

STERLING COLLEGE

Academic Catalog | 2011 - 2012

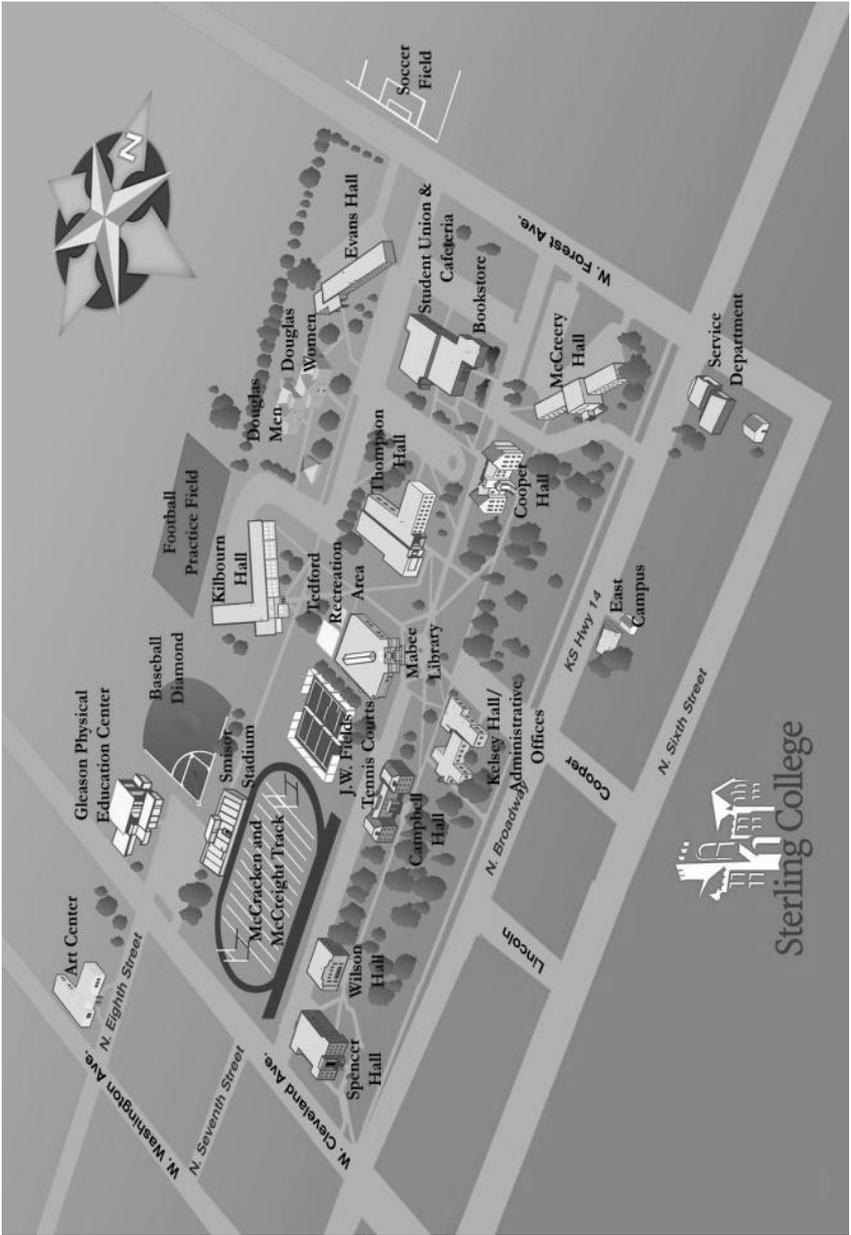


www.sterling.edu

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Campus Information

Sterling College

125 W. Cooper, Sterling KS 67579

<http://www.sterling.edu>

Information: cic@sterling.edu, 800-346-1017, FAX 620-278-4411

Admissions: admissions@sterling.edu

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

Location: Sterling, Kansas, on Kansas Highways 14 and 96, 18 miles northwest of Hutchinson

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

Accredited by *The Higher Learning Commission* and a member of the *North Central Association*, (1-800-621-7440) www.ncabl.org; and by the *Kansas State Board of Education*, 300 SW Tenth, Topeka, KS 66612. *For full listing of accreditations see page 11.*

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 or the Chief Financial Officer, Sterling College, Sterling, Kansas 67579, (620) 278-2173.

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

The content of this document is provided for the information of the student. The catalog is not a contract between the student and the College. It is accurate at the time of printing, but is subject to change 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.

Academic Calendar

Fall Semester

2011

Residence Halls open – 9:00 a.m.

First evening meal - new students	Aug. 19
New Student Orientation.....	Aug. 19-22
Residences open for returning students.....	Aug. 22
Classes begin.....	Aug. 23
Labor Day (no classes/campus closed).....	Sept. 5
Last day to drop/add courses or select P/F (5 PM).....	Sept. 6
Last day to remove Incompletes from Spring/Summer... ..	Oct. 7
Homecoming.....	Oct. 15
Mid-term grades distributed	Oct. 17
Fall Breather (no classes)	Oct. 20-21
Enrollment for Spring.....	Oct. 24-Nov. 8
Last day to Withdraw.....	Oct. 28
Thanksgiving Break	Nov. 21-25
Classes resume.....	Nov. 28
Final exams week	Dec. 5-8
Fall Semester ends (5 PM)	Dec. 8

Interterm

2012

Registration for all students	Jan. 2
Classes begin.....	Jan. 3
Last day to drop/add courses or select P/F (5 PM.)	Jan. 4
Last day to Withdraw.....	Jan. 5
Martin Luther King, Jr. Day Convocation.....	Jan. 16
Last day of Interterm	Jan. 19

Spring Semester

2012

Last day to register for Spring	Jan. 20
Classes begin.....	Jan. 23
Last day to drop/add courses or select P/F (5 PM).....	Feb. 3
Last day to remove Incompletes from Fall/Interterm.....	Mar. 9
Spring Break	Mar. 12-16
Mid-term grades distributed	Mar. 16
Classes resume.....	Mar. 19
Enrollment for Fall.....	Mar. 26-Apr. 5
Last day to Withdraw.....	Mar. 27
Easter Break (no classes).....	Apr. 6-9
Final exams	May 7-10
Spring Semester ends (5 PM)	May 11
Baccalaureate (7:30 PM).....	May 11
Commencement (9:45 AM)	May 12

Mission of Sterling College

Our Mission: To develop creative and thoughtful leaders who understand a maturing Christian faith.

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

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

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 amid diversity as members of the body of Christ.

Our Priorities: Sterling College is committed to an environment of academic excitement in the tradition of a thorough exploration of all truth in the light of God's Word. An enthusiastic Christian faith and experience permeate all aspects of the College life. Activities are designed to encourage and to develop the skills necessary to understand our world and to create positive change in it. Specifically, we seek to build within our student's 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, and positive self-worth, and an understanding of a maturing Christian faith that provides the foundation and meaning for life.

Our Process: The College works to achieve its priorities through the learning experiences of the liberal arts curriculum, faculty/student interactions, and a residential lifestyle. The liberal arts curriculum is designed to build breadth and

depth of understanding through a general education core, specialization in a major, and attention within majors to career preparation. The College affirms the primacy of the faculty/student relationship and the importance of excellence in instruction and advising. Relationships of faculty to students are built around principles of serving, mentoring, modeling, and discipleship. The campus lifestyle is designed to provide a unifying community experience for social, educational, and faith development.

Our Statement of Faith: The board, faculty, administration and staff possess an active and visible Christian faith which encourages the entire campus community in its pursuit of a wholesome and practical Christian life. We personally trust in and collectively bear witness to the one, eternal God, revealed as Father, Son and Holy Spirit.

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

Our Relationships: Founded in 1887 by the Synod of Kansas of the United Presbyterian Church of North America, Sterling College continues to affirm its historical ties with the Reformed tradition. As an institution, the College nurtures and develops strategic partnerships within the Presbyterian Church (USA), and with evangelical organizations, in order to advance the mission and vision of the

College. Accountability for the College’s mission and vision rests in governance by an independent self-perpetuating Board of Trustees. Sterling College holds strong the mandate of the original charter to be “thoroughly Christian, but not in any sense sectarian.” The diversity of God’s people is welcomed, and the College respects the differences in denominational distinctive and worship traditions.

Institutional Learning Objectives: The Sterling College graduate will:

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

General Information

Philosophy of Education

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

The History of Sterling College

The United Presbyterian Church of North America, which later joined what is now the Presbyterian Church (USA), organized Cooper Memorial College in 1887. The original name honored a revered former leader of the denomination. The original curriculum offered four majors, and a preparatory department offering high school courses for those students unable to attend such institutions in their home

communities. The major included a “Classical Course,” a general liberal arts emphasis, a “Normal Course” for prospective teachers, an “English Course” for future school administrators, and a business course.

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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

- The right to inspect and review your education record within a reasonable time after we receive a request for access. If you want to review your record, contact the office that maintains the record to make appropriate arrangements. Right of access is not extended to records maintained by administrative and educational personnel that are in sole possession of the maker and are not accessible to any other person.
- The right to request an amendment to your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a signed statement to the Sterling College official responsible for the record, clearly identifying the part of the record

you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

- The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is to Sterling College officials with *legitimate educational interests* if the official has a *need to know* information from your educational record in order to fulfill his/her official responsibilities.
- The right to file a complaint with the U.S. Department of Education concerning any failures by the institution to comply with FERPA requirements.

Sterling College does not release student record information to outside entities without the student's expressed, written consent. There are, however, some exceptions. Directory information may be released to anyone upon request unless a student stipulates otherwise. This information includes the student's name, address, phone number, email address, date and place of birth, major field of study, FT/PT status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received (such as Dean's 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 their parent's federal income tax return, the College automatically has permission to release necessary information concerning academic record, health status, social and moral development to the parents.

For more detailed information about the *Privacy Act (FERPA)* go to the U.S.

Department of Education: 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 through the Office of Financial Services. Requests should be made to the Vice President for Financial Services.

Accreditation and Associations

Sterling College is accredited by *The Higher Learning Commission* and is a member of the *North Central Association of Colleges and Secondary Schools* (800-621-7440), www.ncabl.org, and by the *Kansas State Board of Education*, Topeka, KS. The Education Licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE), and the Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The College is approved for education of veterans under the GI Bill of Rights. 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), Commission on Accreditation of Athletic Training Education (CAATE), and the Associated Colleges of Central Kansas (ACCK).

The Council for Christian Colleges and Universities (CCCU) is a coalition of over 110 member colleges and universities throughout the United States and Canada that provides support for the member institutions and course opportunities for the students enrolled at member institutions. Programs available through the CCCU are listed on page 57.

The Associated Colleges of Central Kansas (ACCK) is a consortium founded in 1966 by Sterling and five other liberal arts, regionally-accredited, and church-related colleges within 40 miles of McPherson, Kansas, and are incorporated as an association of colleges with an office and central staff located in McPherson. The ACCK provides for its member colleges a shared computing system and an active interlibrary loan and service system. Sterling's students have access to classes taught

on the other campuses and to cultural and athletic events. Several courses are shared among the six colleges, including special education and some secondary teacher education courses.

The Academic Year

Sterling College uses a “4-1-4” calendar, with two approximately 15-week semesters separated by a three-week Interterm for traditional on-campus classes. During Interterm, students enroll in a single class to concentrate their efforts on one course. This allows a greater diversity of course topics and formats, including off-campus courses.

Admissions

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

Procedures

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

1. A completed application. Mailed applications must be accompanied by the non-refundable processing fee,
2. An official record of all high school and college transcripts and/or knowledge folios,
3. Official results from either the ACT or SAT exams.

Credit by Examination

1. **AP Exam:** Sterling College grants credit for scores of 3 or higher. The grade of “pass” will be recorded on the student’s transcript. (Contact the Registrar for details.)
2. **CLEP (College-Level Examination Program):** Sterling College grants credit without grades for satisfactory scores on CLEP exams according to the American Council on Education recommendations.

3. **DANTES (Defense Activity for Nontraditional Education Support):** The DANTES program was developed by the Department of Defense to help service members meet their educational goals. DANTES sponsors a wide range of examination programs. Credit is awarded according to the American Council on Education recommendations.
4. **Institutional Credit by Examination:** Sterling College provides its own program of credit by examination (popularly called “test out”) in some subjects. In general, grades of A, B, C, and No Credit may be obtained. Students who receive a grade of A or B may ask to have the grade and the credit recorded on their transcripts for an additional fee; students who receive a C may be excused from taking the course in question as part of the requirements but may not receive college credit. Application to take examinations for credit should be made to the Registrar’s Office. Exams must be approved by the department chair and instructor.

International Baccalaureate

Sterling College awards credit for International Baccalaureate (IB) courses in higher level subjects with scores of 5 or better. The specific credits awarded will be determined by the appropriate academic department. Up to 12 credits can be earned through IB courses.

First-Year Students

For admission, first-year students must have a 2.2 cumulative high school grade point average (on a 4-point scale) and a minimum ACT composite score of 18 (or the equivalent SAT total score of 1290). Students who do not meet the minimum admission requirements may appeal to the Vice President for Enrollment Management to be considered for acceptance on probationary status by the Admissions Committee.

Students are admitted by letter from the Office of Admissions when the following credentials have been received documenting that admissions requirements have been met:

1. ***Transcript of Secondary School Work***

Graduation from an accredited high school or an equivalent level of achievement is required for regular first-year status. Applicants may be

accepted, however, on the basis of six or seven semesters of high school with the understanding that the remaining credits must be completed at a satisfactory level of quality. A General Education Development (GED) diploma is regarded as the equivalent of high school graduation.

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

Athletes must adhere to NAIA regulations for eligibility.

2. *Records of Ability*

All entering full-time, first-year students must submit either ACT or SAT scores before official acceptance can be granted.

Transfer Students

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

For full admission to Sterling College, transfer students must have a 2.0 cumulative college grade point average (on a 4-point scale) of transferrable credit. If less than 12 semester credits have been earned at the college level, they must also have a minimum ACT composite score of 18 or SAT composite score of 1290. Transfer students who do not meet the minimum admission requirements may appeal to the Vice President for Enrollment Services to be considered for acceptance on probationary status.

The policies for admission for transfer students are as follows:

1. Transferring students will provide official transcripts to the Registrar of Sterling College for evaluation. Courses being transferred must have a grade of C- or better.
2. Remedial/preparatory level credits will not be accepted for transfer.
3. Sterling College does not accept credit for athletic participation.

4. No more than 65 credit hours from a two-year college will count toward Sterling College graduation requirements.
5. Courses submitted for transfer from institutions not accredited by a regional accrediting agency will be accepted if one of the following criteria is met:
 - a. a grade of C or better in a succeeding course taken at Sterling,
 - b. a passing grade on an examination for the specific subject, and/or
 - c. a written notification from the Registrar and appropriate department head stating the equivalency of each course in question.
6. In order to graduate from Sterling College, transfer students must fulfill all requirements for the respective Bachelor degree as defined by the major. They must meet all general education requirements and specific departmental requirements for the major as well as the residency requirements (24 of the last 30 credits taken at Sterling College). A minimum of six credits must be taken in the department of one's major to enable a transfer student to receive a Sterling College major; a minimum of three credits is required for a minor.

Early Admission

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

Pre First-Year Students

Students who have completed at least two and one-half (2 1/2) years of high school may register for courses at Sterling College with the following conditions:

1. All pre first-year students may be conditionally admitted by the Office of Admissions upon recommendation of the student's high school counselor and/or principal.
2. All high school students must be admitted as pre first-year and pay tuition and fees.

3. Credits do not count toward high school graduation unless arrangements have been made in advance with both high school and Sterling College officials.
4. High school students may take no more than nine hours, including class audits, during one semester. Students wishing to take more than six hours must receive approval from the VPAA and their high school counselor or principal.

Auditors

A student may audit classes to gain understanding of the topics, but cannot participate in testing. Auditors do not receive a grade or academic credit. Students who wish to audit classes must be granted admission to the College and receive approval from the course instructor. See page 43 for further information.

International Students

Applicants from other countries must submit an application for admission, official transcript from their high schools and any colleges they have attended, and all school test scores, school-leaving examinations, or country-wide standardized tests. In addition, international students should submit scores for the Test of English as a Foreign Language (TOEFL) which demonstrates proficiency in the use of the English language. Generally, a minimum TOEFL score of 525 (paper-based PBT); 195 (computer-based CBT); or 70 (internet-based iBT) is required for admission. Sterling College does not offer English as a Second Language (ESL) courses.

Readmission

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

Veterans

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

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

Deposit

Before registration, a deposit is required to reserve your place in classes, a residence hall and to hold your Financial Aid package. The deposit is \$100 for residential students and \$50 for commuting students.

Orientation

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

Foundations of Servant Leadership: This mandatory one credit course focuses on Sterling College’s history and culture, skills for academic success and life-long learning, career planning/choosing a major, and faith development. Upon entrance, new students are assigned to a seminar group led by a faculty advisor and an upper class mentor who provide the context to assist students with their transition to college life during orientation and fall semester.

Educational Expenses

The tuition charge at Sterling College covers classroom instruction and lectures. Room and board costs include housing in college residence halls and meals in the college cafeteria while school is in session. Student teachers are required to follow the calendars of the schools in which they are assigned to teach. Should a student teacher find a situation where Sterling College is closed for a particular break and the assigned school is not closed, the student teacher will assume the cost of his or her room and board.

Special Fees include extra charges for special services and instruction, such as private lessons. Students are responsible for 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 and for student teaching.

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

Annual Schedule of Charges 2011-2012*

TUITION

Full-time ** (12 - 17 hours)	\$19,950.00
(Includes one interterm class; excludes Sterling College Online.)	
Part-time (1 - 6 hours) per credit hour	\$384.00
Part-time (7 - 11 hours) per credit hour	\$678.00
Sterling College Online per credit hour	\$325.00

NEW STUDENT FEES

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

MISCELLANEOUS FEES

Audit Fee (per credit hour)	\$55.00
Late Registration Fee	\$25.00
Overload Fee per credit hour (over 17 credits per semester)***	\$384.00

Credit by Examination (per credit hour)	\$25.00
Graduation Fee (assessed regardless of whether the student attends commencement)	\$100.00
Transcript Fee (first one no charge)	\$3.00
Returned Check Fee	\$25.00
Class fees	\$15.00 - \$50.00
Campus Activity Fee	\$100.00
Student Teaching and Placement Fee (Estimate)	\$150.00
(Additional fees for long distance may apply)	

PRIVATE MUSIC LESSONS (In addition to regular tuition)

Per credit hour	\$200.00
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BOARD

200 meal block and \$25 snack bar credit	\$3916.00
Unlimited meals and \$25 snack bar credit	\$4336.00

HOUSING

Full Occupancy	\$2206-\$2836.00
Reduced Occupancy	\$2836.00
Designated Single	\$3256.00
Douglas Residence Halls	\$3202-\$3466.00

HEALTH INSURANCE (estimate)

Required unless a signed insurance waiver is returned to the Student Life Office	\$635.00
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Financial matters must be in order by August 1 (fall semester) or January 1 (spring semester). Students who fail to pay any amounts due are not eligible to re-enroll, receive grades, transcripts, or diplomas until the account has been settled. All collection costs will be paid by the student. The College reserves the right to charge a student for damages to College property.

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

** No additional charge for one Interterm class. Sterling College Online charges apply.

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

COLLEGE PAYMENT PLANS

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

SPECIAL BENEFITS

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

1. No tuition is charged for one course per semester to students over 60 years of age, as space is available.
2. Reduced tuition is charged for a maximum of six (6) credits per semester for high school students.

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.

If a student withdraws prior to the start of the semester, no charges will be incurred, but the tuition deposit will be forfeited. If the student has incurred any charges, the deposit will be applied to those charges.

If a student withdraws during the semester, charges will be prorated if he/she: 1) has been enrolled for less than or equal to 60% of the term, and 2) completes the necessary withdrawal forms obtained from the Registrar or Student Life Office. If a student has been enrolled for more than 60% of the term, he/she is not eligible for a reduction in tuition, fees, room, or board charges.

A refund is calculated by dividing the number of days enrolled by the number of calendar days in the semester (including weekends and holidays but excluding spring break). See page 26 for information on how withdrawal affects financial aid.

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

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

Tuition, room, and board are the only charges 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 Kelsey Hall. Sterling College participates in the following aid programs, and students must first be accepted for admission to receive funding from those programs.

Federal Aid

The following is a list of federal financial aid programs. Students must complete the Free Application for Federal Aid (FAFSA) and complete the Verification process, if selected, before receiving Federal funds. If you have any additional questions regarding the information, you may contact our office at 620-278-4207 or email at finaid@sterling.edu.

Federal Pell Grant

A federal grant that is given based on the need of the student. To determine if you are eligible for this grant you must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). The maximum amount you may be eligible for as a full-time student is \$5,550 during the 2011-2012 award year. This is a need-based grant therefore not everyone who applies will be eligible.

Federal Supplemental Educational Opportunity Grant (FSEOG)

A federal grant for students with exceptional financial need and low family contribution (priority given to Pell recipients). To apply you must complete the FAFSA. Funds are limited and awarded on an availability basis. Priority consideration is March 1st.

