due to college-sponsored activities, including athletic events, concert tours, field trips, or the like. Such absences do not excuse the student from work required in the course and the student is required to adhere to the instructor’s attendance policy set forth in the syllabus.

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.

An extended absence of more than 3 days must also be reported to the Academic Affairs Office.

Policy Covering Audio/Video Recording of Classroom Activities

Sterling College desires to promote respect for the teaching and learning environment in the classroom. We also want to ensure that the recording of lectures, discussions, and other educational activities is not conducted surreptitiously, that it protects any copyrighted material used in the classroom, and that it is only performed in a manner that does not have the effect of violating student privacy, suppressing student engagement, or interfering with the teaching process. Therefore, the following requirements govern the audio/video recording of classroom activities.

1. A student may not perform audio/visual recording, transmission, or distribution of classroom activities with the expressed written consent of the instructor, except where specified in the syllabus or where authorized through a documented disability accommodation on file with Academic Support. If recordings are made for disability accommodation, the instructor must be notified, and the recording may not be exchanged or distributed.
2. Audio/visual recording by faculty members of classroom activities can be used only by the instructor or colleagues for education-related purposes. This includes distribution to classmates. Recordings of student presentations must only occur for instructional or evaluative purposes that are indicated on the syllabus and are not to be shared outside of the course without student written consent. Recordings by faculty of classroom activities may be distributed to a broader audience by the faculty member only if they are restricted to the faculty portion of the activity.

Violations of this policy by students will be considered an academic integrity violation and handled according to the processes in the Academic Catalog. Faculty or staff members who violate this policy are subject to disciplinary action.

Student Email

All students are assigned a Sterling College email account, which will be used as an official method of communicating important and time-sensitive information. All students are expected to monitor this email account on a frequent and

consistent basis, and to respond to communication in a timely manner. Students are responsible for the consequences of missing important messages.

To maintain system security and manage technology resources effectively, student email accounts will be deactivated 18 months after a student graduates, withdraws, or otherwise ceases enrollment. Students are encouraged to save or transfer any important emails, contacts, or files associated with their college account prior to deactivation. Once deactivated, access to the email account is permanently removed.

Course Numbering System

Courses are designated by a three-digit number. The first digit of the course number guides students in appropriate course selection, as all graduate courses are number 500 and above.

Course Enrollment Policies

Independent Study

A primary goal of graduate study is to encourage independent study under the supervision of members of the graduate faculty. In addition to research projects, internships, and practicums, the graduate programs may use individual study, case studies and directed readings as the basis for various independent study offerings

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 graduates in their major area only and for a maximum of three credits toward degree completion.

Procedures:

1. The faculty member must design a syllabus to meet the requirements of this individualized course of study. The content of the study should differ from the content of the regular course offerings, and the contact hours between the student and professor must be sufficient to ensure consistency with credit earned in regular course offerings.
2. The course request and syllabus are then forwarded to the department chair and VPAA for approval. Course must be approved before enrollment and the first day of classes of the term.

General Enrollment Policies

1. **Course Registration:** Only registered students may attend class.
2. **Adding or Dropping Courses after Registration:** Students who wish to add or drop a class must consult with their academic advisor. The advisor will then process the course adjustments. Deadlines for adding or dropping a course are shown on the Academic Calendar.
3. **Withdrawal from Courses:** After the add/drop deadline, a student may elect to withdraw from a course and have a grade of "W" recorded on the transcript. To withdraw from a course, the student must visit with the Registrar and Program Director. Students are then permitted to fill out a link that authorizes the withdrawal. Please consult the Academic Calendar within the Academic Catalog for the last day to withdraw from a course.
4. **Withdrawal from College/Online Courses/Program:** To officially withdraw from Sterling College after a term has begun, students must report to the Registrar's Office to begin the process. The Registrar will then electronically assign a required meeting with the Program Director and Associate Academic Dean. Following the meetings, the Registrar will then provide the official link for withdrawal. The student will have 48 hours to process the withdrawal link and move out of residential housing.
5. **Readmission to a Graduate Program:** Students who have been accepted, enrolled, and completed at least one full semester in a graduate studies program may be considered for readmission if they are in good standing at the time of withdrawal. Students would need to submit a letter of "Request to Return" to the Program Director and Enrollment Services stating a timeline of return and any additional information needed to update the student information record.

Students may be considered for readmission within a two-year period without the need to repeat coursework. After two years, students may be required to repeat coursework or take a proficiency exam to demonstrate knowledge content and an understanding of any updated standards and guidelines.

Graduate Course Load

Part-time	Less than 9 graduate credit hours
Half-time	At least 4, but less than 9, graduate credit hours
Full-time	9 – 15 graduate credit hours

Note: To be eligible to participate in any extracurricular activity representing the College off-campus, a student must be full-time.

Grading and Recording Policies

1. Grading System

Grade reports are provided online 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	Designates above-average graduate work.
B	Designates average graduate work.
C	Designates passing, but not average graduate work.
D, F	Designates failing graduate work.

I “Incomplete.” Students who, for ***unavoidable and verifiable reasons due to serious illness, family emergency, or military service***, are unable to complete the course requirements may request, before the end of the course, the instructor assign a grade of “I” (incomplete). **A grade of “I” will be assigned by the Registrar upon submission of the Incomplete Grade Form submitted by the instructor.** The student must complete the course requirements according to a schedule developed by the instructor. The incomplete may not surpass one full session.