Federal Direct Loans

A long-term loan for eligible students. These loans are funded by the government to students for the purpose of aiding in the education process. If you are a student enrolled in an eligible program of study at least half-time, you may receive a Direct Loan. To determine eligibility you must complete the FAFSA and meet other general eligibility requirements. In addition, a promissory note must be completed. Direct Loans are either subsidized or unsubsidized.

- **Subsidized Direct Loan**

Subsidized Direct Loans are awarded on the basis of financial need. You will not be charged any interest before you begin repayment or during authorized periods of deferment. The federal government subsidizes the interest during these periods.

- **Unsubsidized Direct Loan**

Unsubsidized Direct Loans are not awarded on the basis of need. You will be charged interest from the time the loan is disbursed until it is paid in full. If you allow the interest to accumulate, it will be capitalized – that is, the interest will be added to the principal amount of your loan and additional interest will be based upon the higher amount. You may receive a subsidized loan and an unsubsidized loan for the same enrollment period.

Federal Perkins Loan

A long-term loan for eligible students with exceptional financial need. To determine eligibility you must complete the FAFSA. In addition, a promissory note must be signed with Sterling College. Funds are limited and awarded on an availability basis. Priority consideration is March 1st.

Federal Direct PLUS Loan

A long-term, no-need loan for parents of dependent students. To apply, the student must complete the FAFSA, and a parent must complete an application (for credit approval) and a promissory note.

Federal Work-Study

Eligibility for the Federal Work-Study Program is based on financial need. Students must complete the FAFSA. Students must apply for and secure employment. Funds are not guaranteed, they must be earned.

The Teacher Education Assistance for College and Higher Education

(TEACH) Grant Program provides non-need grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school

that serves students from low-income families and teach in a high-need field. The list of fields and schools is updated yearly and may be found at:

<http://www.ed.gov/about/offices/list/ope/pol/tsa.doc> and

<https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPublicSchoolSearch.jsp>

Students must qualify for the TEACH grant by scoring above the 75th percentile on a college admissions test or maintain a cumulative GPA of at least 3.25, complete entrance counseling, and an agreement to serve each year the grant is received.

If a recipient fails to complete the service requirements, all amounts of TEACH Grants received will be converted to a Federal Direct Unsubsidized Loan that requires repayment to the U.S. Department of Education. Interest will be charged from the date the grant(s) was disbursed. Contact the Financial Aid Office for more information.

Iraq and Afghanistan Service Grant

A student who is not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant. Students must complete the FAFSA, be under 24 years old or enrolled in college at least part-time at the time of the parent's or guardian's death.

The grant award is equal to the amount of a maximum Pell Grant for the award year – not to exceed the cost of attendance for that award year.

State Aid

The following is a list of state financial aid programs. Students must complete the Free Application for Federal Aid (FAFSA) and complete the Verification process, if selected, before receiving Federal funds. If you have any additional questions regarding the information, you may contact our office at 620-278-4207 or email at fnaid@sterling.edu.

Kansas Comprehensive Grant (KCG) A need-based, state funded, grant to help assist students who demonstrate need. To apply you must submit the Free Application for Federal Student Aid (FAFSA). Requirements are as follows:

1. Be a Kansas resident who has not received a bachelor's degree.
2. Be a full-time student attending a fully accredited independent Kansas College.

3. Renewal requires a cumulative grade point average (CPGA) of 2.0 and continued financial need.

Priority consideration deadline is March 1.

State processing deadline is April 1.

There are limited funds and will be awarded to qualified students in the order of file completion date.

Minority Scholarship

A need-based award to assist ethnic minority students attending Kansas two- or four-year institutions. Selection is based on academic performance, ethnic category and financial need. To apply you must submit the FAFSA and the State Student Aid Application. Renewal requires a CGPA of 2.0 and renewal application.

Priority FAFSA deadline is April 1.

State processing deadline is May 1.

State Scholar Scholarship

A need-based award to assist those students who were designated state scholars during their high school senior year. The ACT assessment must be taken between April of the sophomore year and December of the senior year, and the Regents recommended curriculum must be completed. To apply you must submit the FAFSA and the State Student Aid Application. Renewal requires a CGPA of 3.0 and renewal application.

Priority FAFSA deadline is April 1.

State deadline is May 1.

Teacher Scholarship

A service-based award to encourage high academic achievers to teach in Kansas within hard-to-fill disciplines. Undergraduates without prior teacher certification eligibility may be considered. Recipients must teach in Kansas one year for each year of funding or repay the funds as a high interest bearing loan. To apply you must submit the FAFSA and the State Student Aid Application. Renewal requires good academic standing and continued enrollment in teacher education.

State deadline is April 1.

Institutional Aid

Sterling College Financial Aid desires to meet the needs of its students as equitably as possible. Financial Aid is awarded on the basis that a student is full time and will be living on campus. Any of the following variations will result in the financial aid award being adjusted at time of disbursement:

1. Off campus housing will result in a student's institutional aid being reduced by one-third.
2. Dropping below a fulltime status (less than 12 credit hours per semester) will result in institutional aid being reduced to zero.
 - a. If it is the last semester of the student's senior year, the institutional aid will be adjusted according to the percentage of part time hours to full time hours.

Additional information may be obtained in the Financial Aid Office.

Academic and Athletic Scholarships are available to incoming first-year and transfer students. Applicants for these scholarships must be accepted for admission. Scholarships are based on high school performance and are renewable throughout one's college career as long as academic performance meets specified standards, including satisfactory academic progress. Residential and cumulative GPAs are considered independently and both must meet the published criteria.

College of Emporia Academic and Alumni Scholarships are sponsored by the C of E Alumni Association. Students should identify themselves to the Financial Aid Office as being children or grandchildren of C of E alumni.

Other Aid

National Presbyterian College Scholarships. NPCS scholarships are competitive and are awarded to entering first-year students who are communicant members of the Presbyterian Church (USA). Applicants must take the ACT or SAT no later than December of their senior year in high school. Information can be found at www.pcusa.org/financialaid.

Samuel Robinson Scholarships are available on a competitive basis to junior and senior students enrolled in any of the colleges related to the Presbyterian Church (USA) and are in the amount up to \$1000. Students memorize The Shorter Catechism and write an essay on an assigned topic. Further information can be obtained at www.pcusa.org/financialaid.

Park College Scholarship is a scholarship available to Presbyterian students who are accepted to Sterling College. This renewable scholarship requires a separate application and the FAFSA completed and submitted to Sterling College Financial Aid Office by April 1.

Tribal Grants are for any student who is at least one-fourth American Indian, Eskimo, or Aleut, as recognized by a tribal group served by the Bureau of Indian Affairs. The amount is based on financial need and availability of funds from the area agency. Students must submit an application for financial aid and supportive documents by the deadline determined by each agency.

Other Awards: The Financial Aid Office, library and the student life office have information on other types of grants, fellowships and loans. This is assistance provided by outside agencies to students who make application, meet the qualifications, and are chosen to be the recipients by the funding agency.

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. This policy relates to Federal PELL , Federal SEOG Grants, as well as Federal Perkins, Federal Direct Stafford, and PLUS Loans. At Sterling College, the same policy will be used for state and institutional aid.

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 disbursable 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 at the Student Life Office to 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 institutions official withdrawal process OR officially notified the institution of intent to withdraw

- **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.

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 Subsidized Stafford Loan
- Federal Perkins Loan
- Federal Direct PLUS Loan
- Federal PELL Grant
- Federal SEOG Grant
- Federal TEACH Grant
- State grant and scholarship funds
- Institutional Aid

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 Office of Financial Aid.

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), Federal Perkins 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. Specifically, Sterling College's degree requirements do not impose a set time frame in which a student must have successfully completed his/her academic program.

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 Office of Financial Assistance 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.

Quantitative Measure

Sterling College's Financial Aid Office utilizes two quantitative tests to measure a student's pace as well as maximum timeframe toward his/her degree completion. These quantitative tests are:

- Ratio of Attempted to Completed Units Single Term Test
- Ratio of Attempted to Completed Units Cumulative Test

The maximum attempted units may not exceed 150% of the published length of the educational program. 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.

Qualitative Measure

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 undergraduate student population. To pass this test, undergraduate students with less than 32 credit hours must maintain a cumulative GPA of 1.85 or higher; undergraduate students with 32 or more hours must maintain a cumulative GPA of 2.000 or higher.

SAP Statuses and Implications

As students' SAP is evaluated at the regularly scheduled increments, Sterling College's Financial Aid Office will typically confer one of five 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 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 – 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 an 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

Students who have been placed on Exclusion status may file an appeal with Sterling College's Financial Aid Office. The appeal must include:

- contact information for the student,
- a statement from the student detailing the cause(s) for his/her failure to meet the SAP standards as well as his/her plans for future academic improvement, and
- a statement from the student's academic advisor and/or representative from his/her academic department/college corroborating the student's academic improvement plans.

The above noted appeal may be filed utilizing an SAP Appeal form which may be obtained under the 'forms' link on the Financial Aid webpage. Alternatively, the appeal may be submitted in whole via e-mail communication with the office by the student.

Upon receipt of the completed appeal, a financial aid staff member 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 interruption of one or more terms.

Regaining Eligibility

Typically, to be conferred 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 Course Work, Incomplete Course Work, Withdrawals from Course Work, and Course Work with Non-punitive Grade Assignments

Repeated Course Work -

- **Repeated Course Work** - Sterling College's Financial Aid Office will allow grades earned as part of repeated course work 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 time-frame (quantitative) SAP status.
- **Incomplete Course Work**-Course work that results in a status assessment of "incomplete" will have no impact upon a student's qualitative SAP component until grades have been attached to that course work. However, all course work with a unit value associated to it will be counted as part of a student's quantitative SAP component – irrespective of whether a status of "incomplete" has been attached to the course work at the conclusion of the term or not.
- **Withdrawal from Course Work**- Withdrawals from course work on or after the census 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 census date, that course will not count toward the student's quantitative SAP evaluation.
- **Course Work with Non-punitive Grade Assignments** – Course work 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 Course Work** – Remedial course work will be counted by the Financial Aid Office within the quantitative component of a student’s SAP evaluation.

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 identify themselves at least one month before the start of the semester of admission and indicate the nature of any accommodations needed.

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

Chapel/Convocation and Spiritual Formation

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

Sterling's chapel program is focused on the process of spiritual formation, initiating, nurturing, and sustaining our students in a life of discipleship to Jesus

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

Chapel plays a vital role in the life of our institution, as well as a strategic role in the lives of our students. By gathering for worship, we are declaring that our integrity to the Kingdom of God is more important than the survival of our institution, that our obedience to God's Kingdom is the measure of our success as an institution, and that our dependence on God is the key to our fruitfulness as an institution.

Chapel/Convocation Requirements

Sterling College requires all full-time students to fulfill a Chapel Requirement every semester. Students who live in Sterling, either on or off campus, are required to earn 14 chapel credits and two convocation credits each semester. Full-time students who live outside of Sterling are required to earn 11 chapel credits and 2 convocation credits.

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

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

Cultural Life

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

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

The Sterling College Music Department has numerous voice and instrumental ensembles. Sterling Chorale and Concert Band are the large performing ensembles. Other performance groups may include: Percussion Ensemble, Saxophone Ensemble, String Ensemble, SC Brass, Jazz Combo, and Vocal Ensembles. All ensembles perform on and off campus, throughout the year, as a service to the community. The SC Chorale and Highland Singers tour regularly throughout the year, in and out of state.

The Sterling College Theatre produces six to eight productions per year, including a big-cast musical each fall and a wide variety of 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 short term counseling services free to any of our students. The purpose of providing counseling services to our students is to improve their academic performance and their emotional and spiritual well being. We aim to reach out to those students, so that their college experience can be more enjoyable and successful.

Services are provided by Teri Anderson, LMLP, a licensed master's level psychologist and are completely confidential. Our services include mental health assessment, crisis evaluation and intervention, individual counseling, psycho-educational groups, and referral services.

Student Activities

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

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

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

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

Great Plains Review (GPR) is the annual literary magazine published by Sterling College. The GPR accepts submissions of poetry, prose, and art work from students, staff, faculty, alumni, and friends.

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

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

Alpha Chi – academic honorary fraternity

Alpha Psi Omega – theatre
Behavioral Science Club
Catholic Student Association (CSA)
Chi Beta Sigma – business
Fellowship of Christian Athletes (FCA)
Future Science Professionals Association (FSPA)
Habitat for Humanity
My Brother’s Keeper
PEACE (People Educated About Caring for Earth)
Pi Kappa Delta – forensics

Social and Recreational Life

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

Intercollegiate Athletics

An active and vital part of the campus is 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

Academic Requirements and Policies

Definitions

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

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

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

Course — a program of study usually involving lectures, discussions, observation, skill development, and/or laboratory experiences.

Credit Hour: One 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.

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

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

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

Grade Point Average — the total number of 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.

Interterm — a three-week study period during January in which students may take one course. Some specialized or travel courses are offered at this time.

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

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

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

Semester — an approximately 15 week period of study.

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

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

Class Schedules

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

Attendance

Faculty members will specify in the course syllabus at the beginning of the term their policies regarding absences or irregular attendance and will keep a record of

attendance. Irregular attendance or excessive absences may result in the lowering of a student's grade or the student being withdrawn from the course. Activity sponsors will identify participants and their schedules for faculty records.

Excused absences are those that occur because of 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.

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 follows:

Course Number	General Course Description
100-199	No prerequisites required. Introductory and survey courses primarily for first-year students and General Education.
200-299	Courses with one or more prerequisites. Primarily for sophomores.
300-399	Courses with two or more prerequisites. Primarily for juniors and seniors.

400-499	Senior level courses.
500-599	Graduate level courses available through ACCK.

COURSE ENROLLMENT POLICIES

First-Year Course Requirements

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

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

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

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

Directed Study/Independent Study

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

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

Procedures:

1. The faculty member must design a syllabus to meet the requirements of this individualized course of study.
2. To register for the course, the student must present a completed contract form with the course syllabus to the Registrar's Office no later than the 1st week of the semester, or the first day of May term.
3. Directed or Independent Studies over the summer must be the exception rather than the rule. The approval of the course instructor and department chair must be obtained. The completed contract with syllabus must be submitted to the Registrar's Office no later than April 15th.
4. The VPAA must approve all requests prior to enrollment in the course.

Auditing

Sterling College offers admitted students the option of attending a course without credit. To do so, the student must enroll in the course as an auditor. No change from audit to credit or from credit to audit may be made after the drop/add deadline. Audits will be limited to one course a semester for students enrolled full-time. Part-time students may audit a maximum of two courses during a semester. The audit fee applies to anyone auditing a course, regardless of special tuition arrangements. The fee is waived only if the credits fit within the full-time load of 12-17 credit hours. Before enrolling for an audit course, students must obtain a form from the Registrar's Office and secure the permission of the instructor. Where a course has enrollment limits, students taking the course for credit will be given priority. Auditors must understand that the instructor is under no obligation to evaluate their work. Audited courses will be recorded on transcripts.

Concurrent Enrollment

Any courses, including summer and online courses, taken at another institution while a student is enrolled at Sterling College must have prior approval of the Registrar to ensure that the course meets Sterling College requirements.

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 obtain a form from the Registrar's Office and

have it signed by their academic advisor. After the first week, instructors must also sign the form. 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 complete a form, available from the Registrar’s Office, and have it signed by their academic advisor and instructor before returning it to the Registrar’s Office. Please consult the Academic Calendar for the last day to withdraw from a course.

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

Course Load

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

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

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 “Superior performance of all required work, or, in some cases, performance beyond that which is actually required.”
- B “Distinctly good work in all class requirements.”
- C “Fairly good performance of assigned work.”
- D “Inferior work”
- F “Failure to meet minimum performance requirements.”
- I “Incomplete.” Students who, for **unavoidable reasons due to serious illness or family emergency**, are unable to complete the course requirements may request, before the end of the course, that the instructor assign a grade of “I” (incomplete). **A grade of “I” will not be assigned unless the student submits to the Registrar an Incomplete Grade Form signed by the student and the instructor.** The student must complete the course requirements according to a schedule developed by the instructor. An “I” grade must be changed by the instructor by the seventh Friday of the following semester. Please consult the Academic Calendar for the specific date each semester. After this date, the “I” becomes an “F”.
- IP “In progress.” Grades have not been recorded.
- P “Pass.” This grade is given when students select the pass option and under the traditional grading policy would receive a grade of C- or above. The “P” grade is also recorded for students who successfully complete the requirements of any course which uses only the Pass/Fail grading system.
- W “Officially withdrawn”

2. Pass Option

After the freshman year, students may elect to take certain courses on a pass basis. The purpose of this option is to encourage students to take courses outside their major or in fields with which they are unfamiliar, in

order to get broader exposure to the liberal arts without the risk of a low grade negatively impacting their GPA. Regulations governing this option are as follows:

- A. A maximum of four courses may be taken with this option from Sterling College; no more than one per semester.
- B. Courses that only assign pass/fail grades do not count toward the maximum;
- C. Students on academic probation are not eligible;
- D. This option may not be used for courses in a student's major, minor, or in the teacher certification program, nor for a course needed to meet a Basic Skills requirement;
- E. Students should indicate their desire to exercise this option when first enrolling in a particular course. No change will be allowed in the selection of the Pass Option after the drop/add deadline. Consult the Academic Catalog for the specific date;
- F. A student earning a grade of C- or higher will have a "P" recorded on the transcript. Lower grades (D+, D, D-, and F) will be recorded on the transcript;
- G. When enrolling in a course with the Pass Option, students may indicate a desire to take a specified letter grade rather than the "P". If the student earns the desired grade, this grade is recorded on the transcript rather than the "P". This course still counts toward the maximum of four courses.

3. **Grade Points**

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

4. **Time Limitation**

Students have seven years from their initial enrollment to complete the requirements in the catalog in effect when they initially enrolled. After seven years, students must meet the requirements of the current catalog. Appeals will be considered by the Vice President for Academic Affairs working with the Academic Affairs Committee.

5. **Classification of Students**

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

Freshman	0-31 credits
Sophomore	32-62 credits
Junior	63-93 credits
Senior	94 or more credits

6. **Transcript requests**

Students needing a copy of their Sterling College transcript must submit a signed request to the Registrar's Office. Forms are available at the Registrar's Office or <http://www.sterling.edu/academics/registrar>. The first transcript is free; thereafter a \$3.00 fee per transcript must accompany each request. Transcripts will be released only if all financial obligations to SC are satisfied and educational loans incurred while an SC student are not in default.

ACADEMIC STATUS

SATISFACTORY PROGRESS

Students must have a minimum cumulative GPA of 2.00 to graduate. 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 on pg. 50. These are distinct from financial aid requirements.

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

- A. To avoid suspension, full-time, first-time freshmen **MUST** earn at least six credit hours in each of their first two semesters. Beyond that point, they must earn at least eight credit hours each semester. Transfer students must earn at least 8 credit hours beginning with their first Sterling College semester
- B. Summer courses may be used to make up deficiencies in minimum hours or GPA for athletic eligibility. However, students must seek the approval of the Registrar before enrolling in courses at other institutions to ensure the courses meet College requirements.

- C. Full-time students must complete the Chapel/Convocation requirement during every semester during which they are enrolled in the College. **Chapel/Convocation is a requirement for graduation.**

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 Warning

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

Academic Probation

When a deficiency is serious enough to require significant improvement in grades for more than one semester in order to achieve the GPA requirements for graduation, students are placed on academic probation. During the first semester that students are placed on academic probation, they are required to participate in GD104 and a study skills group to obtain the skills needed to be successful in college. Students on academic probation should be aware that their academic careers are in serious jeopardy. Some programs and activities, financial aid, and athletic eligibility may not be available. Students on academic probation will not be allowed to enroll in more than 13 credit hours.

If at the end of the first probationary semester sufficient academic progress still has not occurred, the student will again be placed on academic probation for the following semester. At the end of the second consecutive probationary semester if the student's resident cumulative GPA still qualifies the student for probation, academic suspension will result. However, a student who achieves a semester GPA of at least 2.0 for 8 or more completed hours will be allowed to remain enrolled on probation the following semester regardless of the resident cumulative GPA.

Chapel/Convocation Probation and Disciplinary Action

Sterling College provides at least two chapel opportunities per week and three convocations each semester. Students are expected to attend chapel weekly to meet the minimum requirement of 14 chapels and 2 convocations during the semester. Exemptions from the requirement are only when students are enrolled in off-campus programs like Clinical Teaching Experience, study programs sponsored by the CCCU, and in Sterling College Online. Any exception or problems with non-compliance are handled by the Chaplain and Vice President for Academic Affairs. The Chaplain's office is responsible for Chapel/Convocation record-keeping.

It is the responsibility of the student to verify that their attendance is recorded. Students who have not met the chapel and convocation attendance requirements will be placed on Chapel/Convocation Probation the following semester, and may not be allowed to participate in the following extra-curricular activities until chapel/convocation attendance deficiencies are made up: Student Government, leadership training, athletic competitions, drama performances, music performances, student ministries, praise band, intramural activities, debate and forensics teams, and the honors program.

Students on Chapel/Convocation Probation must attend additional chapel services or convocations while on probation. The current semester chapel/convocation attendance requirements must be met **before** additional chapel services or convocations can be used to remove a prior semester's attendance deficiency.

Any student who is placed on Chapel/Convocation Probation for a second semester, regardless of whether it is consecutive or cumulative, may not be allowed participation in the above mentioned activities, and all Sterling College scholarship funds may be lost. Students who do not meet chapel/convocation attendance requirements for three semesters, regardless of whether or not it is consecutive or cumulative, may be suspended from Sterling College for one semester. After one semester, students wishing to be readmitted to Sterling College must meet with the Vice President for Academic Affairs and the Chaplain prior to pre-enrollment. Further unsuccessful chapel/convocation attendance beyond this point may result in permanent dismissal from Sterling College.

ACADEMIC SUSPENSION

A student will be suspended from the College for one semester if any of the following occur:

- A. The student fails to earn the minimum number of credit hours. For the first two semesters, a full-time, first-time freshman must earn at least six credit hours. All other full-time students must earn at least eight credit hours each semester.
- B. The student fails to meet the standards for satisfactory progress after two semesters on probation as defined above.
- C. The student's residential GPA falls below the levels indicated in the following table.

Readmission following suspension is **not** automatic. Readmission is based upon evidence that the difficulties encountered have been resolved. Students readmitted following academic suspension will be placed on academic probation, with academic status reevaluated at the end of the term.

Minimum Standards for Satisfactory Academic Progress

TOTAL RESIDENT HRS. ATTEMPTED	WARNING IF RES. GPA IS BELOW	PROBATION IF RES. GPA IS BELOW	SUSPENSION IF RES. GPA IS BELOW	INELIGIBLE FOR ATHLETICS IF CUMULATIVE GPA IS BELOW
00 - 15	2.0	1.7	1.0	
16 - 31	2.0	1.85	1.2	
32 - 44	2.0	1.9	1.4	
45 - 62		2.0	1.6	2.0
63 - 75		2.0	1.7	2.0
76 - 93		2.0	1.8	2.0
94 - 110		2.0	1.9	2.0
111+		2.0	1.95	2.0

ACADEMIC DISMISSAL

Any suspended student who is subsequently readmitted and who fails to raise the residential GPA, or any student who suffers from a deficiency which, in the judgment of the Vice President for Academic Affairs, makes it unreasonable to anticipate eventual completion of the degree requirements, will be permanently dismissed.

Academic Honors

Dean's Honor Roll

The Dean's Honor Roll is announced at the end of each semester. To be eligible students must have a GPA of 3.5 or better in at least 12 credits of graded residential work or 10 credits for Sterling College Online students. A student receiving a grade of F or Incomplete (I) in any course, including Chapel/Convocation, will not be eligible.

Kelsey Scholars and Alpha Chi

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

Requirements:

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

Graduation honors

Students who complete at least 60 credits at Sterling will be eligible for graduation honors. Residential GPA and cumulative GPA will be considered independently and both must meet the following criteria. If the GPAs are at two different levels, the lower GPA will determine the honor. The cumulative GPA at the end of Interterm prior to spring commencement is used to determine recognition for graduation with honors at commencement. However, graduation with honors, as recorded on the final transcript, includes grades from all subsequent academic terms required to complete degree requirements.

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

BACCALAUREATE DEGREE REQUIREMENTS

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

1. Candidates must complete the *Declaration of Degree Candidacy* form **at the Registrar's Office** to declare their intent to graduate, according to the following schedule. Students intending to graduate at the completion of Fall Semester or Interterm must declare by the end of the preceding Spring Semester. Students intending to graduate upon completion of Spring Semester, May term, or Summer term must declare by the end of the preceding Fall Semester;
2. Candidates must be recommended by the Faculty and approved by the Board of Trustees;
3. Candidates must have completed 124 credit hours (no more than 65 credit hours from a two-year college), with a cumulative GPA of 2.0. A cumulative GPA of 2.5 is required for education licensure;
4. Candidates must have completed at least 24 of their last 30 credit hours at Sterling College;
5. A minimum of six credits in student's major must be taken at Sterling College; a minimum of three credits in a minor must be taken at Sterling College;
6. Candidates must have fulfilled the general education requirements, including the **Chapel and Convocation** requirement;
7. Candidates must have fulfilled the requirements for all declared majors including professional licensure and certification requirements, and must have attained a minimum grade point average of 2.5 in their declared majors and minors. Education students must have a minimum GPA of 2.75 in both major and licensure requirements;
8. Candidates must complete testing required for institutional assessment in both general education and the major upon recommendation of the Assessment Committee.

Degree Requirements Exemption

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

Graduation Ceremonies

The annual baccalaureate and commencement ceremonies are held at the end of the spring term. Students who will have all of their degree and licensure requirements completed by the by the end of August (prior to the start of the new academic year) may participate in the spring ceremony.

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

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

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. These are the expectations:

Students will:

- Perform and represent honestly their own academic work.

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

Any violation of these expectations will be considered academic misconduct and will result in disciplinary actions. A record of these violations will become a part of the student's permanent academic record at Sterling College. The following activities are considered a violation of the Sterling College Academic Integrity Policy:

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

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

False Information: Creation or manipulation of false information (including lying) in or with regard to any course related activity.

Recycling: Use of work submitted in another course to meet course requirements without explicitly expressed consent of both instructors.

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

Disrupting the Learning Process and/or Experience: Willful and repeated violation of classroom behavior policies as outlined and/or described in the course syllabus.

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

Appeal: If a student wishes to appeal the instructor’s decision that a violation occurred, the student must present to the Associate Dean a written statement demonstrating that the violation did not occur. The decision of the Associate Dean can be appealed to the VPAA, whose decision is final. No appeal will be heard regarding the punitive consequences of an academic integrity violation.

Consequences: The consequences of an academic integrity violation are:

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

Second Offense: Upon confirmation of the second offense, which includes the due process above, the student will be suspended from the College and receive an F for the class in which the academic misconduct occurred and a W in all other classes. The offense will be recorded on the student’s transcript as the reason for suspension. The student may return to Sterling College following the schedule below:

Main Campus Students:

<i>Semester of Offense</i>	<i>Semester Suspended</i>	<i>Semester Eligible to Return to SC</i>	<i>Grade</i>
Fall	Fall	Spring	F in class/W in rest
Interterm	Interterm	Fall or Summer term*	F in class
Spring	Spring	Fall	F in class/W in rest
Summer*	Summer	Interterm	F in class

(*When courses are offered.)

Sterling College Online Students:

<i>Term of Offense</i>	<i>Term Suspended</i>	<i>Term Return to SC</i>	<i>Grade</i>
Fall 1	Fall 1	Fall 2	F in class/W in rest
Fall 2	Fall 2	Spring 1	F in class/W in rest
Spring 1	Spring 1	Spring 2	F in class/W in rest
Spring 2	Spring 2	Summer 1	F in class/ W in rest
Summer 1	Summer 1	Summer 2	F in class/ W in rest
Summer 2	Summer 2	Fall 1	F in class/ W in rest

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

STUDENT ACADEMIC APPEALS PROCESS

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

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

The appeal process must begin by the end of the seventh week of the following semester. It is in everyone's best interest if the issue can be resolved at the lowest level, between the student and the faculty member or the Registrar. **An appeal is not considered to be official until the student submits a written appeal to the appropriate person.** In that written appeal, the student should request a written response.

Appeal Procedure

For syllabus standards and/or grading appeals:

1. Instructor
2. Vice President for Academic Affairs
3. Academic Affairs Committee

For academic policy and procedure appeals:

1. Registrar
2. Vice President for Academic Affairs
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 the resources of ACCK libraries and 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 Council for Christian Colleges and Universities (CCCU)

As a student at a member college of the Council for Christian Colleges and Universities (CCCU), an association of 111 Christian colleges and universities, the following programs are available to you. These off-campus, interdisciplinary, learning opportunities are available to upper class students and offer academic credit. Descriptions of each program and application information are available on the CCCU website: www.cccu.org or www.bestsemester.com.

Culture-Crossing Programs:

- Australia Studies Center
- China Studies
- Latin American Studies
- Middle East Studies
- The Oxford Summer
- The Scholars Semester
- Uganda Studies

Culture-Shaping Programs:

- American Studies
- Contemporary Music Center
- Los Angeles Film Studies Center
- Washington Journalism Center

THE CURRICULUM

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

In each department a course is identified by a two letter subject code (BI = biology, MU = music) and a three 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.

The mission of Sterling College is to develop creative and thoughtful leaders who understand a maturing Christian faith. As servant leaders within the context of a Christ-centered world-view, students are encouraged to develop an understanding of the world and how to work positive change within it. Given the pace of change in the world, students must learn to remain open to new ideas and interpretations and allow this new learning to inform their maturing faith. Sterling College divides the curriculum in the traditional way, with a general education curriculum that provides a common body of knowledge to all students, and majors which provide specialized disciplinary study. Sterling College's general education program, like the majors, is grounded in the mission statement, and is designed to help develop faithful, creative, and thoughtful leaders.

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

GENERAL EDUCATION CORE CURRICULUM

The General Education Core Curriculum addresses the college’s mission “to develop creative and thoughtful leaders who understand a maturing Christian faith.” These characteristics are realized in graduates who develop broad knowledge, skills for thinking and acting, and values that arise from our Christian heritage and that aim to build a better society. Knowledge, skills, and values should be integrated into a worldview from which graduates seek to serve God and the world. More specifically, students should gain:

1. Knowledge of the world and its human cultures

Sciences	Mathematics
Social Science	Literature
Religion	Philosophy
History	Fine Arts

2. Intellectual and practical skills

Inquiry and reflection	Critical and creative thinking
Written and oral communication	Quantitative literacy
Information literacy	Teamwork and problem solving

3. Personal and social responsibility

- Civic knowledge and engagement - local and global
- Intercultural knowledge and competence
- Ethical reasoning and compassionate action
- Foundations and skills for life-long learning

4. Integrative learning

- Synthesis of general and specialized studies

Courses Required For General Education

1.	LL101 College Composition I	3 credits
2.	CT101 Public Speaking or CT130 Oral Interpretation or	3 credits 3 credits

TM245 Homiletics (TM and CM majors only)	3 credits
BU140 Business Communication (BU and SM majors only)	2 credits

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

4. ES101 Concepts in Physical Fitness and Health 2 credits

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

5. GD105 Foundations of Servant Leadership 1 credit

6. Take any one literature course from the following:
- | | |
|---|-----------|
| LL151 Introduction to Literature | 3 credits |
| LL166 American Literature II | 3 credits |
| LL251 World Literature I | 3 credits |
| LL252 World Literature II | 3 credits |
| LL259 Monster Literature | 3 credits |
| HR201 Non-Western Culture and History I (<i>Honors Program only</i>) | 3 credits |
| HR202 Non-Western Culture and History II (<i>Honors Program only</i>) | 3 credits |

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

Liberal Arts and Sciences requirement, take one life science and one physical science. *One course must include a lab.*

Life Science

BI100 Principles of Biology (non-lab)	3 credits
BI101/L Principles of Biology (w/lab)	4 credits
BI110/L Human Anatomy and Physiology	5 credits
BI125/L Environmental Science	4 credits
BI170/L Zoology	4 credits

Physical Science

CH110 Introductory General Chemistry (non-lab)	3 credits
CH151/L General Chemistry I	5 credits
PH108 Introduction to Physical Science (non-lab)	3 credits
PH110/L Physical Science	5 credits

8. Take **one** History from the following:

HI101 History of World Civilization I or	3 credits
HI102 History of World Civilization II or	3 credits
HI211 U.S. History I or	3 credits
HI212 U.S. History II or	3 credits
HR201 Non-Western Culture and History I (<i>Honors Program only</i>) or	3 credits
HR202 Non-Western Culture and History II (<i>Honors Program only</i>)	3 credits

Two Social Science courses are required; one each from the lists for numbers 9 and 10.

9. Take **one** Social Science course from the following:

BU103 Economics	3 credits
BS115 Principles of Sociology	3 credits
HI240 World and Regional Geography	3 credits
HI255 Comparative Government	3 credits
HI262 World Religions	3 credits
HI272 International Relations	3 credits
CT365 Gendered/Intercultural Communication	3 credits

10. Take **one** of the following:

BS125 General Psychology	3 credits
BS131 Self and Society	3 credits

11. Fine Arts

Professional Studies requirement, take one of the following non-applied courses:

AR105 Art Appreciation	3 credits
AR211 Art History I	3 credits
AR212 Art History II	3 credits

CT105 Introduction to the Theatre	3 credits
CT230 Musical Theatre	3 credits
CT351 Theatre History I	3 credits
CT352 Theatre History II	3 credits
MU100 Music Appreciation	3 credits
MU354 Music History and Literature I	3 credits
MU355 Music History and Literature II	3 credits

Liberal Arts and Science requirement, take six credits from two departments.

Non-applied course options:

At least three credits must be from one of the above non-applied courses.

(A second non-applied course may be taken instead of an applied course.)

Applied course options:

AR, CT, MU Any combination of 3 credits from applied courses for which the student is eligible.

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

Students are required to successfully complete all of the general education requirements in order to be eligible to graduate, as well as 14 chapels and 2 convocations per full-time semester of enrollment, and 2 writing intensive courses one of which must be in the student's major. The writing intensive courses must be passed with a minimum grade of C- and are in addition to LL101. The writing intensive courses are noted in the course descriptions.

ACADEMIC MAJORS AND MINORS

Every major is designed to produce in the student:

- A. *knowledge of the discipline's content and methods*, including:
 1. historical and philosophical background,
 2. range of subject matter,
 3. central principles,
 4. generally accepted unifying perspectives (theories, laws, methods, systems, and models).
- B. *continuing development of skills related to the discipline's content*, including:
 1. acquiring information for producing creative projects,

2. analyzing, synthesizing, and evaluating primary source material,
 3. writing and speaking critically and creatively,
 4. pursuing advanced study and/or a career.
- C. *values relating the discipline to world-view perspectives*, including:
1. relating discipline-specific knowledge to other areas of inquiry,
 2. applying ethical guidelines to discipline-specific activity,
 3. relating discipline-specific content to Christian faith,
 4. using discipline-related information to provide voluntary service to the community.

MAJORS

The faculty has defined a major as an academic area of prescribed courses usually totaling between 35 and 50 credit hours. Sterling College offers the following majors, and many have multiple concentrations or emphases. Each major will include a required service project and a required creative product.

School of Liberal Arts and Sciences

Art and Design

Biology

Chemistry

Christian Ministries* (See *Theology and Ministries Department*)

Communication and Theatre Arts

English (See *Language and Literature Department*)

History

Independent Interdisciplinary

Mathematics

Music

Psychology

Theological Studies*

**Also available online*

School of Professional Studies

Art and Design with Education Licensure

Athletic Training

Biology with Education Licensure

Business Administration

Chemistry with Education Licensure

Communication and Theatre Arts with Education Licensure
Elementary Education*
English with Education Licensure
Exercise Science (with or without Education Licensure)
History with Education Licensure*
Independent Interdisciplinary
Mathematics with Education Licensure*
Music Education
Sports Management
**Also available online*

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

MINORS

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

Adaptive Special Education

Art and Design

Biology

Business:

Accounting

Business for the Liberal Arts

Capitalism

Economics

Entrepreneurship

General Business

International Business

Leadership/Management

Marketing

Real Estate

Social Entrepreneurship

Chemistry

Christian Ministries (See *Theology and Ministry Department*)

Communication and Theatre Arts

English (See *Language and Literature Department*)

Exercise Science
Family Studies (See *Theology and Ministry Department*)
Greek (See *Language and Literature Department*)
History
Mathematics
Political Science (See *History Department*)
Music
Psychology
Theological Studies

EDUCATION LICENSURE

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

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

**Also available online.*

Art and Design

The Art and Design department provides a flexible, varied, and well-balanced group of art experiences that lead to an acquaintance with art history and appreciation, and to individual creative growth and expression through visual and tactile means. The offerings meet the needs of three types of students: those wishing to major in art in preparation for advancement academically or professionally, including studio art and graphic design; those wanting an understanding of art as part of their liberal arts education; and those preparing to teach art at any level.

ART and DESIGN MAJOR (BA)

Core Requirements:

AR110	Drawing I - Basic	3 credits
AR131	Design I- 2 Dimensional Design and Color Theory	3 credits
AR151	Design II - 3-Dimensional Design	3 credits
AR155	Service Project Lab	1 credit
AR210	Drawing II - Advanced	3 credits
AR211	Art History I	3 credits
AR212	Art History II	3 credits
AR220	Painting I - Basic	3 credits
AR320	Painting II - Advanced	3 credits
AR345	Aesthetics	3 credits
AR490	Senior Art Exhibition	3 credits
		Subtotal: 31credits

Concentrations:

Studio Art/Fine Art

AR180	Photography I - Basic	3 credits
AR235	Sculpture I - Basic	3 credits
AR280	Photography II - Advanced	3 credits
AR310	Drawing III - Life/Figure	3 credits
AR410	Drawing IV - Studio	3 credits
AR420	Painting III - Studio	3 credits
		Subtotal: 18 credits
		Total: 49 credits

Graphic Design

AR180	Photography I - Basic	3 credits
AR215	Graphic Design I - Basic	3 credits
AR315	Graphic Design II - Intermediate	3 credits
AR326	Design and Technology	3 credits
AR415	Graphic Design III - Advanced	3 credits
AR426	Graphic Design IV - Illustration and Animation	3 credits
		Subtotal: 18 credits
		Total: 49 credits

Ceramics/Sculpture

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

ART and DESIGN EDUCATION LICENSURE PreK-12

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

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

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

ART and DESIGN MAJOR (BFA)

The Bachelor of Fine Arts (BFA) program is a professional degree in the visual arts with an Art History requirement of 15 credits, Core requirement of 25 credits, and a choice of two concentrations of 36 credits each to complete the major.

Students desiring a career in higher education, as a professional artist or as an art therapist may want the B.F.A. degree. A student desiring a B.F.A. degree at Sterling College will need to pass a portfolio review from the Art and Design department faculty. Only the students that show the ambition, academic discipline and creative talent will be allowed to enter the B.F.A. degree program.

Core Requirements:

AR110	Drawing I - Basic	3 credits
AR131	Design I- 2 Dimensional Design and Color Theory	3 credits
AR151	Design II - 3-Dimensional Design	3 credits
AR155	Service Project Lab	1 credit
AR210	Drawing II - Advanced	3 credits
AR220	Painting I - Basic	3 credits
AR320	Painting II - Advanced	3 credits
AR345	Aesthetics	3 credits
AR490	Senior Art Exhibition	3 credits
		Subtotal: 25 credits

Art History:

AR211	Art History I	3 credits
AR212	Art History II	3 credits
AR249	Art and Architecture of Europe	3 credits
AR349	Art and architecture of New York	3 credits
AR350	Topics in World Art	3 credits
		Subtotal: 15 credits

Concentrations: (Must choose one)

Studio Art/Fine Art

AR160	Ceramics I - Basic	3 credits
AR180	Photography I - Basic	3 credits

AR235	Sculpture I - Basic	3 credits
AR260	Ceramics II - Advanced	3 credits
AR280	Photography II - Advanced	3 credits
AR310	Drawing III - Life/Figure	3 credits
AR335	Sculpture II - Advanced	3 credits
AR360	Ceramics III - Senior Studio	3 credits
AR410	Drawing IV - Studio	3 credits
AR420	Painting III - Studio	3 credits
AR460	Ceramics IV	3 credits
AR435	Sculpture III - Senior Studio	3 credits

Subtotal: 36 credits

Total: 76 credits

Graphic Design

AR180	Photography I - Basic	3 credits
AR215	Graphic Design I - Basic	3 credits
AR235	Sculpture I - Basic	3 credits
AR280	Photography II - Advanced	3 credits
AR310	Drawing III - Life/Figure	3 credits
AR315	Graphic Design II - Intermediate	3 credits
AR326	Design and Technology	3 credits
AR335	Sculpture II - Advanced	3 credits
AR410	Drawing IV - Studio	3 credits
AR415	Graphic Design III - Advanced	3 credits
AR420	Painting III - Studio	3 credits
AR426	Graphic Design IV - Illustration and Animation	3 credits

Subtotal: 36 credits

Total: 76 credits

ART and DESIGN MINOR

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

Total: 18 credits

Course Descriptions:

AR105 Art Appreciation

3 credits

Intended for the student without an art background. Includes a study of the basic elements, principles, and concepts of art, with an introduction to major artists and their work in several artistic media. Discussions and lectures cover criticism, theory, philosophy, and values of various artists, cultures, periods, and styles. Introduction to various materials, media, and techniques of art-making are covered. Materials fee.

AR110 Drawing I - Basic Drawing

3 credits

Basic elements of drawing from nature and life in various media such as pencil, crayon, charcoal, ink, felt pen, pastel, etc. Materials fee. (Fall)

AR131 Design I - 2-Dimensional Design and Color Theory

3 credits

A focus on the elements and principles of design, and an introduction to the various artistic media and methods employed in two-dimensional design. Special study will be done in color theories and relationships. Materials fee.