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

W “Officially withdrawn”

2. Grade Points

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

3. Time Limitation

Students have six (6) years from their initial enrollment/registration in the graduate program to complete the requirements in the graduate catalog in effect when they initially enrolled, exclusive of active duty in the U.S. armed Forces. Appeals will be considered by the Provost/Vice President for Academic Affairs working with the Academic Affairs Committee.

4. Classification of Students

Graduate standing is determined and classified upon enrollment in a Sterling College graduate program, after having previously earned a BA or BS from an approved, regionally accredited institution. A 3+2 Athletic Training student is classified as having graduate standing once formally accepted into the professional Graduate Athletic Training Program.

5. Transcript requests

Students may order official electronic transcripts through the National Student Clearinghouse, studentclearinghouse.org or by following the directions on our website at sterling.edu/academics/request-transcript. The online process allows you to track your request and you can receive alerts as to the status of your request. Your debit or credit card will be charged only if your transcript has been sent. Cost of ordering transcripts are as follows:

Electronic PDF:	\$16.00
Mailed Paper copy:	\$16.00

FedEX Paper copy: \$60.00
FedEX International Paper copy: \$80.00

Current Sterling College students needing transcripts for scholarships, or athletics may visit the registrar's office located in Kelsey Hall. If the transcript request is valid for institutional purposes the cost may be waived. Students prior to 1992 will need to request a "Mailed" transcript only.

**Unofficial transcripts may be accessed by students through the Student Portal. If a student no longer has Access to the student portal, they will need to order official Copies per policy process.

Academic Status

Satisfactory Progress

Students must maintain a minimum cumulative and session GPA of 3.0. Students whose semester or cumulative GPA falls below the 3.0 requirement will be placed on academic probation. A student will be suspended for earning more than two grades of "C" or below.

Students who cannot reasonably be expected 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 within the Graduate Academic Catalog. These are distinct from financial aid requirements. Even These minimal standards may not be sufficient for some types of financial aid. Any student who is not making satisfactory progress may lose financial aid and athletic eligibility and/or the right to continue attending Sterling College.

Academic Probation

If a student's GPA falls below the required level (3.0), the student will be placed on academic probation. The student will have two sessions to meet the GPA requirement to be removed from academic probation. If a student fails to correct the deficiency, but shows satisfactory progress, the student may be granted an additional session of academic probation. If at the end of the third probationary session the GPA requirement has not been met, the student will be suspended.

Academic Suspension

A student may be suspended from the Graduate School for any of the following occurrences:

1. Failure to rectify academic probationary status within two sessions;
2. Earning more than two grades of "C" or below.

Suspended students may appeal to the Provost/Vice President for Academic Affairs. The Provost/VPAA will work with the Registrar and Graduate Program Chair to review the appeal and determine if the student should be allowed to continue the following session. If a student appeal is granted, the student will resume graduate study on academic probation and the same continuation standards will apply.

Academic Dismissal

If a graduate student fails to raise their GPA after the probationary period, they are subject to academic dismissal.

Graduation Honors

Honors: Cumulative grade point average of 3.800-3.999
High Honors Cumulative grade point average of 4.000

Graduate students graduating with a 4.000 grade point average will be granted "high honors." Graduate students graduating with a grade point average of 3.800-3.999 will be granted "honors." An appropriate notation of honors will be posted to the student's transcript.

Graduate Degree Requirements

Sterling College grants the degrees of Master of Arts and Master of Science. All candidates for the master-level degree must meet the following requirements:

1. Candidates must complete the online *Declaration of Degree Candidacy* form to declare their intent to graduate, according to the following schedule. Students intending to graduate at the completion of any semester must declare by the end of the preceding semester.

2. Candidates must have fulfilled all degree program requirements and must have attained a minimum grade point average of 3.0, earning no more than 2 graduate course grades of “C”, and no graduate course grades of “D” or “F”;
3. Candidates must be recommended by the faculty and approved by the Board of Trustees.

Graduate Program Degree Requirements

Degree Requirements Exemption

In order to receive exemption from any degree requirement a student must file a written petition with the Provost/Vice President for Academic Affairs (VPAA). The student’s major advisor should also make a recommendation to the Provost/VPAA. Final authority rests with the Provost/VPAA working with the Graduate Studies Committee.

Graduation Ceremonies

The annual commencement ceremonies are held at the end of the spring term. 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) and have paid off their graduation fee and balance 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 the names of those who will have completed such requirements prior to the beginning of the Fall semester of the next academic year.

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

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. 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. Students are expected to:

- perform and represents 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 result in disciplinary actions. A record of these violations will become a part of the student’s permanent academic record at Sterling College. Violations of the Sterling College Academic Integrity Policy include, but are not limited to:

Plagiarism: The willful presentation of other work 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. Students repeating a course must create new, original work unless otherwise directed by their instructor.

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 or disruption of course activities.

Process:

Once a faculty member judges that an offense has occurred, the instructor must normally notify the student in writing of the charge of an academic integrity violation and the reasons for the charge within two days of the alleged violation being discovered. This notification can occur via the student's college email address. If the student disputes the faculty member's finding, then the student has two working days to submit to the faculty member a written appeal of the charge. If, based on the student appeal, the faculty member determines that no violation has occurred, then the charge is dropped and the process ends. If the faculty member upholds the determination that a violation has occurred or if the student does not appeal, the faculty member then notifies the student and the Office of Academic Affairs via email, and forwards all documentation to Academic Affairs. If the student appealed to the faculty member and the faculty member upheld the determination that a violation has occurred, the student can then appeal the decision to the Provost/Vice President for Academic Affairs (or his/her designee) in writing within five working days. If the student does not appeal to the faculty member within two working days, the student may NOT appeal to the Provost/Vice-President for Academic Affairs. The decision of the Provost/Vice President for Academic Affairs is final. No appeal will be entertained regarding the punitive consequences of an academic integrity violation, only whether the violation occurred. A record of offenses is maintained in the Office of Academic Affairs and the student's file.