AR151 Design II- 3-Dimensional Design

3 credits

A study of the elements and principles of design, and how these are applied to 3-D forms. Techniques to be learned will include carving, casting, construction, forming, modeling, assemblage, and mixed media. Materials fee. (Fall)

AR155 Service Project Lab

1 credit

Supervision and documentation of the required service project.

AR160 Ceramics I - Basic

3 credits

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

AR180 Photography I - Basic

3 credits

This course teaches the basic techniques and aesthetics of black and white photography. Class sessions are divided between lecture, field, and darkroom experiences. Emphasis is on creating/increasing camera and darkroom skills as a form of artistic expression. There will be an introduction to digital photography

AR360 Ceramics III -Studio**3 credits**

Upper level study in ceramics. Further exploration of building and throwing techniques, as well as further exploration of glazing and glaze mixing. Materials fee. Prerequisites: AR160 and AR260.

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

A study of the history and philosophy of art education in general, and of curricula and methods particular to teaching art at the secondary level. May be offered through another ACCK school. Will be taught by a licensed secondary educator. Prerequisite: ED219, and concurrent with AR376L. Materials fee. (Spring)

AR410 Drawing IV - Studio Drawing**3 credits**

Senior level concentration in drawing toward the completion of a major's portfolio and final preparation for the senior creative product. Prerequisite: AR110, AR210, and AR310. Materials fee.

AR415 Graphic Design III**3 credits**

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

AR420 Painting III - Studio**3 credits**

Senior level concentration in painting toward completion of a major's portfolio in painting and final preparation for the senior creative product. Materials fee.

AR426 Graphic Design IV - Illustration and Animation 3 credits

Students will choose to continue into desktop publishing and web design or study basic animation. The two choices are:

- **Desktop Publishing and Digital Illustration:** An advanced study course that continues with desktop publishing and encompasses Advanced Digital Illustration. Also includes further study of the history and future exploration of graphic design. Student must be able to combine typographic effects, digital editing and illustration.
- **Basic Animation:** A basic study into the advanced field of graphic design encompassing an exploration of techniques, styles and media for 3-D Animation. Field of study: Story booking, 3-D modeling, and digital art compositing. Prerequisites: AR415 or AR326. Materials fee.

AR435 Sculpture III - Studio**3 credits**

Senior level concentration in sculpture toward completion of a major's portfolio in sculpture and final preparation for the senior creative product. Materials fee.

Prerequisites: AR335.

AR460 Ceramics IV - Senior Studio Ceramics**3 credits**

Senior level concentration in ceramics toward completion of a major's portfolio and final preparation for the senior creative product. Materials fee. Prerequisite:

AR360.

AR490 Senior Art Exhibition**3 credits**

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

Behavioral Science

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

PSYCHOLOGY MAJOR (BA)

Core Requirements:

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

BS290	Psychology Practicum or BS 440 Research Experience	3 credits
BS490	Service Seminar	2 credits
		Subtotal: 21 credits

Advanced Courses:

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

Elective Courses (for a total of 3 credits):

BS160	Social Inequality Field Trip	3 credits
BS242	Industrial/Organizational Psychology	3 credits
BS265	Psychological Testing	3 credits
BS270	Theories of Counseling	3 credits
BS290	Psychology Practicum	3 credits
BS350	Cognitive Psychology	3 credits
BS397	Independent Study	1-3 credits
ED272	Educational Psychology	3 credits
		Subtotal: 3 credits
		Total: 41 credits

PSYCHOLOGY MINOR

Core Courses:

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

Advanced Courses (Select one of the following):

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

Electives (Select one of the following):

BS160	Social Inequality Field Trip	3 credits
BS242	Industrial/Organizational Psychology	3 credits
BS265	Psychological Testing	3 credits
BS270	Theories of Counseling	3 credits
BS350	Cognitive Psychology	3 credits

Total: 22-23 credits

Psychology Course Descriptions:

BS115 Principles of Sociology 3 credits

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

BS125 General Psychology 3 credits

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

BS131 Self and Society 3 credits

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

BS160 Social Inequality Field Trip 3 credits

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

non-directive approaches. Prerequisites: BS125; BS225 is highly recommended. (Fall/ Odd Years)

BS290 Behavioral Science Practicum 3 credits

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

BS295 Behavioral Science Research Methods 4 credits

This course investigates the methods used to collect information about behavior. It covers field study, correlation, and experimental techniques. Students learn to evaluate data based on descriptive statistics and inferential procedures. Students also learn the basics of scientific report writing. Prerequisites: MA110, BS125, and BS196. (Fall)

BS325 History and Philosophy in Psychology 3 credits

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

BS345 Biological Foundations of Behavior 4 credits

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

BS350 Cognitive Psychology 3 credits

This course surveys classic and current approaches to the scientific study of human thought. The cognitive processes involved in memory, information processing, language, attention, reasoning and problem solving, as well as human perceptual experience and consciousness, will be explored. Emphasis will be placed on understanding current scientific models, concepts and theories in light of their historical antecedents. Prerequisite: BS 295. (Fall/Even Years)

BS365 Learning Theory 4 credits

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

BS385 Abnormal Psychology 3 credits

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

BS386 Theories of Personality 3 credits

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

BS397 Independent Study 1-3 credits

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

BS440 Research Experience 3 credits

Research Experience provides advanced students a practical application course related to scientific practice. Students build on their understanding of research design and data analysis to collect relevant background information for conducting a project and create a design that isolated relevant variables, and controls conditions in ways that make conclusions reliable and valid. Students will complete a research paper describing the project that meets requirements and the APA Publication Manual. Prerequisites: BS295 and one writing intensive course. (Fall)

BS490 Service Seminar 2 credits

This course reviews professional expectations about using one's skills to serve the community and provides students the opportunity to reflect on their service

assignments. Each student will identify a voluntary service opportunity and conduct that voluntary service throughout the seminar. Junior or senior standing. (Fall)

Biology

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

BIOLOGY MAJOR (BS)

Core:

BI125	Environmental Science or BI360 Ecology	4 credits
BI170	Zoology	4 credits
BI263	Genetics	4 credits
BI320	Botany	4 credits
BI350	Cell, Molecular, and Developmental Biology	4 credits
BI498	Senior Seminar I	1 credit
BI499	Senior Seminar II	1 credit
	Any one biology elective	4-5 credits
		Subtotal: 26-27 credits

Chemistry:

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

Option 1

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

Biology Course Descriptions:

BI100 Principles of Biology (Non-lab) 3 credits

BI101/L Principles of Biology with Lab 4 credits

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

BI110/L Human Anatomy and Physiology 5 credits

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

BI111 Human Genetics 3 credits

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

BI120 Economic and Cultural Botany 3 credits

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

BI125/L Environmental Science 4 credits

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

(Spring)

BI170/L Zoology **4 credits**

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

BI258/L Comparative Anatomy **4 credits**

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

BI263/L Genetics **4 credits**

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

BI280/L Human Physiology **5 credits**

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

BI320/L Botany **4 credits**

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

BI344/L Microbiology **5 credits**

General consideration of bacterial anatomy and physiology: viruses, disease, and the immunological response. Cellular biochemistry will be emphasized. Four class

discussions and one three-hour laboratory each week. Prerequisites: BI170, BI263, and CH151 or CH110. (Spring)

BI350/L Cell, Molecular, and Developmental Biology 4 credits

This course covers molecular level cell structure and functions of organelles.

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

BI360/L Ecology 4 credits

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

BI370 Immunology 3 credits

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

BI393 Internship in Biology 1-3 credits

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

BI394 Directed Readings in Biology 1-2 credits

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

BI395 Independent Study 1-3 credits

Independent research in which the student utilizes scientific methods to solve a biological problem. Highly recommended for students who plan to apply for graduate school. This work may be incorporated into the senior science report.

prerequisites: minimum of 16 credits in biology and chemistry and instructor consent.

BI440 Topics in Biology 1-3 credit

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

BI441 Biological Research 1-3 credits

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

BI498 Senior Seminar I - Library Techniques 1 credit

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

BI499 Senior Seminar II - Senior Science Report 1 credit

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

Business Administration

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

Modern business curricula looks very much like the business curricula from 50 years ago. College level business programs have simply not kept up with the contemporary business world. The complex and specialized business world of today has made the practice of strictly focusing on business theory obsolete, and hence made the curricula of many schools obsolete. The contemporary business

student needs to be “trained” to function in today’s business world in addition to being given the basics of business theory. The complex nature of computer systems, communication methods, and global economies has created a world for which most graduates are not prepared.

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

BUSINESS ADMINISTRATION (BS)

CORE

BU102	Strategies for Success	2 credits
BU103	Economics	3 credits
BU140	Business Communication	2 credits
BU190	Personal Finance	3 credits
BU209	Financial Accounting	3 credits
BU210	Managerial Accounting	3 credits
BU240	Business Law	3 credits
BU256	Business Writing	2 credits
BU286	Teamwork	2 credits
BU302	Business Computing	3 credits
BU329	Critical Thinking and Problem Solving	2 credits
BU326	Marketing	3 credits
BU338	Management Leadership	3 credits
BU362	Ethics in Business	3 credits
BU365	Organizational Behavior	3 credits
BU225	E-Commerce	3 credits
	Business Core:	43 credits
	Concentration:	17-18 credits
	Total credits for the major:	60-61 credits

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

BUSINESS CONCENTRATIONS

Accounting

BU200	Macroeconomics	3 credits
BU201	Microeconomics	3 credits
BU309	Financial Accounting II	3 credits
BU311	Cost Accounting	3 credits
BU354	Accounting Information Systems	3 credits
BU411	Financial Accounting III	3 credits
BU415	Auditing Principles	3 credits
BU417	Finance	3 credits
BU450	Federal Income Taxation	3 credits

Capitalism (17-18 credits)

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

Economics

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

Entrepreneurship

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

International Business

HI240	World and Regional Geography	3 credits
HI272	International Relations	3 credits
BU356	International Business	3 credits
BU343	Capitalism throughout the World (Past and Present)	3 credits
BU417	Finance	3 credits
BU493	Internship	2-3 credits

Leadership-Management

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

Marketing

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

Social Entrepreneurship

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

Real Estate (17-18 credits)

RE320	Real Estate Investment/Finance	3 credits
RE325	Real Estate Principles	3 credits
RE329	Real Estate Appraisal	3 credits
RE420	Real Estate Development	3 credits

RE425	Real Estate Market Analysis	3 credits
BU493	Internship	2-3 credits

BUSINESS MINORS

Business for the Liberal Arts

BU103	Economics	3 credits
BU190	Personal Finance	3 credits
BU209	Financial Accounting	3 credits
BU225	E-Commerce	3 credits
BU326	Marketing	3 credits
BU329	Critical Thinking and Problem Solving	2 credits
BU331	Entrepreneurship	3 credits
MA240	Elementary Statistics	3 credits

Capitalism

BU102	Strategies for Success	2 credits
BU103	Economics	3 credits
BU341	Free Enterprise and Capitalism	3 credits
BU343	Capitalism throughout the World (Past and Present)	3 credits
BU347	Economic Ethics	3 credits
BU441	Capitalism and the American Way	3 credits
BU447	Christianity and Economics	3 credits

Economics

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

Entrepreneurship

BU140	Business Communication	2 credits
BU190	Financial Management-Personal Emphasis	3 credits
BU209	Financial Accounting	3 credits

BU210	Managerial Accounting	3 credits
BU326	Marketing	3 credits
BU329	Critical Thinking and Problem Solving	2 credits
BU331	Entrepreneurship I	3 credits
BU362	Ethics in Business	3 credits

General Business

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

International Business

BU102	Strategies for Success	2 credits
BU140	Business Communication	2 credits
BU286	Teamwork	2 credits
BU329	Critical Thinking and Problem Solving	2 credits
BU362	Ethics in Business	3 credits
BU356	International Business	3 credits
BU343	Capitalism throughout the World (Past and Present)	3 credits
HI272	International Relations	3 credits

Leadership-Management

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

Marketing

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

Real Estate

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

Social Entrepreneurship

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

Business Course Descriptions:

BU102 Strategies for Success: Intro to the Workplace 2 credits

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

BU103 Economics 3 credits

Survey of foundational economic theory focusing on introductory microeconomic and macroeconomic concepts. Focus will be put on the application of the theory to business situations. (Fall/Spring)

BU140 Business Communication**2 credits**

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

BU190 Personal Finance**3 credits**

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

BU200 Macroeconomics**3 credits**

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

BU201 Microeconomics**3 credits**

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

BU209 Financial Accounting**3 credits**

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

BU210 Managerial Accounting**3 credits**

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

BU225 E-Commerce**3 credits**

This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. Prerequisite: CS110. (Interterm)

BU239/339/439 Special Topic

1-3 credits

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

BU240 Business Law

3 credits

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

BU256 Business Writing

2 credits

Analysis and practice of the various forms of written business communications. (Writing Intensive.)(Spring)

BU272 Financial Management for Social Entrepreneurs

3 credits

Study and practice of fundamental financial concepts pertaining to social entrepreneurship. (Fall/Odd Years)

BU286 Teamwork

2 credits

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

BU302 Business Computing

3 credits

Students will study and practice advanced computing techniques using software common to the workplace. Most of this course will be online. (Interterm)

BU309 Financial Accounting II

3 credits

The course develops previously established concepts of assets, liabilities, investments, cash flows, financial statement analysis, time value of money, and payroll accounting. (Fall/Odd Years)

BU311 Cost Accounting

3 credits

A study of the theory and techniques used to conduct cost based analysis. Included in the course is an examination of profit and loss concepts, fundamental cost accounting techniques, and cost based managerial decision making. (Fall, Even Years)

BU326 Marketing

3 credits

Studies the four classic functions of the marketing mix process and their application – including an analysis of the marketing mix, target market,

segmentation, market research, product/service development, packaging, pricing, advertising, media and promotion. (Spring)

BU329 Critical Thinking and Problem Solving 2 credits

Students will learn the skills needed to critically analyze situations and address scenarios requiring problem solving skills. (Writing Intensive.) (Spring)

BU331 Entrepreneurship 3 credits

An introduction to the essential knowledge and skills of entrepreneurship, while focusing on the planning, management, marketing, financing, and operating entrepreneurial enterprises. (Writing Intensive.) (Fall)

BU334 Social Entrepreneurship 3 credits

Focuses on the role social entrepreneurs play in contemporary society, economy and community as change agents while exercising accountability. Particular attention is given to mission as it relates to continuous innovation, adaptation, and learning. (Spring/Even Years)

BU338 Management Leadership 3 credits

Study and analysis of management and leadership techniques. Christian concepts will be integrated throughout the course. (Spring)

BU341 Free Enterprise and Capitalism 3 credits

This course introduces the concepts of capitalism and the free enterprise system. It explores the merits of a free society, intellectual freedom, economic freedom, the capitalistic economic structure, and the role of governments in economic systems. (Fall/Odd Years)

BU343 Capitalism throughout the World (Past and Present) 3 credits

The course explores the historic development and implementation of capitalism throughout the world. Students are exposed to different models of capitalism, and explore the merits of each. The impact of globalization on capitalism is also explored. (Fall, Even Years)

BU347 Economic Ethics 3 credits

This course explores the interrelationship between economics and ethics. Areas of focus include egoism, economic systems, governmental control, and the study of capitalism as a moral science. (Spring/Odd Years)

BU350 Practicum (Marketing) 3 credits

Students will design and present a complete marketing plan for a prospective new business. (Fall/Even Years)

- BU395 Independent Study** **1-3 credits**
 Provides an opportunity to conduct an in-depth research in a business area of interest. Before embarking on this undertaking, a formal proposal needs to be submitted to the Dept. of Business and approved by the independent study overseer/mentor and department chair. Upon completing the independent study, a formal presentation as well as a comprehensive paper in MLA, APA, Turabian, or agreed upon style will be required. Prerequisites: junior or senior Business Administration standing and Department Chair approval.
- BU402 International Economics and Finance** **3 credits**
 Examines international trade, finance, and economic integration as it relates to international trade theory, banking, foreign exchange, as well as import-export and balance of trade.
- BU410 Practicum (Project Feasibility)** **3 credits**
 Students will conduct and present a feasibility analysis of a prospective new business. (Fall/Even Years)
- BU411 Financial Accounting III** **3 credits**
 This course covers owners' equity, income tax, investments, pensions, annuities, and derivatives. (Spring/Odd Years)
- BU415 Auditing Principles** **3 credits**
 An introduction to auditing concepts through an examination of internal and external auditing concepts. (Spring/Even Years)
- BU417 Finance** **3 credits**
 Study and practice of fundamental financial concepts including investment, portfolio management, financial institutions, and the role of finance in decision making processes. (Spring)
- BU420 Advanced Marketing** **3 credits**
 Application of the principles from the Marketing course into a marketing plan. Students will also assess and analyze marketing situations from multiple perspectives. Prerequisite: BU326 (Fall/Even Years)
- BU421 Human Resource Management** **3 credits**
 Looks at the role that HR plays in organizations – including staffing, training and development, benefits selection, motivation, and creating a productive work

BU447 Christianity and Economics 3 credits

This course explores the relationship between Christian and economic principles including the role of government, debt, property rights, taxes, and distribution of funds. Specific attention is paid to the Biblical basis of various economic systems. (Spring/Odd Years)

BU450 Federal Income Taxation 3 credits

An introduction to federal taxation. The course will cover taxable income, applicable tax laws, and corporate taxation. (Fall/Even Years)

BU492 Business Internship - Seminar 1 credit

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

BU493 Business Internship- Work Experience 1-3 credits

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

BU497 Business Plan 3 credits

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

BU498 Social Entrepreneurship Practicum 3 credits

This experience takes place in a non-profit social service organization. Depending on the experience hours accumulated (50 hours = 1cr), this course may be repeated with different social service organizations to gain a wider breadth of knowledge. Journalizing the experience and ultimately writing a definitive paper that analyzes

and describes how social entrepreneurship knowledge and skills are applied to accomplish organization's mission is required. The student, the internship organization, and professor will prepare a contract that outlines the goals and responsibilities of the internship. Prerequisites: Have completed/nearly completed the Social Entrepreneurship concentration and approval of the course professor of record. (Spring/Odd Years)

BU499 Business Policy 3 credits

Marks the culmination of the Business Administration program. It presents business administration majors the opportunity to integrate the knowledge gained from the business and interdisciplinary liberal arts curriculum as pieces of a puzzle that come together to provide a gestalt business experience. Students grouped into cross-functional consultant teams implement knowledge and strategic management to analyze, troubleshoot, and make organizational recommendations. Prerequisites: senior standing or permission of Department Chair. (Writing Intensive.) (Spring)

REAL ESTATE COURSE DESCRIPTIONS

RE320 Real Estate Investment/Finance 3 credits

Study and application of leadership techniques with focus on motivation, problem solving, conflict resolution, and teamwork. (Interterm/Even Years)

RE325 Real Estate Principles 3 credits

Introduction to foundational real estate concepts. Students will be exposed to basic real estate concepts and practices. (Spring/Even Years)

RE329 Real Estate Appraisal 3 credits

Introduces property valuation concepts with focus put upon common terminology, methods, and procedures. (Fall/Odd Years)

RE350 Real Estate Practicum I (Fall/Even Years) 3 credits

RE355 Real Estate Practicum II (Spring/Even Years) 3 credits

RE360 Real Estate Practicum III (Fall/Odd Years) 3 credits

RE365 Real Estate Practicum IV (Spring/Odd Years) 3 credits

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

RE420 Real Estate Development**3 credits**

Examination of real estate development practices and procedures with focus on planning, design, feasibility, finance, and construction. (Spring/Odd Years)

Chemistry

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

CHEMISTRY MAJOR (BS)

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

Total: 55 credits

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

Continuation of course CH151. Four lectures and one three-hour laboratory period per week. Prerequisite: CH151 with a grade of C- or better or consent of instructor. (Spring)

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

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

CH255/L Quantitative Analysis**5 credits**

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

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

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

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

This is a continuation of CH261. There are three lectures and two 3-hour laboratory periods per week. Prerequisite: CH261 with a grade of C- or better, or consent of instructor. (Spring/Odd Years)

CH265 Biochemistry**3 credits**

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

CH380 Physical Chemistry**3 credits**

A one-semester survey of physical chemistry addressing thermodynamics, kinetics, atomic/molecular structure, and spectroscopy. While mathematical foundations will be addressed, emphasis will be on applications of the concepts (for example, to biological systems). Prerequisites: CH152, MA210, PH210-211, PH220-221*

CH498 Senior Seminar I - Library Techniques**1 credit**

Following a seminar format, contemporary and ethical issues in the biological and chemical sciences will be reviewed and discussed. Also, a study of the bibliographic

resources available to gain access to the technical literature of science will be conducted. Each student will compile an annotated bibliography on a selected topic from the primary and secondary literature. Prerequisite: Senior standing in chemistry. (Fall)

CH499 Senior Seminar II - Senior Science Report 1 credit
Development of oral and written skills needed for presenting a technical scientific report. Each student will write a technical review paper on a selected topic and present their topic in a seminar forum to a jury of their peers and invited guests. Prerequisite: CH498. (Writing Intensive.) (Spring)

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

Communication and Theatre Arts

The Communication and Theatre Arts major through its core, concentrations, and related programmatic activities equips students with knowledge, skills, and values for careers of service in Communication Arts, Theatre Arts, and Speech/Theatre Education. Majors will be able to demonstrate:

- (1) knowledge of the field's content and methods, including historical and philosophical perspectives providing a range of subject matter; knowledge of the discipline's central principles and unifying perspectives;
- (2) skills of acquiring, analyzing, synthesizing and evaluating source material; critical and creative skills in writing, speaking, and production; leadership tools in production teams and organizations; ability to plan for implementing advanced study and/or a career; and
- (3) values relating the field to world-view perspectives including other areas of inquiry; application of ethical guidelines within activities of the major; ability to evaluate discipline content through Christian faith; use of acquired knowledge and skills to provide community service.

The Communication Arts Emphasis explores a range of communication interests including theory, principles, and practices in mass media communications and speech communication. From interpersonal and group to public and mass media, the emphasis balances theory with "hands on" practice through the media laboratory and the forensics and debate laboratory and program. Students receive

valuable intercollegiate competition in speaking, debate, and oral interpretation and may participate in Pi Kappa Delta, a national forensics society and the oldest honorary society on campus. The curriculum emphasizes matters of faith and ethics along with creative stewardship and servant leadership, recognizing that human communication may be better understood in light of Christ's revelation of God's divine communication to humanity. The communication arts practicum places students in observation/work programs with professionals in fields such as advertising, broadcasting, journalism, public relations, and related areas.

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

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

The Theatre Arts Emphasis provides the student with focused study in theatre history, criticism, literature, design, and advanced performance and production including acting, stagecrafts, and directing. Theatre laboratories give students acting and production experience through an annual season of plays including musicals, classics, and modern drama via settings including mainstage, intimate dinner theatre, touring children's theatre, and alternative spaces. Plays are chosen to cover a representative range of styles, genre, topics, and periods in any four-year course of study. Work and practicum opportunities are also available in professional theatres, summer stock, theme parks, and other related settings. Theatre Arts graduates have obtained professional work as actors, advertising executives, scene builders, costumers, announcers, stage property managers, arts agency promoters, theme park entertainers, and professional entertainers, while

others have used their skills and perspectives in teaching, small business, public relations, the ministry, law, and human service occupations. The program has an excellent record of students being admitted to graduate programs. Skills and qualities developed by the program include organization, artistic design, self-expression, servant leadership, human relations, self-awareness, critical judgment, and creativity.

COMMUNICATION AND THEATRE ARTS MAJOR (BA)

Core Requirements:

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

*Communication emphasis majors must take at least three of these credits in CT150 and/or CT153. Theatre emphasis majors must take at least three of these credits in CT155.

For teacher licensure both CT150 and CT155 must be included in the total of 4 credits.

Communication emphasis majors seeking licensure MUST take at least one Theatre Lab in CT155C. A minimum of one of these credits must be related to a service project or activity that reflects the student's commitment to servant leadership (CT150S, CT153S, or CT155S).

COMMUNICATION ARTS EMPHASIS

CT209	Mass Media Writing	3 credits
CT247	Media Production I	3 credits
CT263	Interpersonal Communication or	3 credits
CT364	Group Communication	
CT340	Argumentation and Debate *	3 credits
CT343	Media Law and Ethics*	3 credits

CT344	Theories of Human Communication	3 credits
CT347	Media Production II *	3 credits
CT495C	Senior Seminar/Communication Arts	1 credit
	Additional courses **	6 credits
	Subtotal:	25 credits
	Total:	47 credits

* Students must choose two of these three courses

** Students must choose six credits from:

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

THEATRE ARTS EMPHASIS

CT110	Mime and Movement	3 credits
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT210	Costuming	2 credits
CT215	Makeup	2 credits
CT325	Advanced Acting	3 credits
CT351	Theatre History I	3 credits
CT352	Theatre History II	3 credits
CT370	Play Directing	3 credits
CT495T	Senior Seminar/Theatre Arts	1 credit
LL473	Shakespeare	3 credits
	Subtotal:	26 credits
	Total:	48 credits

SPEECH AND THEATRE EDUCATION LICENSURE (6-12)

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

Core Requirements:

CT101	Public Speaking	3 credits
CT105	Introduction to Theatre	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT125	Acting	3 credits
CT130	Oral Interpretation	3 credits

CT150	Forensics/Debate Lab* and	
CT155	Theatre Lab*	4 credits
CT485	Practicum in Communication and Theatre or	
CT490	Senior Project	3 credits
		Subtotal: 22 credits

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

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

COMMUNICATION ARTS EMPHASIS

CT209	Mass Media Writing	3 credits
CT247	Media Production I	3 credits
CT263	Interpersonal Communication or	
CT364	Group Communication	3 credits
CT340	Argumentation and Debate	3 credits
CT344	Theories of Human Communication	3 credits
CT343	Media Law and Ethics or	
CT347	Media Production II	3 credits
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT351	Theatre History I	3 credits
CT352	Theatre History II	3 credits
CT355	Topics in Communication: Contemporary Issues in Coaching Debate and Forensics	or
LL473	Introduction to Shakespeare	3 credits
CT370	Play Directing	3 credits
ED416	Methods for Teaching Speech/Theatre	3 credits
CT495T	Senior Seminar/Communications	1 credit
		Subtotal: 37 credits
		Total: 59 credits

THEATRE ARTS EMPHASIS

CT110	Mime and Movement	3 credits
CT200	Stagecraft, Scene Design, and Lighting	3 credits
CT210	Costuming	2 credits
CT215	Makeup	2 credits
CT263	Interpersonal Communication	or
CT364	Group Communication	3 credits
CT325	Advanced Acting	3 credits
CT340	Argumentation and Debate	3 credits
CT351	Theatre History I	3 credits
CT352	Theatre History II	3 credits
CT370	Play Directing	3 credits
ED416	Methods for Teaching Speech/Theatre	3 credits
LL473	Introduction to Shakespeare	3 credits
CT495T	Senior Seminar/Theatre Arts	1 credit
		Subtotal: 35 credits
		Total: 57 credits

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

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

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

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

CT101	Public Speaking	3 credits
CT105	Introduction to Theatre	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT125	Acting	3 credits
CT130	Oral Interpretation	3 credits
CT150	Forensics/Debate Laboratory	1 credit
CT155	Theatre Laboratory	1 credit

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

COMMUNICATION AND THEATRE ARTS MINOR

Core Requirements:

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

* Students must choose two of these three courses

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

Communication and Theatre Arts Course Descriptions:

CT101 Public Speaking 3 credits

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

CT105 Introduction to the Theatre 3 credits

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

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

CT150DS Debate Laboratory – Service 1 credit

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

CT150F Forensics Laboratory 1 credit

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

CT150FS Forensics Laboratory – Service 1 credit

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

CT153x/xS Mass Media Laboratory 1 credit

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

CT153J/JS Mass Media Lab – Print Journalism

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

CT153PR/PRS Mass Media Lab – Public Relations

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

CT153R/RS Mass Media Lab - Radio

A workshop/lab for broadcasting. Participants are involved with radio as deejays, announcers, show hosts, writers, producers, reporters, directors and technical operators. Students are strongly encouraged to assume multiple positions.

CT153V/VS Mass Media Lab – Video

Students gain experience working with news broadcasting and creative video productions. Students develop skills in planning, shooting, editing video for productions distributed throughout the campus community and beyond. Student interns work with television production.

CT155x Theatre Laboratory**1 credit**

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

CT155 Theatre Lab - General**CT155A Theatre Lab – Acting**

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

CT155C Theatre Lab – Costuming/Makeup

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

CT155M Theatre Lab – Management

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

CT155SC Theatre Lab - Stagecraft

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

CT155S Theatre Lab - Service**CT200 Stagecraft, Scene Design, and Lighting****3 credits**

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

CT209 Mass Media Writing 3 credits

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

CT210 Costuming 2 credits

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

CT215 Makeup 2 credits

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

CT230 The Musical Theatre 3 credits

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

CT247 Media Production I 3 credits

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

CT263 Interpersonal Communication 3 credits

Theories, research, and practice in one-to-one communication relationships. Topics of perception, listening, non-verbal communication, conflict management, and relationship development and maintenance. (Spring/Odd Years)

- CT325 Advanced Acting** **3 credits**
Advanced scene study with emphasis on character building, developing concentration and relaxation through various techniques and a study of acting style in period plays. Prerequisite: CT 125 or consent of instructor. (Fall/Even Years)
- CT336 Principles of Public Relations** **3 credits**
A study of the working world of public relations. Organizing, planning, writing and constructing news releases, event planning, product and image promotion will be covered in this course. Attention will also be paid to internal communication, corporate communication and media relations. (Fall/Even Years)
- CT340 Argumentation and Debate** **3 credits**
An historical and critical analysis of the modes of argumentation, with special emphasis upon the fundamental principles of persuasion and debate. This course is designed to improve critical thinking, evaluation of evidence and logic, and advocacy for a cause. Prerequisite: CT101 (Fall/Even Years)
- CT343 Media Law and Ethics** **3 credits**
An overview of historical and current developments in mass media law and regulation. Significant attention is also placed on increasing students' ability to decipher ethical issues from cases in today's media environment using information and rationale based on material presented during this course. Prerequisites: CT107 and CT209, or instructor permission. (Fall/Odd Years)
- CT344 Theories of Human Communication** **3 credits**
Overview of current theory and research in the major subfields of human communication. Significant studies and research advances in the context of interpersonal, group, and organizational mass communication. Focus on the physical tools and operations that humans use to communicate, the contexts of communication, and the communication research process. Prerequisite: CT107 (Writing Intensive.) (Spring/Odd Years)
- CT345 Rhetorical Criticism** **3 credits**
As our lives are filled with constant exposure to messages which alter our perception of the world, it is our duty to grasp just how these messages (symbols) impact our lives. This course will examine the basic concepts, theories and processes involved in rhetorical criticism, reflecting on our exposure to all forms of communication, focusing on analysis of said messages from a rhetorical and critical perspective allowing for heightened awareness of the importance of criticism in today's society. (Writing Intensive.) Prerequisite: CT101. (Spring/Odd Years)

CT347 Media Production II 3 credits

Advanced study of the various electronic media being combined in current multimedia with an emphasis on text, graphics, audio, video, and animation. The primary course goal is to develop advanced skills and understandings needed to create effective media presentations. Secondary goals extend development of media production tools and techniques and explore aesthetic and ethical issues of media. This course emphasizes the creative roles in media production of producers, directors, and editors. Students will take creative responsibility for media productions including supervision of a production team. Prerequisite: CT247. (Fall)

CT351 Theatre History I 3 credits

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

CT352 Theatre History II 3 credits

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

CT355 Topics in Communication and Theatre 3 credits

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

CT360 Directed Readings in Communication and Theatre 1-3 credits

For majors or minors only by arrangement with department.

CT364 Small Group Communication 3 credits

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

CT365 Gendered/Intercultural Communication 3 credits

An examination of the inextricable link between communication, gender and culture. Expectations regarding gender, sex and culture impact our choice of language and our construction of reality as well as the inverse. Discover how language conveys specific sexual and/or cultural messages, how men and women chose to use language and how we perceive or expect differences between genders and cultures. (Spring/Even Years)

CT366 Organizational Communication 3 credits

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

CT370 Play Directing 3 credits

Study and application of directing methods: analysis, communication, interpretation. Students will direct scenes and produce a one-act play completing a process of audition, rehearsal, and staging. Study of composition, picturization, movement, rhythm, and stylization as well as the role and responsibilities of the director, including production meetings and theatre safety. Prerequisite: CT125 and CT200 or consent of instructor. (Spring)

CT380 Independent Study in Communication and Theatre 1-3 credits

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

CT447 Advanced Media Production 3 credits

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

CS110 Foundations of CIS**3 credits**

An introduction to the discipline of Computer and Information Science. Topics include computer organization, data representation, operating systems, networks, programming, information systems, and social ethical issues.

CS150 CIS I**3 credits**

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

CS207 Information Systems Theory and Practice**3 credits**

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

CS250 CIS II**3 credits**

A study of complex data structures utilizing algorithmic analysis and design criteria in the selection of methods for manipulation. A continuation of programming including recursion, stacks, queues, and trees. Prerequisite: CS150. (Fall/Even Years)

Education

The Sterling Teacher Education Program (STEP)

The Sterling Teacher Education Program (STEP) offers a professional studies curriculum for students seeking education licensure to teach K-6, 6-12, and PreK-12 within major subject areas. Endorsements in Adaptive Special Education for K-6 and 6-12 levels are also offered through STEP (see page 129).

Acceptance to STEP

All students seeking teaching licensure must first declare their intentions by completing the candidacy packet available from the STEP administrative assistant.

Declared Candidates must then be accepted into the Sterling Teacher Education Program. Requirements for acceptance to the program include:

General Education Coursework with grade of C or above:

College Level Composition I

College Level Literature Course

College Level Math Course

OR ACT scores: English 19; Reading 20; Math 18

Professional Coursework completed with grade of C or above:

ED195 Introduction to Education

ED201 Field Experience in Education

ED206 Classroom Management

SE210 Introduction to... Special Needs

With:

1. 24 hours of college credit with an overall GPA of 2.5 or higher

2. Professional Attributes Scale completed by host teacher during SE210

Introduction to... Special Needs

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

Professional Education Courses Required for Teacher Licensure

Students must meet the following requirements before taking classes in Level II or III:

Level Ia Courses

ED195	Introduction to Education	3 credits
ED201	Field Experience in Education	2 credits
ED206	Classroom Management	2 credits
SE210	Introduction to Infants, Children and Youth With Special Needs	3 credits

Level Ib Courses

ED205	Cultural Diversity in Education	2 credits
ED219	Instruction and Assessment	4 credits
ED272	Educational Psychology	3 credits

ED205 Cultural Diversity in Education 2 credits

This course focuses on the impacting factors of cultural diversity within an educational setting. Experiences are designed to examine critical elements of the educational process that are influenced by culture and to increase awareness, knowledge and skill in providing culturally responsive curriculum and instruction within a classroom setting. Off campus experiences are required. (Fall/Spring)

ED206 Classroom Management 2 credits

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

ED219 Instruction and Assessment 4 credits

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

ED272 Educational Psychology 3 credits

This course assists teacher candidates in applying theories and philosophies of child and adolescent development to the education process. Case studies will be discussed and assessed with Praxis scoring rubric. 15 hours of field experience required. (Fall/Spring)

ED356 Technology in the Classroom 2 credits

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

ED357 Reading and Writing in the Content Area+ 3 credits

This class will allow teacher candidates an opportunity to plan a variety of strategies for teaching reading, vocabulary, and writing appropriate to content in grades 4-12;

assess writing using the 6-trait Writing Assessment; integrate reading and writing within content areas and across the curriculum. 10 hour field experience required. Prerequisite: ED219 (Fall/Spring)

ED395 Independent Study in Education+ 1-3 credits

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

ED490 Seminar in Education+ 1 credit

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

ED498 Clinical Teaching Experience+ 15 credits

Course includes observing, assisting and teaching for 12 to 16 weeks in an accredited school under the guidance of cooperating teachers and college supervisors. A Clinical Teaching seminar is incorporated into this course to cover and reinforce topics that are timely and relevant to this study. It allows for discussion and reflection on classroom practices. (Required weeks may vary according to field of study.) Prerequisites: Level III course requirements listed above. A student teaching fee is assessed. (Fall/Spring)

ELEMENTARY EDUCATION MAJOR (BS)

A major in Elementary Education is offered through the Education Department. The Elementary Education major, along with the Professional Education courses, prepares candidates for K-6 licensure. The K-6 licensure allows graduates in Elementary Education to teach in a kindergarten through sixth grade self-contained elementary classroom. As with all majors, a service project is a required component of the elementary education major.

It is highly recommended that Elementary Education majors select an area of emphasis to accompany the Elementary Education major. A 15 hour emphasis in

Language/Literature, Mathematics, History, or Science will allow an Elementary Education major to acquire a middle level (5-9) teaching endorsement in that particular area. A minor in Adaptive Special Education will provide either K-6 or 6-12 endorsement in that area.

Elementary Education Courses

AR275	Elementary Art Methods	3 credits
EL130	Concepts of Elementary Mathematics	2 credits
EL151	Fundamentals of Teaching Reading	3 credits
EL153	Language Arts for Elementary Teachers	2 credits
EL256	Child and Adolescent Literature	3 credits
EL333*	Methods of Teaching Elementary Science	2 credits
EL335*	Methods of Teaching Elementary Social Science	2 credits
EL337*	Methods of Teaching Elementary Mathematics	3 credits
ES344	Curriculum and Methods of Teaching PE Elementary (K-6)	3 credits
EL350	Reading Testing and Diagnosis	3 credits
EL356*	Methods of Teaching Elementary Reading and Language Arts	4 credits
MU243B	Elementary Music Methods	2 credits
<i>*Offered as a block only</i>		Total: 32 credits

Elementary Education Course Descriptions:

(+ Denotes acceptance into STEP required.)

EL130 Concepts of Elementary Mathematics 2 credits

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

EL151 Fundamentals of Teaching Reading 3 credits

Designed for entry level elementary education majors. This course covers a variety of fundamental principles and topics necessary for a basic understanding for the K-6 elementary teacher candidates in teaching reading in a manner that will address the needs of all students. Prerequisite for EL350 and EL356. (Fall)

EL153 Language Arts for Elementary Teachers 2 credits

Designed for entry level elementary education majors. It covers the basic elements of written and spoken language and the writing process, along with other current language arts concepts necessary for a basic understanding for the K-6 elementary teacher candidates in teaching language arts in a manner that will address the needs of all students including those with cultural differences, those with English as a second language, or students of varying ability levels. Prerequisite for EL350 and EL356. (Fall)

EL256 Child and Adolescent Literature 3 credits

Study of traditional, multi-cultural, and modern literature for children and adolescents and how literature is integrated into all disciplines. Prerequisite: EL151. (Spring)

EL350 Reading Testing and Diagnosis+ 3 credits

This course emphasizes a developmental approach to teaching reading. Teacher candidates learn diagnostic methods of assessing students' needs and developmentally appropriate strategies for meeting these needs. Application of acquired skills is achieved during field experience in the public schools. Prerequisites: ED219, EL151, and EL256. (Spring)

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

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

EL333 Methods of Teaching Elementary Science+ 2 credits

This course provides an examination of current practices in science research and their application to the classroom. Emphasis placed upon process teaching. Prerequisite: ED219. Concurrent with EL333L (Fall)

EL333L Methods of Teaching Elementary Science Lab+ 0 credits

This lab allows the teacher candidate to gain experience with design of portions of the Kansas Performance Teaching Portfolio (KPTP).

EL335 Methods of Teaching Elementary Social Science+ 2 credits

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

EL337 Methods of Teaching Elementary Math+ 3 credits

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

**EL356 Methods of Teaching Elementary
Reading and Language Arts + 4 credits**

This course is designed to teach the instruction of reading and language arts. Classroom environment, planning and preparation, and instructional strategies are studied as they pertain to teaching in the language arts areas. Basic developmental reading stages are emphasized along with integration of other subject areas. (Writing Intensive.) Prerequisites: ED219, EL151, EL153, and EL256. (Fall)

SECONDARY EDUCATION 6-12 AND PreK-12 LICENSURE PROGRAM

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

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

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

(Italics indicate State of Kansas titles.)

Pre-K - 12

Art

Exercise Science/ *Health and Physical Education*

Music

6 - 12

Biology

Chemistry

Communication and Theatre Arts/Speech and Theatre

Language and Literature/English Language Arts

Mathematics

History and Government

Secondary Education Required Courses

Professional Education Courses 40 credits

Secondary (6-12) Methods Course 3 credits

Secondary Teaching Methods Courses+ 3 credits

A teaching methods course in the student's licensure area is required for 6-12 licensure. Teaching methods in the areas of art, music, and physical education are taught within the Sterling College departments. Course descriptions can be found under those departments. For the 6-12 endorsements, classes are taught through the Associated Colleges of Central College (ACCK). These classes are offered during the spring semester and generally meet on the McPherson College campus. Mileage reimbursement may be requested. A lab accompanies all secondary methods courses. The lab requires at least 15 hours of field experience, teaching two lessons in an accredited school, and completion of KPTP Tasks 1 and 2. Arrangements for this placement are made through STEP. Prerequisites for all the ACCK methods courses: ED219 and admission to STEP. See descriptions for ACCK courses below.

ACCK Secondary Methods Course Descriptions:

ED406/L Methods/Teaching Natural Science

in the Secondary School +

3 credits

This course is designed to provide the prospective teacher with knowledge and skills for teaching the natural sciences at the secondary level (Grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation, and group and self-evaluation are included. Concurrent with ED406L. Prerequisite: ED219 (Spring)

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

This course is designed to assist student teachers in becoming confident, effective professional educators in secondary level English (Grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be: current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Concurrent with ED415L. Prerequisite: ED219 (Spring)

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

Students are required to apply speech and drama content to the techniques needed for effective secondary level (Grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Concurrent with ED416L. Prerequisite: ED219 (Spring)

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

This course is designed to prepare students for successful teaching at the secondary level (Grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations and the inclusive classroom. Concurrent with ED440L. Prerequisite: ED219 (Spring)

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

This course is designed to provide the prospective secondary-level (Grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics

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

ED4xx/L Secondary Methods Lab+

0 credits

This course is designed to provide 15 hours of field experience and teaching of a minimum of 2 lessons for corresponding content area along with the opportunity to gain experience with design of portions of the Kansas Performance Teaching Portfolio. All secondary teacher candidates are required to successfully complete this lab prior to the clinical teaching semester. (See p.127 for more details.)