Simultaneous Offenses: Multiple offenses by one student reported to the Office of Academic Affairs before the student has had the benefit of a first offense warning will be treated as one offense.

Consequences: The consequences of an academic integrity violation are as follows. Please note that charges to a student's account are not altered as a result of an academic integrity violation, when the student is issued a grade of W and/or is suspended/dismissed.

First Offense: Upon confirmation of the first offense the student will be suspended from the College and receive a grade of F for the class in which the academic integrity violation occurred and a W in all other classes, enrolled in within that session. "Academic Integrity Violation" will be recorded on the student's transcript as the reason for suspension. The student may apply for readmission to Sterling College the following semester.

Second Offense: Upon confirmation of the second offense, the student will receive an F for the class in which the academic misconduct occurred and a W in all other classes, enrolled in within that session. The offense will be recorded on the student's transcript and the student will be immediately and permanently dismissed 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;
- b. unethical conduct in grading or in regard to academic policy or procedural decisions.

The appeal process must begin by 5:00pm of the third Friday of the following session. An appeal should be resolved at the lowest level. If the appeal is not resolved during the first intervention, the appeal will be forwarded through the process at the student's request. Students will receive a written response regarding the decision at each level of review.

An appeal must be submitted in writing to the appropriate individual.

Appeal Procedure

For syllabus standards and/or grading appeals:

1. Instructor
2. Provost

3. Academic Affairs Committee

For academic policy and procedure appeals:

1. Registrar
2. Provost
3. Academic Affairs Committee

Academic Services

Academic Support Center

Located in Mabee Library, the Academic Support Center assists students who struggle academically, need tutoring, have a documented learning disability, or are on academic probation.

Mabee Library

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, and multimedia resources selected to support student learning. A wealth of information resources 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 other academic and public libraries in Kansas. Librarians participate with classroom instructors in helping students 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 Graduate Curriculum

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 worldview, 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's graduate majors are grounded in the mission statement, and designed to help develop faithful, creative, and thoughtful leaders.

Each course is identified by a two-letter subject code (AT = Athletic Training, TM = Theology and Ministry) and a three- or four-digit course number. Each course description indicates the number of credit hours earned by successful completion of the class and an 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 Academic Affairs or from the instructor.

Graduate Academic Majors

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.

The faculty have defined a graduate major as an academic area of prescribed courses usually totaling between 30 and 60 credit hours. Listed below are the graduate-level majors offered by Sterling College.

Master of Arts in Sports Ministry*

Master of Science in Athletic Training

**Available only in an online format*

Note: Sterling College 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 and additional graduate school interests.

Master of Arts in Sports Ministry

The graduate major in Sports Ministry appeals to those individuals involved in ministry-related athletic organizations and have gauged interest in furthering their education at the graduate level. As this is a unique master's degree, the program fills a need for individuals who already hold a BS/BA and who desire a master's degree as part of their continuing education and development in this specialized field.

This concentration would fit those working in sports ministry organizations or Christian schools but is certainly not limited to that genre. Being online, this program is designed to reach those not able to attend a program in residence at Sterling College.

MA in SM - Admission Requirements

1. Possess an earned bachelor's degree from a regionally accredited institution.
2. A minimum, cumulative undergraduate GPA of 3.0.
3. Submit a personal letter of interest. This letter should detail why the student wants to pursue the Master of Arts in Sports Ministry degree.
4. Submit two letters of recommendation, one of which must come from a recent or current supervisor or faculty.
5. Participate in an interview with graduate program faculty. (The interview may be held remotely.)

MA in SM - Specific Program Requirements

1. All graduate program courses must be completed through Sterling College.
2. Individually earned program course grades must meet a minimum of C or above.
3. A minimum cumulative graduate program GPA of 3.00 is required for graduation.

MA in SM - Graduation Requirements

1. Meet all Graduate School requirements.
2. Complete all requirements of the MA in SM.
3. Overall GPA of 3.00 or higher.
4. No more than two grades of "C."
5. Any grade of "C" (in excess of two), "D", or "F" must be retaken, earning a satisfactory grade.

Required Courses for the MA in Sports Ministry Major

The Master in Sports Ministry outlines the completion of 31 hours of required curriculum. This program can be completed in one year as a full-time student or two years as a part-time student. The following required courses make up the required curriculum:

HP 501	Introduction to Sport Ministry	2 credits
HP 505	Pre-Practicum/Internship	2 credits
HP 506	Coaching Methods	3 credits
HP 601	Administration and Ethical Issue	3 credits
HP 603	Practicum	2 credits
HP 604	Developing the 21st-Century Athlete	3 credits
HP 605	Internship	2 credits
HP 608	Assessment and Capstone Reflection	1 credit
TM 502	Introduction to the Bible	3 credit
TM 503	Bible Study and Worldview	3 credits
TM 505	Theology of Sport	2 credits
TM 507	Ministry Methods	3 credits
TM 605	Biblical Leadership	2 credits
Total		31 credits

Rotation Guide: Sports Ministry

Fall	Spring	Summer
HP501: Intro to Sports Ministry-2 HP505: Pre-Practicum-2 HP506: Coaching Methods-3 TM502: Intro to the Bible-3	HP601: Administration and Ethical Issues-3 HP603: Practicum-2 TM503: Bible Student and Worldview-3 TM605: Biblical Leadership-2	HP604: Developing 21 st Century Athlete-3 HP605: Internship-2 HP608: Assessment and Capstone Reflection-1 TM505: Theology of Sport-2 TM507: Ministry Methods-3
10 Credits	10 Credits	11 Credits

Master of Science in Athletic Training

The Sterling College Athletic Training Education Program (ATP) is a high-quality curriculum accredited by the Commission on Accreditation of Athletic Training Education. This master'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.

Mission

The Sterling College Master of Science in Athletic Training Education Program (SC MSAT) enables its students to develop and demonstrate all entry-level competencies and proficiencies within the athletic training profession. A variety of lectures, labs, clinical experiences, and field experiences are coordinated through Sterling College and delivered through a variety of affiliate sites to provide each student education and practice in developing theories and skills common to the profession. Sterling College is dedicated to providing an excellent liberal arts education within an environment shaped by the mission, vision, and core values of the institution. From this institutional platform, the MSAT is committed to developing service-oriented professionals.

Program Goals and Objectives

Goal #1: To provide students with academic and clinical experiences that will allow them to develop the knowledge and skills required of certified athletic trainers.

- 1.1 The student will demonstrate competency in knowledge and skills related to accepted methods of athletic injury and illness prevention.
- 1.2 The student will demonstrate competency in clinically evaluating and diagnosing athletic injuries.
- 1.3 The student will demonstrate competency in providing immediate care to athletic injuries.
- 1.4 The student will demonstrate competency of treatment, rehabilitation, and reconditioning of athletic injuries.
- 1.5 The student will demonstrate competency in knowledge and skills related to the plans, policies, and procedures by which athletic trainers organize and administrate athletic training programs.
- 1.6 The student will demonstrate competency in knowledge and skills related to ethical, legal, and other professional standards necessary for the safe practice of athletic training.
- 1.7 The program will provide a quality clinical experience that ensures an adequate and safe learning environment under the supervision of qualified preceptors.

Goal #2: To provide students with the educational preparation for success in the field of athletic training.

- 2.1 The student will demonstrate ability to successfully complete the BOC examination.
- 2.2 The student will secure a job as an athletic trainer or begin advanced study.

Goal #3: To fulfill the mission of Sterling College.

- 3.1 The program will strive to produce graduates who are creative and thoughtful leaders who understand a maturing Christian faith.

MS in AT - Admission Requirements

1. Possess an earned bachelor's degree from a regionally accredited institution
 - a. Students enrolled in a 3+2 Pathway institution may be exempt from this requirement. (Institutional Articulation Agreements found here: <https://www.sterling.edu/academics/graduate-athletic-training-program>.)
2. A minimum, cumulative undergraduate GPA of 3.0 – and a grade of “C” or higher in the prerequisite courses listed in the table below
3. Completion of full application process through ATCAS
 - a. Resume or Curriculum Vitae
 - b. Letter of Interest
 - c. 2 letters of recommendation
 - d. Official transcripts from all college/universities attended
 - e. Documentation of 50 hours of direct observation with a certified athletic trainer
4. Students must read, sign and return the “Technical Standards for Admission into the Athletic Training Program” found on the Athletic Training Webpage <https://www.sterling.edu/sites/default/files/TechnicalStandards.doc> verifying that the student meets the minimal required technical standards for admission into the program.
5. Successful completion of an interview with the MSAT Admissions Committee (invitation only).
6. Transfer credits will *not* be accepted to fulfill program requirements.

Conditional admission decisions will be made on a case-by-case basis but typically no later than 3 weeks prior to the start of each graduate semester. Late applications will be accepted/reviewed if space is available. Full admission is contingent upon completion of required prerequisites that may still be in progress. Prerequisite course description and syllabi are required in the ATCAS application process. Courses are evaluated by the Registrar and program faculty for equivalency.

Prerequisite Courses	Recommended Courses
Exercise Physiology (3 hours)	Statistics (3 hours)
Nutrition (3 hours)	Biology (3 hours)
Kinesiology or Biomechanics (3 hours)	Research Methods (3 hours)
Health – Essentials of Health or Personal Community and Health (3 hours)	
Psychology – General Psychology or Sport Psychology (3 hours)	
Medical Terminology (1-3 hours)	
Anatomy and Physiology (8-10 hours)	
Introductory Biology (3-5 hours)	
Introductory Chemistry (3-5 hours)	
Introductory Physics (3-5 hours)	

MS in AT 3+2 – Admission Requirements

1. Completion of all Health Science Pre-Athletic Training Concentration required courses.
2. Completion of all general education requirements.
3. Earn at least 102 credits toward graduation.
4. Meet requirements 2-6 listed in the MS in AT – Admission Requirements

MS in AT – Post-Admission Requirements

Following formal acceptance into the MSAT program, the following items must be completed and submitted by June 1st of that year:

1. A current health history and physical examination (see form on website)
2. Copy of immunization records including Hepatitis B vaccine (or waiver) and current TB skin test
3. Background check (One-time fee of \$70)
4. Deposit (One-time fee of \$100)

MS in AT - Program Retention Policy

The MSAT adheres to the Satisfactory Progress, Academic Probation, and Academic Dismissal policies as set forth in the Sterling College Graduate Academic Catalog. Additionally, students are expected to demonstrate continual progression in clinical skills and affective qualities as reflected on the Student Clinical Performance Evaluation.