ADAPTIVE SPECIAL EDUCATION MINOR

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

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

Courses required for all levels:

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

Courses required for Level K-6:

SE321	Grades K-6 Methods for Special Needs	4 credits
SE331	Grades K-6 Field Experience	1 credit
SE431	Grades K-6 Clinical Experience or	6 credits
SE433	Grades K-6 Internship	6 credits
		Total required for Level K-6: 22 credits

Courses required for Level 6-12:

SE361	Grades 6-12 Methods for Special Needs	4 credits
SE371	Grades 6-12 Field Experience	1 credit
SE471	Grades 6-12 Clinical Experience or	6 credits
SE473	Grades 6-12 Internship	6 credits
		Total required for Level 6-12: 22 credits

Optional courses:

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

In addition, the student must complete the requirements for General Education, the Major, and Professional Education.

Special Education Course Descriptions:

SE210	Introduction to Infants, Children, and Youth With Special Needs	3 credits
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planning; basic skill and content area instruction; adapting methods and materials; positive behavior supports; and progress monitoring. Includes supervised field experience. SE331 Grades K-6 Field Experience must be taken concurrently. Prerequisites: SE310 and SE315. (Fall/Spring)

SE322 Intermediate American Sign Language 2 credits

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

SE331 Grades K-6 Field Experience 1 credit

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE321. Students will participate in IEP development, lesson planning, and instruction. SE321 must be taken concurrently. Prerequisites: SE310 and SE315. (Fall/Spring)

SE345 Behavior Management 2 credits

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

SE361 Grades 6-12 Methods for Special Needs 4 credits

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. SE371 must be taken concurrently. Prerequisites: SE310 and SE315. (Fall/Spring)

SE371 Grades 6-12 Field Experience 1 credit

This course is a supervised field experience with children in grades 6-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE361. Students will participate in IEP development, lesson planning, and instruction. SE 361 must be taken concurrently. Prerequisites: SE310 and SE315. (Fall/Spring)

SE380 Topics in Special Education

1 credit

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

SE381 Grades K-12 Functional Resources

4 credits

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

SE431 Grades K-6 Clinical Experience

6 credits

A supervised teaching experience with a special educator who provides services for elementary level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE210, SE310, SE315, SE345, and SE 321 or SE331. Concurrent or subsequent semester: SE499. (Fall/Spring/Summer)

SE433 Grades K-6 Internship

6 credits

A supervised teaching experience with an on-site mentor who provides or supervises services for elementary-level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally-sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, SE310, SE315, SE345, and SE321 or SE331. Concurrent or subsequent semester: SE499. (Fall/Spring/Summer)

SE471 Grades 6-12 Clinical Experience

6 credits

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

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

SE473 Grades 6-12 Internship 4-6 credits

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE210, SE310, SE315, SE345, and SE361 or SE371. Concurrent or subsequent semester: SE499. (Fall/Spring/Summer)

SE499 Capstone Issues 1 credit

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and professional role with peers, ACCK faculty, and special educators. Topics of discussion include ethical issues, advocacy, and professionalism, diversity, and resources. Prerequisites: SE210, SE310, SE315, SE345, SE321 and SE331 or SE361 and SE371. Concurrent or previous semester: SE431 or SE471 or comparable internship. (Fall/Spring/Summer/Summer)

Graduate Level Classes:

SE678 Topics in Special Education 1 credit

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

Topic G: Current Issues in Special Education - is designed to be taken by the practicing teacher returning for endorsement in special education or adding an adaptive endorsement to an existing endorsement in special education. It will be taken in lieu of SE310 for those that meet the qualification of three years of teaching children or youth with special needs, a letter documenting satisfactory performance, and a copy of teaching license and transcripts. This course will focus on bringing the students up to date on current laws, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. (As announced.)

(While we do not offer a graduate degree, the above graduate level classes are available through the ACCK for persons already holding a Bachelor's degree.)

Exercise Science

The Exercise Science Department houses three academic majors: Athletic Training, Exercise Science, and Sports Management, and a minor in Exercise Science. The department also offers a pre-licensure program designed to prepare a student for Teacher Licensure in Physical Education and Health for Pre-K through 12th grade.

ATHLETIC TRAINING MAJOR (BS)

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

ATEP Admission Requirements

This is a competitive program and application to this program does not guarantee admittance. Students declaring athletic training as a major upon admittance into Sterling College will be given an athletic training-conditional status. Admission into the ATEP can occur after the student has been on campus for one semester. The quota of applicants accepted into the ATEP are limited by faculty to student ratios and the highly individualized nature of this program. Admission to the ATEP is based on the following criteria:

1. Maintain a minimum 2.5 overall GPA.
2. Complete AT 242, AT 243, and AT 255 with a minimum GPA of 2.0 (C).
3. Documentation of 50 hours of direct observation of the athletic training profession.
4. Completion of the application form.
5. Letter of application stating why you want to apply to our program and why you want to become a certified athletic trainer.
6. Submit two letters of recommendation. Neither letter can come from a fellow student, friend, or family member.
7. Complete a formal interview with the ATEP Interview Committee.
8. Documentation of receiving immunization injections for Hepatitis B. If the student chooses not to be Hepatitis B immunized, the student must

read, complete, and sign the form entitled “Hepatitis B Vaccine Declination Assumption of Risk and Release” prior to acceptance into the SC ATEP.

9. Present proof of current American Red Cross First Aid and CPR-PR certifications, or its equivalent.
10. A current (within one year from application) health history and physical examination.
11. Students must read, sign and return the “Technical Standards for Admission into the Athletic Training Education Program” found on the Department of Exercise Science Programs webpage at <http://www.sterling.edu/athletics/applying-program> verifying that the student meets the minimal required technical standards for admission into the program.

Transfer Students

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

Athletic Training Education Program Retention Policy

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

1. Earn at least a 2.0 GPA (C) or above in all required classes within the major.
2. Earn at least a 2.5 cumulative GPA (C+).
3. Be in good standing with the college (e.g., no campus probation).
4. Participate in blood borne pathogen training at the beginning of each academic year.

5. Maintain CPR-PR certification every year.
6. Show progress through clinical instruction and learning over time.
7. Perform all duties assigned to the best of one's ability.
8. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Any questions concerning the program should be directed to:

Ryan J. "Pete" Manely, MS, ATC, LAT

Director of Athletic Training Education

Sterling College

125 W. Cooper, Sterling, KS 675779

620-278-4393

pmanely@sterling.edu

Required courses for the Athletic Training major:

The following list of courses must be completed for a major in Athletic Training.

Students interested in the Athletic Training major must take the ATEP prerequisites (*listed in italics*) and apply for the program following the second semester of the student's attendance.

Required General Education Courses for ATEP:

BI110 Human Anatomy and Physiology 5 credits

Major Courses:

AT200	Practicum I	1 credit
<i>AT242</i>	<i>Care and Prevention of Athletic Injuries</i>	<i>2 credits</i>
<i>AT243</i>	<i>Care and Prevention Techniques for AT</i>	<i>1 credit</i>
AT250	Structural Anatomy	2 credits
<i>AT255</i>	<i>First Aid for Athletic Trainers</i>	<i>3 credits</i>
AT301	Practicum II	2 credits
AT302	Practicum III	2 credits
AT315	Therapeutic Exercise	3 credits
AT330	General Medical Concerns	3 credits
AT351	Assessment of Upper Extremity Injuries	3 credits
AT351L	Assessment of Upper Extremity Lab	1 credit
AT352	Assessment of Lower Extremity Injuries	3 credits
AT352L	Assessment of Lower Extremity Lab	1 credit
AT403	Practicum IV	1 credit

AT404	Practicum V	2 credits
AT420	Psychosocial Intervention	1 credit
AT430	Therapeutic Modalities	3 credits
AT430L	Therapeutic Modalities Lab	1 credit
AT435	Administration in Athletic Training	3 credits
AT440	Developing/Implementing Strength/Fitness Program	3 credits
AT440L	Developing/Implementing Strength/Fitness Program Lab	0 credit
AT445	Seminar in Athletic Training	1 credit
AT450	Pharmacology for the Athletic Trainer	1 credit
AT495	Practicum VI	1 credit
ES221	Essentials of Community and Personal Health	3 credits
ES360	Principles of Nutrition	3 credits
ES370	Kinesiology	3 credits
ES380	Psychology of Sport	2 credits
ES420	Exercise Physiology	3 credits

Total: 58 credits

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

BS125	Psychology	3 credits
MA150	Pre-Calculus	4 credits
CH151	General Chemistry I	5 credits
CH152	General Chemistry II	5 credits
PH210	Physics I	5 credits
PH211	Physics II	5 credits

EXERCISE SCIENCE MAJOR (BS)

Exercise Science is a broad and diverse field of study. Exercise Science majors will be prepared for graduate study in Exercise Science (or related fields), as well as employment in coaching, fitness, and recreational settings.

Required General Education courses:

BI110	Human Anatomy and Physiology	5 credits
ES101	Concepts of Physical Fitness and Health	2 credits

Required core courses:

ES107	Beginning/Intermediate Swimming	1 credit
ES115	Folk Dance	1 credit

ES120	Foundations of Exercise Science	2 credits
ES210	Analysis and Teaching of Individual and Dual Sports	2 credits
ES220	Analysis and Teaching of Team Sports	2 credits
ES221	Essentials of Personal and Community Health	3 credits
ES226	Rules and Officiating	2 credits
ES242	Care and Prevention of Athletic Injuries	2 credits
ES253	Recreational Leadership (indoor/outdoor)	3 credits
ES255	First Aid	3 credits
ES305	Theory of Coaching Baseball *	1 credit
ES306	Theory of Coaching Basketball *	1 credit
ES307	Theory of Coaching Football *	1 credit
ES308	Theory of Coaching Soccer *	1 credit
ES309	Theory of Coaching Softball *	1 credit
ES310	Theory of Coaching Track and Field *	1 credit
ES311	Theory of Coaching Volleyball *	1 credit
<i>(* Students may choose any two of these one credit Theory of Coaching courses.)</i>		
ES360	Principles of Nutrition	3 credits
ES362	Field Practicum	1 credit
ES370	Kinesiology	3 credits
ES374	Adapted Physical Education	3 credits
ES380	Psychology of Sport	2 credits
ES400	Internship	3 credits
ES420	Exercise Physiology	3 credits
ES475	Administration of Health, PE, and Athletics	3 credits
ES498	Senior Seminar	1 credit
AT440	Developing and Implementing Strength and Fitness Program	3 credits
AT440L	Developing/Implementing Strength/Fitness Program Lab	0 credit
		Total: 48 credits

Recommended Support Courses:

The following courses are strongly recommended for all Exercise Science Department majors, especially those interested in graduate study.

MA240	Elementary Statistics	3 credits
CH110	Intro to Chemistry	3 credits

EXERCISE SCIENCE MINOR

ES120	Foundations of Exercise Science	2 credits
ES210	Analysis and Teaching of Individual/Dual Sports	2 credits
ES220	Analysis and Teaching of Team Sports	2 credits
ES242	Care and Prevention of Athletic Injuries	2 credits
ES255	First Aid	3 credits
ES305-311	Theory of Coaching _____*	2 credits
<i>(*Choose any two of the one-credit Theory of Coaching courses.)</i>		
ES370	Kinesiology	3 credits
ES374	Adapted Physical Education	3 credits
ES475	Administration of Health, PE, and Athletics	3 credits
		Total: 22 credits

HEALTH and PHYSICAL EDUCATION (preK-12) LICENSURE

Core requirements for the Exercise Science Major**	Sub-total: 45 credits	
And the following courses:		
ES344	Curriculum and Methods of Teaching P.E. and Health - Elementary (PreK-6)	3 credits
ES346	Curriculum and Methods of Teaching P.E. and Health - Secondary (7-12)	3 credits
ES348	Curriculum Methods of Health (PreK-12)	2 credits
		Total: 53 credits

**ES400 Internship will be waived upon satisfactory completion of ES344, ES346, and ES348.

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

SPORTS MANAGEMENT MAJOR (BS)

The Sports Management major combines courses from both the Business and Exercise Science Departments. Students have the option of choosing from four areas of emphasis to supplement the major and assist in focusing on a particular career track. While this option is recommended, it is not required.

Core Curriculum:

BU102	Strategies for Success	2 credits
BU103	Economics	3 credits
BU140	Business Communication	2 credits
BU329	Critical Thinking and Problem Solving	2 credits
BU338	Management Leadership	3 credits
BU362	Ethics in Business	3 credits
BU499	Business Policy	3 credits
ES120	Foundations of Exercise Science	2 credits
ES221	Essentials of Community and Personal Health	3 credits
ES240	Introduction to Sport Law	3 credits
ES248	Sport Tournament/Event Management	3 credits
ES253	Recreational Leadership	3 credits
ES315	Sport Public Relations	3 credits
ES325	Sport Marketing	3 credits
ES380	Psychology of Sport	2 credits
ES400	Internship	3 credits
ES475	Administration of Health, PE, and Athletics	3 credits
ES498	Senior Seminar	1 credit
		Total: 47 credits

Areas of Emphasis**Marketing, Promotions and Sports Information Emphasis:**

BU420	Advanced Marketing	3 credits
CT107	Mass Media, Self, and Society	3 credits
CT153X/XS	Mass Media Lab (choose one) Public Relations, Video, Print Journalism, or Radio	1 credit
CT209	Mass Media Writing	3 credits
CT366	Principles of Public Relations	3 credits
		Total: 13 credits

Club, Fitness and Recreation Emphasis:

BU421	Organizational Leadership	3 credits
ES242	Care and Prevention of Athletic Injuries	2 credits
ES255	First Aid	3 credits
ES360	Principles of Nutrition	3 credits
AT440	Developing/Implementing Strength/Fitness Program	3 credits
AT440L	Developing/Implementing Strength/Fitness Program Lab	0 credit
		Total: 14 credits

Coaching and Instruction Emphasis:

ES210	Analysis and Teaching of Individual and Dual Sports	2 credits
ES220	Analysis and Teaching of Team Sports	2 credits
ES242	Care and Prevention of Athletic Injuries	2 credits
ES255	First Aid	3 credits
ES360	Principles of Nutrition	3 credits
ES305-311	Theory of Coaching _____*	2 credits

(*Choose any two of the one-credit Theory of Coaching courses.)

Total: 14 credits

Collegiate, Professional or Corporate Sport Administration Emphasis:

BU256	Business Writing	2 credits
BU286	Teamwork	2 credits
BU209	Accounting I (Financial Accounting)	3 credits
BU210	Accounting II (Managerial Accounting)	3 credits
BU331	Entrepreneurship I	3 credits

Total: 13 credits

Possible Electives:

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

AT315 Therapeutic Exercise 3 credits

This course deals with the theory and practice of therapeutic exercise and rehabilitation techniques as they relate to the physically active. Lecture and labs will be used to demonstrate proper techniques typically administered to patients in the athletic training and other rehabilitation settings. Prerequisites: AT351 and AT352. (Spring)

AT330 General Medical Concerns 3 credits

This course is designed to discuss the common general medical concerns that may be encountered in the Athletic Training field. Advanced evaluation techniques will be demonstrated and practiced in the assessment of common injuries and conditions to the eye, ear, nose, throat, thorax, lungs, abdomen, heart, and the integument. Prerequisite: BI110. (Spring)

AT351 Assessment of Upper Extremity Injuries 3 credits

This course discusses the proper assessment and management of athletic injuries to the head, neck, shoulder, elbow, forearm, wrist, hand, and fingers. The student will learn how to recognize and evaluate common athletic injuries to these areas of the body in classroom settings. Concepts and skills taught in the course will be reinforced through structured laboratory/practical experience. Prerequisite: AT250. (Spring)

AT351L Assessment of Upper Extremity Injuries Lab 1 credit

The lab accompanies AT351 Upper Body Evaluation. This course is a practical study in clinical evaluation of upper extremity, head, neck and illnesses commonly sustained by the physically active. Emphasis is placed on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians. The class will meet one time per week and will consist of demonstration, practice, and evaluation of assessment techniques. Concurrent enrollment with AT351.

AT352 Assessment of Lower Extremity Injuries 3 credits

This course discusses the proper assessment and management of athletic injuries to the low back, pelvis, hip, thigh, knee, lower leg, ankle, and foot. The student will learn how to recognize and evaluate common athletic injuries to these areas of the body in the classroom setting. Additionally, concepts and skills taught in the course will be reinforced through structured laboratory/practical experiences. Prerequisite: AT250. (Fall)

AT352L Assessment of Lower Extremity injuries Lab 1 credit

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

AT403 Practicum IV 1 credit

A clinical/practicum course designed for students in their fourth semester of enrollment in the ATEP. Prerequisites: AT302 and AT430. Fee: \$25 (Spring)

AT404 Practicum V 2 credits

A clinical/practicum course designed for students in their fifth semester of enrollment in the ATEP. Prerequisites: AT315 and AT403. Fee: \$25 (Fall)

AT420 Psychosocial Intervention 1 credit

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

AT430 Therapeutic Modalities 3 credits

The purpose of this class is to educate the student in the function and role of therapeutic modalities in treatment of athletic injuries. Actual application of course material will be reinforced through “hands-on” laboratory experience with a vast majority of modalities used in sports medicine today. (Fall)

AT430L Therapeutic Modalities Lab 1 credit

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

AT435 Administration in Athletic Training 3 credits

The course will include such topics as legal liability, fiscal management, facilities operation, personnel supervision, public relations, and organizational structures. (Fall)

**AT440 Developing and Implementing Strength and
Fitness Programs**

3 credits

In this course, students will learn the components of physical fitness, and how to analyze and apply the neuromuscular and physiological knowledge to determine the content and administration of pre-season, in-season, and off-season programs for a variety of athletic teams at different levels of competition. Prerequisites: ES370 and ES420. (Spring)

AT445 Seminar in Athletic Training

1 credit

A course designed for library research discussion of critical questions and contemporary issues and problems in athletic training/sports medicine. Physicians and allied health professionals will be utilized in the presentation of a majority of these seminars. Prerequisite: Senior status. (Writing Intensive.) (Fall)

AT450 Pharmacology for the Athletic Trainer

1 credit

A survey of the pharmacological agents utilized in the practice of athletic training, and those typically prescribed by physicals that pertain to the athletic population. Management and handling of medications will also be discussed. Instructor permission. (Fall)

AT495 Practicum VI

1 credit

A clinical/practicum course designed for students in their sixth semester of enrollment in the ATEP. Specific competencies and proficiencies are required to be met during the student's clinical experience. This course is a culmination of all competencies and proficiencies learned. Prerequisite: AT404. Fee: \$25 (Fall/Spring)

Exercise Science Course Descriptions:

ES101 Concepts of Physical Fitness and Health

2 credits

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

ES120 Foundations of Exercise Science 2 credits

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

ES210 Analysis and Teaching of Individual and Dual Sports 2 credits

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

ES220 Analysis and Teaching of Team Sports 2 credits

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

ES221 Essentials of Personal and Community Health 3 credits

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

ES226 Rules and Officiating 2 credits

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

ES240 Introduction to Sport Law 3 credits

Provides students with the knowledge, understanding, and application of how the following legal issues influence the sport industry. Specific content to be addressed

includes: tort law, product liability, employment issues, governance issues, participant and premises liability, and intellectual property. This course will address Sport Law from a managerial perspective to better prepare students entering the sports management field. (Fall)

ES242 Care and Prevention of Athletic Injuries 2 credits

The purpose of this course is to provide exercise science majors an overview of injury prevention techniques, emergency procedures, as well as care and treatment of athletic injuries. Fee \$20. (Fall)

ES248 Sport Tournament/Event Management 3 credits

An introduction into the planning process necessary to stage a sporting event with emphasis placed on creating and locating the event, finding sponsors, developing relationships with participants and spectators, mathematical calculations used in planning, scheduling and timeline principles, procedures, and thought process involved in organizing and conducting sport tournaments and events. (Spring)

ES253 Recreational Leadership (Indoor-Outdoor) 3 credits

A study of leadership qualities, methods, techniques, administration and supervision of recreation activities. (Spring)

ES255 First Aid 3 credits

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

ES305 Theory of Coaching Baseball 1 credit

Theory and techniques of coaching baseball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Spring/Odd Years)

ES306 Theory of Coaching Basketball 1 credit

Theory and techniques of coaching basketball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall/Even Years)

ES307 Theory of Coaching Football 1 credit

Theory and techniques of coaching football, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall/Odd Years)

ES308 Theory of Coaching Soccer 1 credit
Theory and techniques of coaching soccer, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall/Odd Years)

ES309 Theory of Coaching Softball 1 credit
Theory and techniques of coaching softball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Spring/Odd Years)

ES310 Theory of Coaching Track and Field 1 credit
Theory and techniques of coaching track and field, including philosophy, fundamentals, practice organization, and administrative responsibilities. (Spring, Even Years)

ES311 Theory of Coaching Volleyball 1 credit
Theory and techniques of coaching volleyball, including philosophy, fundamentals, practice organization, scouting and administrative responsibilities. (Fall, Even Years)

ES315 Sport Public Relations 3 credits
Focuses on the application of public relations principles in a sport related setting. Significant attention to media relations with specific topics including media guides and publications, handling statistics, staging interviews and press conferences and crisis management. Prerequisite: BU140 (Interterm)

ES325 Sport Marketing 3 credits
This course introduces concepts and tools used to market sport and physical activity. Specifically, the course will address content areas such as corporate sponsorships, ticket sales, broadcast agreements, promotional events, branded and licensed merchandise, pricing strategies, place and product distribution and electronic media. Prerequisites: BU102 and BU103. (Spring)

ES344 Curriculum and Methods of Teaching Physical Education - Elementary (PreK-6) 3 credits
The purpose of this course is to provide a combination of curriculum theory and practical application of teaching physical education for grades K-6 within the context of servant leadership and/or Biblical principles. The student will develop a P.E. curriculum, unit plans, and daily lesson plans. Practical teaching experience will be gained through peer and elementary age teaching. Prerequisite: ED219 (Fall)

ES346/L Curriculum and Methods of Teaching Physical Education and Health - Secondary (7-12) 3 credits

The purpose of this course is to provide a combination of curriculum theory and practical application of teaching physical education for secondary students (grades 7-12) within the context of servant leadership and/or Biblical principles.