Any questions concerning the program should be directed to:

Ryan J. "Pete" Manely, DHSc, LAT, ATC
Director of Athletic Training Education
Sterling College
125 W. Cooper, Sterling, KS 67579
620-278-4393
pmanely@sterling.edu

MS in AT - Graduation Requirements

1. Meet all Graduate School requirements for graduation.
2. Complete all course requirements of the MSAT.
3. Overall GPA of 3.00 or higher.
4. No more than two grades of "C."
5. Any grade of "C" (in excess of two), "D", or "F" must be retaken, earning a satisfactory grade.

Required Courses for the MS in Athletic Training Major

The following list of courses must be completed to earn the MS in Athletic Training.

AT 501	Practical Experience I	1 credit
AT 502	Practical Experience II	1 credit
AT 503	Practical Experience III	1 credit
AT 504	Practical Experience IV	1 credit
AT 509	Clinical Application of Musculoskeletal Anatomy	2 credits
AT 510	Techniques in Athletic Training	3 credits
AT 511	Foundations of Orthopedic Evaluation	3 credits
AT 512	Introduction to Practical Experience	1 credit
AT 520	Orthopedic Evaluation I	3 credits
AT 521	Orthopedic Evaluation II	3 credits
AT 529	Foundations of Therapeutic Interventions	2 credits
AT 530	Therapeutic Intervention I	3 credits
AT 531	Therapeutic Intervention II	3 credits
AT 532	Therapeutic Interventions III	3 credits
AT 540	Pharmacology	1 credit
AT 541	Psychosocial Interventions	1 credit
AT 605	Practical Experience V	1 credit
AT 606	Practical Experience VI	1 credit
AT 607	Practical Experiences VII	1 credit
AT 608	Practical Experience VIII	1 credit
AT 610	General Medical Concerns	3 credits
AT 611	Organization and Administration	3 credits

AT 620	Research Methods I	3 credits
AT 621	Research Methods II	3 credits
AT 622	Seminar in Teaching and Research	3 credits
AT 630	Topics in Athletic Training	3 credits
AT 640	Professional Responsibilities and Ethics	3 credits
Total Credits:		57

Rotation Guide: Athletic Training

Summer-Year 1	
AT509: Clinical Application of Musculoskeletal Anatomy-2 AT510: Techniques in Athletic Training-3 AT511: Foundations of Orthopedic Evaluation-3 AT512: Introduction to Practical Experience-1 Credits: 9 credits	
Year 1	
Fall	Spring
AT501: Practice Experience I-1 AT520: Ortho Evaluation I-3 AT529: Foundations of Therap. Interventions -2	AT503: Practical Experience III-1 AT531: Therapeutic Interventions II-3 AT540: Pharmacology for AT-1
AT502: Practical Experience II-1 AT521: Ortho Evaluation II-3 AT530: Therapeutic Interventions I-3	AT504: Practical Experience IV-1 AT532: Therapeutic Interventions III-3 AT541: Psychosocial Interventions-1
13 Credits	10 Credits
Year 2	
Fall	Spring
AT605: Practical Experience V-1 AT611: Organization/Administrations-3 AT620: Research Methods I-3	AT607: Practical Experience VII-1 AT621: Research Methods II-3 AT630: Topics in AT-3
AT606: Practical Experience VI-1 AT610: General Medical Concerns-3 AT622: Seminar in Teaching & Research-3	AT608: Practical Experience VIII-1 AT640: Professional Responsibilities/Ethics-3
14 Credits	11 Credits

Course Descriptions

Course Code Key:

AT=Athletic Training

HP=Health and Human Performance

TM=Theology and Ministry

Athletic Training – Graduate Courses

AT501 Practical Experience I

1 credit

In this course, students have the opportunity to practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT512. *Course Fee: \$30.00.*

AT502 Practical Experience II

1 credit

In this course, students have the opportunity to practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT501 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT501. *Course Fee: \$30.00.*

AT503 Practical Experience III

1 credit

In this course, students can practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT502 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT502. *Course Fee: \$30.00.*

AT504 Practical Experience IV

1 credit

In this course, students can practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT503 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT503. *Course Fee: \$30.00.*

AT509 Clinical Application of Musculoskeletal Anatomy

2 credits

This course is designed to bring together the body of knowledge from human anatomy and biomechanics to the clinical application, palpation, and testing of human anatomy. This course emphasizes the opportunity to apply knowledge of anatomy to a structural level, including locating and palpating structures for incorporation into diagnostic assessment and therapeutic interventions. Concepts and skills taught in this course will be reinforced through structured laboratory and practical experiences.

AT510 Techniques in Athletic Training

3 credits

This course instructs students in prevention, assessment, and management techniques of athletic injuries. Skills and knowledge such as taping, wrapping, bracing, immobilization, splinting, transporting, non-weight bearing techniques and pre-participation examinations will be instructed, practiced, and assessed. Includes laboratory experiences.

AT511 Foundations of Orthopedic Evaluation

3 credits

This course focuses on the principles of orthopedic examination and assessment. Students are introduced to proper documentation of clinical findings, professional conduct, and the referral process. Emphasis will be placed on the components of the comprehensive orthopedic clinical evaluation, differential diagnosis, and diagnosis including: history, inspection, palpation, functional testing, and special evaluation techniques. Included in the course will be on-field

evaluation process, introduction of elements used for diagnostic evidence and describing the measures commonly used for assessing outcomes, injury nomenclature, diagnostic imaging techniques, assessment of posture, and evaluation of gait.

AT512 Introduction to Practical Experience

1 credit

A course designed for MSAT students in their first semester of the program. The course will prepare the student for practical experiences in a variety of health care settings, which will allow the student to learn knowledge, skills, and techniques used in the field. The student will observe and participate in real healthcare situations that will develop the behavior, attitude, and skills needed to be an Athletic Trainer.

AT520 Orthopedic Evaluation I

3 credits

Advanced orthopedic assessment of injury and pathology of the lumbar spine and the lower extremity. Students will learn how to recognize and evaluate 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 and practical experiences. Case presentations are a required component of the course. Prerequisites: AT511.

AT521 Orthopedic Evaluation II

3 credits

Advanced orthopedic assessment of injury and pathology of the upper extremity, face, head, thoracic spine, cervical spine, thorax, and abdomen. Students will learn how to recognize and evaluate 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 and practical experiences. Case presentations are a required component of the course. Prerequisites: AT520.

AT529 Foundations of Therapeutic Interventions

2 credits

This course is designed to investigate the theoretical and clinical application of therapeutic modalities and exercise as they relate to the promotion of musculoskeletal function, the therapeutic intervention process, and the inter-professional rehabilitation team. This course explores various considerations for effective therapeutic intervention strategies, including their basic physics, physiological effects, indications, contraindications, rationale for their evidence-based clinical application, and appropriate documentation. Additionally, concepts and skills taught in the course will be reinforced through structured laboratory and practical experiences.

AT530 Therapeutic Interventions I

3 credits

The student will learn various therapeutic intervention strategies for injuries. The student will be instructed on the appropriate use of modalities and therapeutic exercise techniques for athletic injuries integrating physiological rationales, indications/contraindications, selection criteria, clinical applications, and psychological aspects of rehabilitation. Emphasis is placed on critical thinking skills, proper documentation, and clinical decision making. Additionally, concepts and skills taught in the course will be reinforced through structured laboratory and practical experiences. Students will be required to present therapeutic intervention case studies and to complete a research paper on a designated therapeutic intervention technique. Prerequisites: AT529.

AT531 Therapeutic Interventions II

3 credits

The student will learn various therapeutic intervention strategies for lower extremity injuries. The student will be instructed on the appropriate use of modalities and therapeutic exercise techniques for athletic injuries integrating physiological rationales, indications/contraindications, selection criteria, clinical applications, and psychological aspects of rehabilitation. Emphasis is placed on critical thinking skills, proper documentation, and clinical decision making. Additionally, concepts and skills taught in the course will be reinforced through structured laboratory and practical experiences. Students will be required to present therapeutic intervention case studies and to submit a research paper on a designated therapeutic intervention technique. Prerequisites: AT530.

AT532 Therapeutic Interventions III

3 credits

The student will learn various therapeutic intervention strategies for upper extremity injuries. The student will be instructed on the appropriate use of modalities and therapeutic exercise techniques for athletic injuries integrating physiological rationales, indications/contraindications, selection criteria, clinical applications, and psychological aspects of rehabilitation. Emphasis is placed on critical thinking skills, proper documentation, and clinical decision making. Additionally, concepts and skills taught in the course will be reinforced through structured laboratory and practical experiences. Students will be required to present therapeutic intervention case studies and to submit a research paper on a designated therapeutic intervention technique. Prerequisites: AT531.

AT540 Pharmacology**1 credit**

This course is designed to provide students with a basic understanding of pharmacology. Drug law, routes of administration, basic pharmacokinetics, basic pharmacodynamics, and the specific pharmacology of drugs commonly used in medicine will be emphasized. A class presentation and research paper are required in this course.

AT541 Psychosocial Intervention**1 credit**

This course will provide appropriate intervention strategies and referral techniques specific to the role of a medical professional to initiate recovery for any athlete/patient experiencing a variety of psychosocial problems. Ethical implications relating to the field of sport psychology and sport sociology will be discussed. Topics such as performance enhancement techniques, team dynamics, leadership, and socialization in sports will be examined. Submission of a literature review is required for this course.

AT605 Practical Experience V**1 credit**

In this course, students have the opportunity to practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT504 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT504. *Course Fee: \$30.00.*

AT606 Practical Experience VI**1 credit**

In this course, students have the opportunity to practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT605 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT605. *Course Fee: \$30.00.*

AT607 Practical Experience VII**1 credit**

In this course, students have the opportunity to practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT606 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT606. *Course Fee: \$30.00.*

AT608 Practical Experience VIII**1 credit**

In this course, students have the opportunity to practice and apply designated clinical techniques. Students are under direct supervision (physically present) of a preceptor who will evaluate the students' clinical proficiencies in an athletic training setting. This practical experience will be administered from a clinical/laboratory setting either on campus or at an off-campus affiliate site. The student will build on skills and responsibilities from AT607 and will learn and apply psychomotor skills and clinical proficiencies from the NATA Competencies in Athletic Training. Prerequisites: AT607. *Course Fee: \$30.00.*

AT610 General Medical Concerns**3 credits**

A course of non-orthopedic conditions and other factors which affect participation in physical activity. Topics include diabetes, seizure disorders, the effects of various pharmacological agents, and the evaluation of systemic illness by athletic trainers. A case presentation and research paper on a non-orthopedic condition are required of graduate students enrolled in the course. Prerequisites: AT540.