Considerable hands on experience through peer-teaching activities. Concurrent with ES346L. Recommended: ES344. (Spring)

ES348 Curriculum Methods in Health (PreK-12) 2 credits

This course will present theory and practice in health education programs including aims and objectives, curriculum design, teaching styles, learning environments, liability and evaluation. Students will study and present select personal and community health topic, within the context of servant leadership and/or Biblical principles. Practical teaching experiences in classroom settings will be emphasized.

Prerequisite: ES221. Recommended: ED219, ES344, or ES346. (Spring)

ES360 Principles of Nutrition 3 credits

This course is intended to be a midlevel discussion and study of the field of nutrition. Basic components of the human diet and the special needs of the physically active will be emphasized. Some discussion of the various specialty diets and supplements will also be investigated. (Spring)

ES362 Field Practicum 1 credit

Designed to give prospective majors practical experience in exercise science.

Student will be required to teach an activity class. Prerequisite: Junior or Senior standing.

ES370 Kinesiology 3 credits

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

ES374 Adapted Physical Education 3 credits

This course deals with organizing, planning and conducting physical education for the handicapped or disadvantaged students. Special attention is given to designing programs to meet the specific individual needs of a variety of handicapped

students. Demonstrating servant leadership practices and the societal and personal benefits of serving special needs students will be discussed. Prerequisite: ES210 or ES220 (Spring)

ES380 Psychology of Sport 2 credits

This course is designed to give the student an understanding of the psychological methods and applications relating to sports. The course will help the student have a better understanding of principles of sports psychology. Included in class discussion will be: motivational variables, emotional states, personality variables, imagery, goal setting, and arousal-aggression variables. (Spring)

ES395 Topics in Exercise Science 1-3 credits

ES400 Internship 3 credits

This course is designed to enable Sterling College sports management/exercise science students to acquire work experiences during the summer months relating to the vocation they are pursuing. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts obtained in the classroom. The internship provides a practical experience in a structured employment environment. All internships must be pre-approved through the student's advisor and Department Chair prior to the first day of the internship. A minimum of 160 hours of experience is required. Prerequisite: Junior status.

ES420 Exercise Physiology 3 credits

This course is a study of the physiological structures of the human body and their relationships to performance in physical education and athletics. Primary attention is paid to the adjustment mechanisms of the human body to exercise.

Recommended: ES360. (Spring)

ES475 Administration of Health, Physical Education and Athletics 3 credits

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

ES498 Senior Seminar 1 credit

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

General Development

The programs listed under this section, while not courses in a specific department, promote the liberal arts aim of educating the whole person through interdisciplinary experiences.

General Development Course Descriptions:

GD104 Academic Success **1 credit**

This course is designed to increase learning and academic achievement in the college environment. It will cover learning and thinking styles, specific academic and decision-making skills to optimize learning, and self-management.

GD105 Foundations of Servant Leadership **1 credit**

Designed to introduce new Sterling students to the servant leadership emphasis of our liberal arts curriculum that integrates faith and learning. It will also focus on skills for academic success, life-long learning, and career/major planning. This course is required of all new students and should be completed in the first semester of attendance. Lab fee.

GD190 Chapel and Convocation **0 credit**

Must be successfully completed each semester during which the student is enrolled full-time at Sterling College and is a graduation requirement. Attendance is required at 14 chapels and two convocations per semester. This is a pass/fail course.

GD220 Independent Learning Experience **1-3 credits**

Primarily for students wishing to meet areas of the General Education curriculum by individually designed experiences.

GD330 Internship **1-3 credits**

Experiences outside the college classroom that may serve one or more purposes for the student: career orientation and development, extension of general education, specialized work in a discipline, interdisciplinary work, or cross-cultural experience. Internships will be arranged, supervised, and evaluated by college faculty in terms of educational objectives and outcomes.

Honors Program

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

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

Honors Program Course Descriptions:

HR110 Theories of Servant Leadership-Honors 1 credit

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

HR201 Non-western Culture and History: Ancient Societies through the Renaissance Period 3 credits

An interdisciplinary history/literature general education course covering non-Western culture and history from the Ancients through the Renaissance period.

HR202 Non-Western Culture and History: Enlightenment to the Contemporary Period 3 credits

An interdisciplinary history/literature general education course covering non-Western culture and history from the Enlightenment through the contemporary period. (Spring)

HR211 Western Culture and History: Ancient to Renaissance 3 credits

An interdisciplinary history/literature general education course covering Western culture and history from ancient societies through the Renaissance period.

HR212 Western Culture and History: Enlightenment to the Contemporary Period 3 credits

An interdisciplinary history/literature general education course covering Western culture and history from the Enlightenment through the contemporary period.

History and Government

A history major is based on the belief that by studying peoples and times one learns about recurring human problems that escape those who confine their attention to the current and the familiar. The program aims to develop in students an ability to think critically and to form reasoned arguments and judgments about public issues.

HISTORY MAJOR (BA)

Core Requirements:

HI101	History of World Civilization I	3 credits
HI102	History of World Civilization II	3 credits
HI211	History and Government of the U.S. I	3 credits
HI212	History and Government of the U.S. II	3 credits
HI408	Modern America, 1919-Present (Writing Intensive)	3 credits
HI498	Research Methods	1 credit
HI499	Senior Thesis (Writing Intensive)	2 credits
Elective courses in History (300 and above)		12 credits
		Subtotal: 30 credits

United States History requirements – 2 of the following courses:

HI221	Topics in U.S. History	3 credits
HI302	Early America, 1607-1820	3 credits
HI304	Civil War Era, 1820-77	3 credits
HI306	The Gilded Age, 1877-1919	3 credits
HI421	Topics in U.S. History	3 credits
Or	Any approved U.S. History course	

Subtotal: 6 credits

Non-Western History requirements - 1 of the following courses:

HI261	Topics in Non-Western History	3 credits
HI461	Topics in Non-Western History	3 credits

Or	Any approved Non-Western History course	3 credits
		Subtotal: 3 credits

European History requirements – 2 of the following courses:

HI251	Topics in European History	3 credits
HI331	The Classical Age (to 476)	3 credits
HI333	Medieval History (400-1453)	3 credits
HI337	Modern Europe (1789-Present)	3 credits
HI435	Early Modern Europe (1400-1789) (Writing Intensive)	3 credits
HI451	Topics in European History	3 credits
Or	Any approved European History course	3 credits

Subtotal: 6 credits

Total: 45 credits

HISTORY MINOR

HI101	History of World Civilization I	3 credits
HI102	History of World Civilization II	3 credits
HI211	U.S. History I	3 credits
HI212	U.S. History II	3 credits
	Elective courses in History (300 or higher)	12 credits

Total: 24 credits

POLITICAL SCIENCE MINOR

Core requirements:

HG201	American Government	3 credits
HG320	State and Local Government	3 credits
HG355	Comparative Government	3 credits
HG272	International Relations	3 credits

Subtotal: 12 credits

Electives – 9 credits hours from the following:

BU103	Economics	3 credits
BU240	Business Law	3 credits
BU356	International Business	3 credits
CT355	Topics in Communication: Political Communication	3 credits
HG311	Topics in Government	3 credits

Subtotal: 9 credits

Total: 21 credits

HISTORY and GOVERNMENT EDUCATION LICENSURE (6-12)

In addition to the History Major and pre-professional education courses, students seeking licensure in US History, World History, and US Government must take the following courses:

BS115	Principles of Sociology	3 credits
BU103	Economics	3 credits
HG202	American Government	3 credits
HG240	World and Regional Geography	3 credits
HG325	Comparative Government	3 credits
HG340	Kansas History and Government	3 credits
		Total: 18 credits

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

History Course Descriptions:

HI101 History of World Civilization I (to 1500 AD) 3 credits

The objective of this course is to survey the history of cultures from the Stone Age to early modern times. Some cultures considered are Cro-Magnon, Sumerian, Assyrian, Egyptian, Greek, Roman, Indian, Chinese, Incan, Aztec, Islamic, Christian, Hebrew, Western Medieval, and Renaissance. An interdisciplinary approach will be used. (Fall semester)

HI102 History of World Civilization II (1500-present) 3 credits

Continuation of the survey of cultures from Reformation to present. This global interdisciplinary study will include topics such as Reformers and their Cultures, Wars of Religions, Enlightenment, Revolution, Statism, Liberalism, Conservatism, Nationalism, Imperialism, Socialism, Scientism, and Totalitarianism. (Spring)

HI211 U.S. History I (to 1877) 3 credits

Political, social and economic history of the United States from its colonial heritage to the governmental crisis of Civil War and Reconstruction. Emphasis will be placed on the acquisition of identity as a nation, the development of a sense of legitimacy in the government, the expansion of participation in selecting the government, the extension of government services into the nation, and the distribution of wealth throughout the society in the United States from 1776 through 1877. (Fall)

HI212 U.S. History II (since 1877) 3 credits
Political, social and economic history of the United States from 1877 to the present. Emphasis will be placed on the expansion of government services, regulatory policy, and the quest for equality. Continuing emphasis will be placed on the themes of industrialization and the activities of government in expanding identity, legitimacy, and participation, extension of government services, and distribution of wealth. (Spring)

HI221 Topics in US History 3 credits
A course in which the subject will vary and be announced as offered and could include History of Courtship, Marriage and Family in America, Images of Women, or Images of Blacks in America

HI231 Art History I 3 credits
See course description for AR211.

HI232 Art History II 3 credits
See course description for AR212.

HI251 Topics in European History 3 credits
A survey of the history; culture of European Civilization. Topics will vary and be announced.

HI261 Topics in Non-Western History 3 credits
A survey of the history and culture of a non-Western civilization. Topics include Islamic Civilization, African Civilization, and the history of China and Japan. (Spring)

HI281 Church History and Mission I 3 credits
See course description for TM281.

HI282 Church History and Mission II 3 credits
See course description for TM282.

HI302 Early America 1607-1820 3 credits
The development of America from the colonial period through the War of 1812. HI211 is recommended as background for this course. (Fall/Even Years)

HI304 Civil War Era, 1820-77 3 credits
Course examines in depth the changes in American society wrought by growing sectional differences between North and South, by the awakening social conscience

of early 19th century reform efforts, by the crisis of Civil War, and by America's unfinished revolution — Reconstruction. (Spring/Even Years)

HI306 The Gilded Age through the New Deal (1877-1939) 3 credits

An intensive study of the political, social, diplomatic, economic, and cultural developments in the US from the industrially expansive 1880s through the depressed 1930s. (Fall/Even Years)

HI331 The Classical Age (to 476 A.D.) 3 credits

A survey of ancient world history. Particular attention is given to the great classical civilizations, including Greece and Rome. (As announced)

HI341 Medieval History (400-1400 A.D.) 3 credits

A survey of medieval Europe from the fall of Rome until the black death and the beginning of the renaissance. Political, religious, and social institutions will be examined, as will the crusades. (As announced)

HI351 History of the Theatre I 3 credits

See course description for CT351.

HI352 History of the Theatre II 3 credits

See course description for CT352.

HI355 Early Modern Europe (1400-1789) 3 credits

The history of the 15th Early Modern Europe with emphasis on the renaissance reformation enlightenment and French Revolution.

HI371 History of Islamic Civilizations 3 credits

A survey of the history of the Islamic world from the 7th century to modern times.

HI390 Independent Study in History 1-3 credits

Prerequisite: Junior Standing

HI408 Modern American 1919 – Present 3 credits

An in-depth study of the era of the US as a world power. Particular attention is given to World War II at home and abroad, to the Vietnam era, and to the changing role of the U.S. (Writing Intensive.) Prerequisite: HG112. (Spring/Odd)

HI421 Topics in US History 1-3 credits

A course in which the area of US history studied will vary and be announced as offered. Prerequisite: Junior Standing. (As announced.)

HI437 Modern Europe (1789-present) 3 credits

Political and social change in modern Europe will be studied. Topics include nationalism, imperialism, World War I, fascism, World War II, and the cold war. (As announced.)

HI451 Topics in European History 1-3 credits

A survey of the history; culture of European Civilization. Topics will vary and be announced. Prerequisite: Junior Standing. (As announced.)

HI461 Topics in Non-Western History 1-3 credits

A study in an area of non-western history studied of current interest. Prerequisite: Junior standing. (As announced.)

HI498 Research Methods 1 credit

This course, required of all History/Government majors, will expose students to the research skills and methodologies necessary for the study and writing of history. This course will examine the nature of historical sources, how to interpret such sources critically, how to develop a thesis and how to write a research paper. Prerequisite: LL101 (Fall/Even Years)

HI499 Senior Thesis 2 credits

This course will involve research and the production of a major paper. (Writing Intensive.) (Fall)

Government Course Descriptions:

HG240 World Regional Geography 3 credits

A geographical survey of physical and cultural regions of the world and how human activities are influenced by climate, topography, population, and natural resources. (Fall/Odd Years)

HG272 International Relations 3 credits

Survey of techniques of power diplomacy, international law, national structures and policies as they apply to contemporary international affairs, and of the dynamics of world affairs as they are developing currently. This course consists of two parts. Part A will provide a framework of theories and concepts; Part B is a study of specific cases and problems international relations. (Prerequisite: HG201)

HG310 Government Practicum **8 credits**
American Studies Program, Washington, D.C.
and

HG311 Topics in Government **8 credits**
American Studies Program, Washington, D.C.

A student accepted into this program operated by the Council for Christian Colleges and Universities will spend a semester in Washington, D.C. Half of the student's time will be spent attending seminars and completing projects; the other half will be spent as an intern with a government agency. Up to 16 credits may be earned; eight in HI311 Topics in Government, and eight in HI310 Government Practicum. See Registrar for application information.

HG320 State and Local Government **3 credits**
The structure, operation, theories, and problems of state and local government with special emphasis on the government of Kansas.

HG322 Kansas History and Government **3 credits**
Survey of the history and political development of Kansas. The course is focused particularly to provide hands-on learning activities for education majors. (Spring/Odd Years)

HG323 Advanced American Government **3 credits**
An in-depth study of aspects of American national government including the federal budget, the executive branch, the federal bureaucracy, the impact of interest groups on Congressional decision making and other topics. A term project is required. Prerequisite: HG201 (Fall/Even Years)

HG325 Comparative Government **3 credits**
Cross-polity study of politics. Political process and governmental institutions are compared. Special reference is given to major concepts and theories of comparative politics as well as to major Western political systems. (Fall/Odd Years)

HG390 Independent Study in Government **1 – 3 credits**
Prerequisite: Junior Standing

INDEPENDENT INTERDISCIPLINARY MAJOR

The majors offered at Sterling College have been designed with the breadth and depth needed to meet the undergraduate professional and career needs of most students. Nevertheless, the faculty recognizes that in special cases these majors may not fit unique needs of some students and so offer the possibility of the Independent Interdisciplinary Major. Proposed majors in this program must be academically rigorous and interdisciplinary in approach, meet personal and professional goals, and result in the bachelor's degree. Furthermore, proposed majors must have faculty approval and meet the specific guidelines listed below.

Guidelines

1. If there is already a major that includes 60% of the proposed courses, the student must take the pre-existing major.
2. The major must be truly interdisciplinary, demonstrating in its structure that cross-disciplinary connections have been made and that it includes at least two focal disciplines.
3. The major must be planned with the support of a faculty advisor who teaches in one of its significant content areas and who agrees to supervise the student's integrative creative product.
4. The appropriate form must be completed indicating department responsible for creative product, service project, and ethics instruction. The form is available through the Registrar's Office.
5. The number of credits required in the major should be in the range of 40-50.
6. The plan for the major, its descriptive title, and the degree designation must be submitted to the Registrar's Office for approval by the Academic Affairs Committee by the end of the first semester of the student's junior year.
7. The student must have a minimum cumulative GPA of 3.0.
8. 70% or more of the courses in the major must be numbered 200 or above and sequenced wherever possible.
9. The major must meet the following "Objectives of a Major" by demonstrating that it provides:
 - A. Knowledge of the disciplines' contents and methods, including their
 1. Historical and philosophical background
 2. Range of subject matter

3. Central principles
4. Generally accepted unifying perspectives (theories, laws, methods, systems, and models)

Implementation of #9A:

Take a concentration of courses in one of the focal disciplines to develop a unifying perspective; take a balance of introductory and advanced courses in each focal discipline of the major in addition to the Senior Seminar; take a philosophy or research methods course related to the focal discipline(s).

- B. Continuing development of skills related to the discipline's content
1. Acquire information for producing creative projects
 2. Analyze, synthesize, and evaluate primary source material
 3. Write and speak critically and creatively
 4. Prepare for advanced study and/or a career

Implementation of #9B:

The proposal should identify the specific courses where each of these objectives will be met.

- C. Values relating the discipline to worldview perspectives.
1. Relate discipline-specific knowledge to other areas of inquiry.
 2. Apply ethical guidelines to discipline-specific activity
 3. Relate discipline-specific content to Christian faith
 4. Use discipline-related information in providing service to one's community.

Implementation of #9C:

The proposal should have the following three components:

- (a) Complete a creative product which demonstrates integration and synthesis of material from at least two disciplines.

and

- (b) Complete an extended paper/project which demonstrates the application of ethical guidelines and the integration of faith in relationship to the focal disciplines of the interdisciplinary major. This paper may be a part of the Senior Seminar requirement but must be guided and read/graded by at least two faculty members who teach in different focal disciplines related to the major.

and

- (c) Complete an advisor-approved service project that demonstrates fulfillment of objective #C4 above.

Language and Literature

The Language and Literature department provides courses in writing, language, and literature. The primary aim of the department is to promote the acquisition of language skills for self-expression, intellectual discourse, and literary appreciation and by these means to be one of the pillars of liberal education. The department encourages students to accept responsibility for their use of language and to teach themselves to write with clarity and force, read with critical understanding and appreciation, and think with awareness, discipline and flexibility.

The English major helps prepare students for careers in business, education, and public service, and for graduate study in fields like the ministry, law, business, government, public relations, and journalism, as well as for advanced academic study in English. The Department of Language and Literature cooperates in certifying teachers of English in secondary schools.

ENGLISH MAJOR (BA)

Language:

LL243	English Grammar	3 credits
LL212	Creative Writing	or
LL315	Advanced Composition	3 credits
LL344	Language Studies	3 credits
		Subtotal: 9 credits

Literature:

LL151	Introduction to Literature	3 credits
LL380	Literary Criticism	3 credits
LL473	Introduction to Shakespeare	3 credits
LL498/499	Senior Seminar	3 credits

Four of the following:

LL166	American Literature II	3 credits
LL251	World Literature I	3 credits
LL252	World Literature II	3 credits

LL366	Major American Authors	3 credits
LL376	Selected British Authors	3 credits
LL379	British Literature II	3 credits

Two of the following:

LL254	Film as Literature	3 credits
LL354	Modern Drama	3 credits
LL453	Poetry	3 credits
LL455	History of the Novel in English	3 credits

Electives:

Any two approved Language and Literature classes	6 credits
	Subtotal: 36 credits
	Total: 45 credits

ENGLISH MINOR

Core Requirements:

LL166	American Literature II	3 credits
LL251	World Literature I or	
LL252	World Literature II	3 credits
LL315	Advanced Composition or	
LL212	Creative Writing	3 credits
LL379	British Literature II	3 credits
	Subtotal: 12 credits	

Electives - Any four of the following courses:

LL344	Language Studies	3 credits
LL366	Major American Authors	3 credits
LL376	Selected British Authors	3 credits
LL453	Poetry	3 credits
LL455	History of the Novel in English	3 credits
LL473	Introduction to Shakespeare	3 credits
CT351	History of the Theatre or	
	Any other approved Language and Literature course	3 credits
	Subtotal: 12 credits	
	Total: 24 credits	

Students minoring in English must have their programs approved by the Language and Literature Department during the junior year.

GREEK MINOR

LL230	Introduction to Greek New Testament I	or	
	Demonstrated proficiency		3 credits
LL232	Introduction to Greek New Testament II	or	
	Demonstrated proficiency		3 credits
LL251	World Literature I*		3 credits
LL330	New Testament Greek Reading I		3 credits
LL332	New Testament Greek Reading II		3 credits
LL344	Language Studies*		3 credits
LL391	Independent Study in Greek		3 credits
HI101	History of World Civilization I*		3 credits
			Total: 18 credits

*Students should complete one of the 3 courses listed or an alternate course approved by their advisor.

ENGLISH EDUCATION LICENSURE (6-12)

Requirements for the English Major Subtotal: 45 credits

Must also include these courses:

LL254	Film as Literature	3 credits
LL256	Child and Adolescent Literature	3 credits
LL315	Advanced Composition	3 credits
LL415	Methods for Teaching English	3 credits
Total: 54-62 credits		

Strongly recommended:

LL212	Creative Writing	3 credits
CT209	Mass Media Writing	3 credits

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

ENGLISH - SECOND FIELD ENDORSEMENT (6-12)

The candidate for second field endorsement in English must have licensure in Speech Communication and Theatre Arts. For a Second Field endorsement in English, the candidate is not required to take Methods for Teaching English.

LL166	American Literature II	3 credits
LL251	World Literature I	or
LL252	World Literature II	3 credits
LL256	Child and Adolescent Literature	3 credits
LL315	Advanced Composition	3 credits
LL344	Language Studies	3 credits
LL366	Major American Authors	3 credits
LL376	Selected British Authors	3 credits
LL379	British Literature II	3 credits
LL453	Anatomy of Poetry	or
LL455	History of the Novel in English	3 credits
LL473	Introduction to Shakespeare	3 credits
		Total: 30 credits

English Course Descriptions:

LL095 Basic Writing 3 credits

Develops basic skills in clear and appropriate expression in varied writing situations according to the standards of written English. Prepares students with an ACT in English of 18 or below and/or a score of 5 or below on the Compass Writing test for college level writing. Does not meet General Education English requirement and will not count toward the 124 credits required for graduation.

LL101 College Composition I 3 credits

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

- LL102 College Composition II** **3 credits**
Continues work of Composition I, adding practice in argument and persuasion and other rhetorical techniques. Requirements include preparation of a research paper from library sources. Continues work on diction, usage, and sentence structure. Prerequisite: LL101 with at least C-. (Spring)
- LL151 Introduction to Literature** **3 credits**
Samples a variety of fiction, drama, and poetry concerned with themes of recurring interest in the world's literature. Considers how literature should be read and tries various approaches to reading and writing about literature. (Interterm/Spring)
- LL166 American Literature II** **3 credits**
Survey of American literature and literary movements since the Civil War with emphasis on critical analysis of fiction and poetry. (Spring/Odd Years)
- LL212 Creative Writing** **3 credits**
Study of some basic techniques of original composition and practice in writing fiction, verse, and dialogue. (Spring/Even Years)
- LL243 English Grammar** **3 credits**
Introduction to traditional English grammar with elements of structural and transformational grammar. (Fall/Odd Years)
- LL251 World Literature I** **3 credits**
An introduction to some of the Great Books of the Western and non-Western worlds, from the ancient to the late-medieval period. Includes such classics as Epic of Gilgamesh, the Bible, the Odyssey, Plato's dialogues, the Quran, the Bhagavad-Gita, Rumi and Dante. Prerequisite: sophomore standing or instructor permission. (Fall/Odd Years)
- LL252 World Literature II** **3 credits**
A continued survey of great works from the early-modern to the twentieth century. The focus will be both interdisciplinary and cross-cultural, and will cover some of the most interesting writers of the past 500 years such as Petrarch, Basho, Pascal, Goethe, Darwin, C.S. Lewis, Pablo Neruda, Kafka, and Alan Paton. Prerequisite: sophomore standing. (Spring/Even Years)
- LL254 Film as Literature** **3 credits**
An analytical and reflective study of some of the most significant movies of this past century. This course will be a holistic focus upon not just film technique, critical theory, and history, but also upon the communal, ethical, and spiritual

dimensions of watching movies. Does not meet the general education requirement for literature. (Spring/Odd Years)

LL256 Child and Adolescent Literature (ED256) 2 credits
Study of traditional and modern literature for children and adolescents. Does not meet the general education requirement for literature. (Spring)

LL315 Advanced Composition 3 credits
Study of the techniques of good expository writing with attention to the development of prose style in practical academic writing situations. (Writing Intensive.) (Spring/Odd Years)

LL344 Language Studies 3 credits
Investigation of the history of languages, particularly the development of English, with some attention to dialects, semantics, etymology and general linguistics. (Fall/Odd Years)

LL354 Modern Drama 3 credits
American, English, and European drama from Ibsen to the present. Approaches drama as literature, looking at such technical elements as plot, point of view, symbolism, characterization, and theme. Meets general education requirement in Literature. (Writing Intensive.) (Fall/Even Years)

LL366 Major American Authors 3 credits
Critical reading of a few major American authors from the Colonial to Civil War periods, and study of the corresponding literary and intellectual movements. Emphasizes Emerson, Thoreau, Hawthorne, and Melville. (Writing Intensive.) (Spring/Odd Years)

LL376 Selected British Authors 3 credits
Careful reading of some of the masters of British literature, such as Chaucer, Spenser, Milton, and Donne. (Writing Intensive.) (Spring/Odd Years)

LL379 British Literature II 3 credits
Survey of British literature of the Romantic and subsequent periods with emphasis on poetry. (Writing Intensive.) (Fall/Even Years)

LL380 Literary Criticism 3 credits
An historical overview and practical introduction to literary theory and criticism. Students will practice applying major critical paradigms to poems and prose works. Designed primarily for majors, who will apply what they learn in classes at Sterling College and in graduate school. Theory may be of interest to students in some

other majors. Addresses some Secondary English licensure standards. (Fall/Even Years)

LL396 Writing Internship **up to 3 credits**
An opportunity for selected students to earn credit for writing experiences, usually in a job setting. Open only to upper division students who have made application and been accepted during the previous semester. (As needed)

LL398 Directed Readings **1-2 credits**
With permission, English majors may do individual reading for credit. Limited to two semester hours credit in any one semester and cumulative total of four semester hours. (As needed)

LL453 Poetry **3 credits**
Careful reading and analysis of Biblical, classical, medieval, and modern poetry. Attention will focus on what type of thing poetry is (from epic to lyric), how it differs from prose, and how poetical language can be altered or “lost in translation.” (Writing Intensive.) (Fall/Odd Years)

LL455 History of the Novel in English **3 credits**
Careful reading of several British and American Masterpieces of fiction from the eighteenth century to the present day, with attention to the history and development of the novel and the background of the authors, and more detailed examination of themes and techniques represented in the works studied. (Writing Intensive.) (Spring/Even Years)

LL473 Introduction to Shakespeare **3 credits**
Life and times of Shakespeare with an intensive study of selected tragedies, comedies and histories. (Writing Intensive.) (Spring/Even Years)

LL498 Senior Seminar I **2 credits**

LL499 Senior Seminar II **1 credit**

Designed to acquaint the Senior with current issues in the discipline and culture and with schools of literary criticism, and to suggest ways of integrating the field with Christian theology and values. Involves a research project and production of a major paper. (Writing Intensive.) (Fall for 2 credits, spring for 1 credit; or may be taken for 3 credits in the fall)

In addition to regularly scheduled courses that meet requirements of various programs, the Department also offers curriculum enrichment courses which also

meet the general education requirement in Literature. The following courses have been offered at various times on a rotating basis:

- LL 178 CS Lewis and His Friends**
- LL259 Monster Literature**
- LL261 Images of the Cowboy**
- LL263 The Lost Generation: Hemingway and Fitzgerald in Paris**

SPANISH

- LL121 Spanish I Conversational 3 credits**
- LL122 Spanish II Conversational 3 credits**

These courses are designed to introduce students to basic conversational Spanish and fundamentals of grammar, starting from the beginning and building increasing levels of competency. Reading and writing skills will be introduced. (Depending upon instructor availability)

GREEK

- LL230 Introduction to New Testament Greek I (TM230) 3 credits**
Equips students with a fundamental understanding of grammar, syntax and vocabulary of biblical Greek. (Fall/Odd Years)

- LL232 Introduction to New Testament Greek II (TM232) 3 credits**
Continuation of LL230 through the reading of the Johannine literature of the Bible. (Spring/Even Years)

- LL330 New Testament Greek Reading I (TM330) 3 credits**
Introduction to exegesis and textual criticism. Prerequisite: LL230 and LL232 or consent of instructor. (Fall/Even Years)

- LL332 New Testament Greek Reading II (TM332) 3 credits**
Continuation of LL330 through the translation of other Hellenistic Greek literature. (Spring/Odd Years)

Mathematics

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

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

MATHEMATICS MAJOR (BS)

With Emphasis in Applied Mathematics

MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA220	Calculus III	5 credits
MA240	Elementary Statistics	3 credits
MA330	Linear Algebra	3 credits
MA350	Differential Equations	3 credits
MA370	Introduction to Advanced Mathematics	3 credits
MA392	Mathematics Service	1 credit
MA450	Numerical Analysis	3 credits
MA490	Seminar in Mathematics	1 credit
CS150	CIS I	3 credits
PH211	Physics II *	5 credits
Any three of the following math electives:		9 credits
CS250	CIS II	
MA 390	Special Topics**	
MA410	Probability Theory	
MA420	Modern Algebra	
MA470	Advanced Calculus	

Total: 49 credits

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

** MA390 may be repeated with departmental consent.

MATHEMATICS MAJOR (BS)

With Emphasis in Education 6-12

MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA220	Calculus III	5 credits
MA240	Elementary Statistics	3 credits
MA245	Apprenticeship – Mathematics	2 credits
MA330	Linear Algebra	3 credits
MA370	Introduction to Advanced Mathematics	3 credits
MA355	History of Mathematics	2 credits
MA392	Mathematics Service	1 credit
MA410	Probability Theory	3 credits
MA420	Modern Algebra	3 credits
MA490	Seminar in Mathematics	1 credit
CS150	CIS I	3 credits
PH211	Physics II *	5 credits
ED467	Methods of Teaching Secondary Math	3 credits
		Total: 47 credits

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

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

MATHEMATICS MINOR

MA200	Calculus I	5 credits
MA210	Calculus II	5 credits
MA240	Elementary Statistics	3 credits
Any 6 additional credits from mathematics courses numbered 200 or above		6 credits
		Total: 19 credits

Mathematics Course Descriptions:

MA108 Contemporary Mathematics 3 credits

This course is designed to provide the opportunity to understand mathematics and mathematical processes for both prospective teachers as well as the general liberal arts students. Topics covered include logic, sets, counting, probability, statistics,

finance, and geometry. For non-majors only. Prerequisite: ACT math score of at least 21 or satisfactory score in math placement test. (Fall)

MA110 College Algebra 3 credits

This course is a detailed study of functions and their graphs. Topics covered include linear and quadratic equations, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants. Not open to students who have passed MA150 with a C- or better. Prerequisite: ACT math score of at least 21 or satisfactory score in math placement test. (Fall/Spring)

MA109A College Algebra with Review I 3 credits

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

MA109B College Algebra with Review II 3 credits

This course is a detailed study of functions and their graphs. It is the second part of a two course sequence which in its entirety is equivalent to MA110 College Algebra. Topics covered include linear and quadratic equations, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants. Not open to students who have passed MA150 with a C- or better. Prerequisite: MA109A with a C- or better (Spring)

MA115 Introduction to Analytic Geometry (Trigonometry) 3 credits

The study of trigonometric functions which includes right triangles, identities, graphs, trigonometric equations, trigonometric inverse functions, oblique triangles, and complex numbers. Prerequisite: MA110. (Fall/Even Years)

MA150 Pre-Calculus 5 credits

The study of polynomial, rational, exponential and trigonometric functions, equations, and inverse functions; plane analytic geometry; introductory vectors; conic sections; curve sketching; complex numbers. Prerequisite: ACT math score of at least 21. (Fall)

- MA200 Calculus I** **5 credits**
Covers functions, limits and continuity, differentiation and integration of algebraic, logarithmic, exponential, and other transcendental functions and applications of differentiation and integration. Prerequisite: MA150 with C- or better, or satisfactory score in pre-calculus placement test. (Spring)
- MA210 Calculus II** **5 credits**
Covers integration techniques, sequences and series, conics, parametric equations, polar coordinates, vectors, and the geometry of space. Prerequisite: MA200. (Fall)
- MA220 Calculus III (Multivariable)** **5 credits**
This course covers functions of several variables, partial derivatives, multiple integrals, vector calculus, line integrals and vector fields. Prerequisite: MA210. (Spring)
- MA240 Elementary Statistics** **3 credits**
Fundamental concepts and procedures of descriptive statistics, including frequency distributions and their graphical representation, measure of central tendency, measures of variability and simple linear regression. Also covers elementary probability, discrete and continuous probability distributions, sampling theory, and inferential statistics including estimation and hypothesis testing. Prerequisite: MA108, MA110, MA150, or ACT math score of at least 23. (Spring)
- MA245 Apprenticeship in Mathematics** **2 credits**
Provides practical experience in teaching and administration in mathematics and mathematics content for grades 6-12. Prerequisite: ED219. (Spring/Interterm)
- MA330 Linear Algebra** **3 credits**
Study of systems of linear equations, matrices, determinants, linear dependence, vectors, vector spaces, inner product spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: MA210. (Fall/Even Years)
- MA340 Modern Geometry** **3 credits**
A survey course that includes selected topics in Euclidean and non-Euclidean geometry, projective geometry, transformation geometry and foundations of geometry. (Writing Intensive.) Prerequisite: MA210. (Spring/Odd Years)
- MA350 Differential Equations** **3 credits**
Separable differential equations, homogeneous and non-homogeneous linear differential equations, initial value and boundary value problems, Laplace

Transforms, and numerical methods. Prerequisite: MA220. MA330 recommended.
(Fall/Odd Years)

MA355 History of Mathematics 2 credits

A study of the historical development of modern mathematical ideas and the contributions of major mathematicians and different cultures to these ideas. Also examines the role of mathematics in culture and society. Prerequisite: MA200 or permission. (Fall/Even Years)

MA360 Mathematics of Finance 3 credits

Finance-based mathematics course including annuities, yield rates, sinking funds, bonds, risk analysis, and regression analysis. Prerequisites: MA210, MA240.
(Spring/as needed.)

MA370 Introduction to Advanced Mathematics 3 credits

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

MA390 Special Topics 1-3 credits

Topics related to specific subjects within the field of mathematics not taught in the regular curriculum. Prerequisites: consent of instructor and Junior standing. (As announced.)

MA392 Mathematics Service 1 credits

Students provide assistance to the college, a local church, school, or non-profit organization in mathematics related areas such as: installation and evaluation of mathematical software, tutoring or assisting the teaching of developmental mathematics for one semester, or tutoring GED candidates in mathematics. Students gain hands-on experience while providing a service for local institutions. The purpose of this course is to further the college goal of producing servant leaders. Prerequisite: Junior standing. (Spring/Interterm)

MA395 Independent Study 1-3 credits

In-depth study of a current topic of interest in mathematics. A learning contract will specify the nature and the terms of the agreement between student and instructor. It may include a formal presentation and paper submitted to the department or to a professional organization. Prerequisite: junior standing. (As announced.)

MA410 Probability Theory**3 credits**

A study of the mathematical basis of probability theory, including sample spaces, elementary theorems of probability, random variables, distributions, moments and their generating functions, conditional and marginal distributions, and the Central Limit Theorem. Prerequisites: MA210 and MA240. (Fall/Odd Years)

MA420 Modern Algebra**3 credits**

A study of groups, rings, integral domains, and fields. Attention will be given to the real number system and its subsystems and applications of algebra. (Writing Intensive.) Prerequisites: MA330 and MA370. (Spring/Odd Years)

MA450 Numerical Analysis**3 credits**

Approximation of roots of equations, interpolation, numerical differentiation and integration, and the numerical solution of first order ordinary differential equations. Prerequisite: MA220 (Spring, Odd Years)

MA470 Advanced Calculus**3 credits**

Covers the calculus of Euclidean space including the standard results concerning the Real and Complex number systems, basic topology, numerical sequences and series, and continuity. Prerequisites: MA220 and MA370. (Spring/Even Years)

MA490 Seminar in Mathematics**1 credit**

Students prepare a paper on a mathematics or mathematics education topic and give an oral presentation to the seminar group. Students must attend all these presentations and other mathematics seminars by industry and education experts that occur during the semester. Prerequisite: Senior standing in the math major. (Fall/Interterm)

Music

The music department provides curriculum that prepares students for a variety of career options and graduate studies. Two major degree tracks and a minor are offered: Bachelor of Arts (B.A.) in Music, Bachelor of Science (B.S.) in Music Education, and the Music minor. In addition, there are two emphases available with the B.A. degree: Sacred Music and Piano Pedagogy. Completion of the Music Education degree prepares the student for the Kansas State Teacher Licensure process to teach Music (both instrumental and vocal) PreK-12. Music Education majors must complete the general education curriculum, the music education curriculum, and the professional teacher education curriculum. The Music major

(B.A.) or minor combines well with a number of different majors on campus, such as Communications and Theatre Arts, Business, Christian Education, Religion and Philosophy, or the Social Entrepreneurship minor.

Careers in music may include any of the following: arts management, arranging and recording, music sales or instrument repair, church music ministry, performance, elementary and secondary teaching, private music instruction, and music therapy. Individuals who wish to pursue a career in music therapy will need to complete graduate studies in an accredited music therapy program and fulfill professional licensing requirements. Students wishing to pursue specific careers, such as music therapy, should notify their advisor so that the appropriate course work outside the music curriculum may be recommended.

All Music and Music Education majors are required to join the Sterling College student chapter of MENC (Music Educators National Conference). Attendance at the annual February state level conference (KMEA) in Wichita is encouraged for all music majors. Students may choose to join additional professional organizations such as KMTA, KBA (Kansas Band Association), ACDA (American Choral Directors Association), and NATS (National Association for Teachers of Singing). State, regional, and national conferences are held for professional organizations.

MUSIC MAJOR (BA)

Music Core Requirements (for both BA and BS):

MU111-214	Music Theory I-IV	12 credits
MU170-477	Private Lessons [^]	12 credits
MU258	Aural Skills Proficiency*	0 credits
MU260	Piano Proficiency+	0 credits
MU261	Music Seminar/Concert Attendance	0 credits
MU285 or 288	Large Ensemble	8 credits
MU333	Conducting	2 credits
MU354-355	Music History and Literature I-II	6 credits
MU479	Senior Recital/Senior Project	0 credits
	Subtotal:	40 credits

[^]Students pursuing a Sacred Music emphasis must enroll for a 1-credit hour lesson during their first four semesters, and a two-credit hour private lesson during their final four

semesters. All other majors are required to enroll in a two-credit hour private lesson throughout their degree program (except Music Education student teachers.)

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

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

Applied Instrumental or Vocal Emphasis

In addition to the Music Core:

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

Subtotal: 12-14 credits

Total with Music Core: 52-54 credits

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

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

Piano Performance and Pedagogy Emphasis:

In addition to the Music Core:

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

Subtotal: 20 credits

Total with Music Core: 60 credits

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

Sacred Music Emphasis:

In addition to the Music Core:

MU178	Class Voice	1 credit
MU317	Arranging	2 credits
MU335	Choral Methods	3 credits
MU359	Hymnody	2 credits
MU440	Worship Arts	3 credits
MU480	Internship	2 credits
TM260	Contemporary Trends in Worship	3 credits
TM328	Biblical Foundations and Theology of Worship	3 credits

Subtotal: 19 credits

Total with Music Core: 59 credits

MUSIC EDUCATION PreK-12 (BS)

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

In addition to the Music Core:

MU201	Field Experience in Music Education	2 credits
MU170-477	Private Lessons*	2-4 credits
MU178	Class Voice	1 credit
MU243B	Elementary Music Methods	3 credits
MU249A	Woodwind Methods	1 credit
MU249B	Brass Methods	1 credit
MU249C	Percussion Methods	1 credit
MU249D	String Methods	1 credit
MU286/MU287	Small Ensemble*	2 credits
MU317	Arranging	2 credits
MU335	Secondary Choral Methods for the Classroom	3 credits
MU336	Secondary Instrumental Methods for the Classroom	3 credits

Subtotal : 22-24 credits

Total with Music Core: 62-64 credits

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

MUSIC MINOR

MU111	Music Theory I	3 credits
MU112	Music Theory II	3 credits
MU170-470	Private lessons (4 semesters)	4 credits
MU261	Music Seminar/Concert Attendance (4 semesters)	0 credits
MU285 or 288	