AT611 Organization and Administration**3 credits**

This course is designed to instruct students in healthcare administration topics related to the field of athletic training. Topics including legal liability, risk management, fiscal management, facilities operation, personnel supervision, public relations, and organizational structures will be instructed.

AT620 Research Methods I**3 credits**

This course is designed to provide students an overview of topics related to research in human performance and athletic training. Topics include conceptualization, research design, data collection, statistical analysis, and interpretation of research. The course requires students to prepare a literature review.

AT621 Research Methods II**3 credits**

A continuation of AT620, this course is designed to build upon the information learned in Research Methods I. Students will conceptualize an independent research project. Prerequisites: AT622.

AT622 Seminar in Teaching and Research**3 credits**

Directed teaching experience in the university setting and supervised quantitative or qualitative research in the field. The course involves designing, preparing, and delivering educational content in the university classroom or laboratory; and continuation of the research project started in AT620. Prerequisites: AT620.

AT630 Topics in Athletic Training**3 credits**

Provides an integration of prior coursework and expertise in athletic training, preparation for the BOC Certification Exam, and forum for discussion of athletic training issues of current concern. This capstone course provides the student an opportunity to grow through written and verbal dialogue with peers and other allied health professionals. Prerequisites: AT611.

AT640 Professional Responsibilities and Ethics**3 credits**

Course content will include basic legal and ethical terminology, areas of legal and ethical risks for the athletic trainer, measures to reduce those risks and appropriate professional behavior. The course will also provide a study and development of conflict transformation strategies and frameworks. Topics include conflict identification, framing the conflict, alternative pathways of perceiving conflict, problem resolution, application of conflict transformation processes, and evaluation of conflict transformation within specific contexts. Prerequisites: AT630.

Health and Human Performance – Graduate Courses

HP501 Introduction to Sport Ministry**2 credits**

This course will introduce students to the field of Sport Ministry and highlight distinctions of the Sport Ministry program at Sterling College. The course includes an introduction to online learning and the writing style and other research tools utilized throughout the program will be introduced.

HP505 Pre-Practicum**2 credits**

Students should enroll in this course within the first two semesters of matriculation into the program. This is a course in which students work closely in a one-on-one fashion with the course instructor/mentor to develop appropriate learning objectives and experiential plans for the internship and a substantial developmental project for the practicum. Together, the internship and practicum form the foundation of the capstone of the program. Attention is also paid to appropriate preparation for the form and style of the written deliverables of the internship and practicum and appropriate timelines for completion. Successful completion of this course will include the following: completion of APA style quizzes, approval of topic for the Practicum at least one semester prior to enrollment, approval of topic for Internship one semester prior to enrollment, and completion of an error-free proposal for Internship at least one semester prior to enrollment.

HP506 Coaching Methods**3 credits**

This course examines both past and present methods of coaching both individual and team athletics. It will provide an overview of numerous topics, and while providing an historical perspective of training methods, will focus on current innovations and developing skills and strategies. The focus of the course will be the evaluation, analysis, and synthesis of existing and new coaching methods.

HP601 Administration and Ethical Issues**3 credits**

Students will delve into ethical theory as it relates to sport recreation and ministry, analyzing ethical dilemmas that students may face in the field. Using various approaches, students will explore administrative requirements of leadership and how Christian strategic leadership can positively affect organizational success. Students will learn various methods to evaluate their own organization in order to develop a plan for growth and improvement.

HP603 Practicum**2 credits**

The practicum is about developing materials to teach students or peers. It is a developmental research project in which the student will use secondary data (journal articles) to develop an educational tool or resource for a specific target population. The student can develop something as elaborate as a class, or as simple as a one-hour presentation. What is evaluated is the development of the educational tool, not the presentation of the tool or resource to the target population. The target population must be realistic in that the student must be able to describe them, but not necessarily meet them or deliver the educational material to them. Prerequisite: HP505 Pre-Practicum.

HP604 Developing the 21st Century Athlete**3 credits**

This course focuses on the psychological and sociological challenges of coaching and mentoring athletes in the 21st century. This class will focus on understanding and coaching athletes who are part of the “post-millennial” generation who bring their own patterns of thinking and behavior to the competitive arena. During the course, students will both learn what the characteristics and dynamics of the current generation, especially as they relate to sport and play. They will also both develop strategies to effectively motivate, lead, and communicate with athletes who see the world differently than previous generations as well as analyze the effectiveness of these strategies.

HP605 Internship**2 credits**

The Internship is a personal, experiential activity. It is a directed field experience. It is very similar to an independent study in that you will define the goals and objectives for the class. The student will spend a minimum of 80 hours learning a skill or something unfamiliar from an expert. The student must find a mentor who will certify that the student can spend the 80 hours with him or her, and a facility or institution where the student can spend the time in the learning activity. The student can do this experience at his or her place of employment, but it cannot be in an area that the student is paid for. The experience could be a mission trip out of or within the student’s home country. Prerequisite: HP505 Pre-Practicum.

HP608 Assessment and Capstone Reflection**1 credit**

Students will learn various methods of assessment and evaluation. Students will write a final paper assessing their experience with all aspects of the program. A specific focus on the internship experience will be included.

Theology and Ministry – Graduate Courses

TM502 Introduction to the Bible**3 credits**

This course examines the major themes of the Old and New Testaments through the study of selected passages, ranging from Genesis to Revelation. It provides an overview of the covenants of the Old Testament, the ministry, death, and resurrection of Jesus, and the establishment and growth of the early church in the New Testament.

TM503 Bible Study and Worldview**3 credits**

This course introduces the students to the importance of individual Bible study and connecting that study to real-life issues. It begins with the methodology and preparation for teaching others effectively and then uses those methods to explore Issues of developing a Christian worldview for interpreting the world and ministering to the world.

TM505 Theology of Sport**2 credits**

This course examines the development of theology as it pertains to sport and play. It will provide perspective on connections between sport, spirituality, and theology. It will also focus on developing a biblical view of contemporary sport, recreation, and play. During the course, students will wrestle with the practical ramifications of how their beliefs affect performance, coaching, and competition. Students will also gain a perspective on various opportunities, organizations, and movements which facilitate ministry in the competitive arena.

TM507 Ministry Methods**3 credits**

This course explores the different parts of effective ministry, including evangelism, apologetics, and discipleship. Students will learn how to share the Christian faith, how to dialogue with skeptics, and how to help Christians mature in their faith.

TM605 Biblical Leadership**2 credits**

This course focuses on principles and methods of leadership in both church, para-church, and non-church organizations. Special attention will be given to biblical leadership principles and their practical application in administrative roles. This course will identify specific challenges of both directing and leading groups and organizations as well as developing strategies and tools to meet those challenges.

Directory

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Michelle Hall, 1992

Chief Financial Officer
B.S., Friends University

Erin Laudermilk, 2007

Provost & Vice President for Academic Affairs
B.S., Saint Joseph's College; M.S., University of Tennessee Chattanooga; Ph.D., Northcentral University; A.T.C.

Justin Morris, 1999

Vice President for Athletics
B.S., Sterling College

Scott Rich, 2008

President
B.S., The Master's College; MBA, Liberty University; Ed.D., Northcentral University

Mitzi Suhler, 2007

Vice President for Enrollment Services
B.A., Ottawa University; M.S., University of Great Falls

Administrative Staff

Sheila Bird, 2024

Director of Planned Giving
B.A., M.B.A., MidAmerica Nazarene University

Jennifer Bolton, 2024

Director of Honors Program; Assistant Professor of Theology and Christian Thought
B.A., University of North Carolina, Chapel Hill; M.A., Regent College; Ph.D., Durham University

Jose Carrillo, 2022

Campus Pastor and Missions Director
B.A., Oklahoma Baptist University; M.B.A., North Central University; M.A., Gateway Seminary

Brett Couture, 2018

Director of Academic Support & Student Engagement
B.A., Sterling College

Dennis Dutton, 1984

Executive Director of Fine Arts
B.A., Sterling College; M.A., Goucher University

David Earle, 2020

Director of Alumni Relations
B.A., Sterling College; M.S., St. Mary's University

Brad Evenson, 2015

Director of Marketing and Communications
B.A., Dordt College

Kirby Fryman, 2026

Director of the Physical Plant
B.S., Sterling College

John Harding, 2011

Program Director of Sports Ministry
B.S., University of Alaska; M.Div., Fuller Seminary

Emily Jibben, 2017

Director of Enrollment Operations
B.S., Sterling College

Erin Lauder milk, 2007
Provost & Vice President for Academic Affairs/Professor of Athletic Training
B.S., Saint Joseph's College; M.S., University of Tennessee Chattanooga; Ph.D., Northcentral University; A.T.C.

Ryan J. "Pete" Manely, 2003
Director of Graduate Athletic Training Education; Director of Athletic Training Services
B.S., Charleston Southern University; M.S., Ohio University; DHSc., Nova Southeastern University; A.T.C.

Hunter Morgan, 2022
Executive Director of Career Services and Student Success
B.S., Sterling College

Angie Plett, 2018
Director of Human Resources

Tami Schepmann, 2025
Director of Teacher Education; Assistant Professor of Education
B.S., M.S., Emporia State University

William Teufel, 2008
Director of Online Programs
B.S., M.M., Kansas State University

Shebuel Varghese, 2022
Director for the Integration of Faith & Learning; Assistant Professor of Theology and Ministry
B.A., Northwest University; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Aberdeen

Laurel Watney, 2017
Director of Mabee Library
B.A., Gordon College; M.A., Regent University; M.L.I.S., Emporia State University

Richard Webb, 2020
Assistant Professor of Criminal Justice; Title IX Coordinator
B.S., M.B.A., Wayland Baptist University; M.A., West Texas A&M University

Regina Young, 2026
Registrar
A.S., Colorado Technical University

Graduate Teaching Faculty

Katherine Bassett, 2007
Lecturer in Health and Human Performance
B.S., Sterling College; M.A., Emporia State University

Amanda Burkhart, 2018
Associate Professor of Athletic Training
B.S., M.S., Fort Hays State University; Ph.D., Rocky Mountain University of Health Professions; A.T.C.

Andrew Drake, 2020
Assistant Clinical Professor of Athletic Training
B.S., Sterling College; M.A.T., University of West Alabama; A.T.C.

John Harding, 2011
Program Director of Sports Ministry
B.S., University of Alaska; M.Div., Fuller Seminary

Erin Lauder milk, 2007
Professor of Athletic Training
B.S., Saint Joseph's College; M.S., University of Tennessee Chattanooga; Ph.D., Northcentral University; A.T.C.

Ryan J. "Pete" Manely, 2003
Professor of Athletic Training Education, Director of Athletic Training Education Program
B.S., Charleston Southern University; M.S., Ohio University; DHSc; Nova Southeastern University; A.T.C.

Anna Tremaine, 2020
Assistant Professor of Athletic Training
B.S., Sterling College; M.S., Indiana Wesleyan University; A.T.C.

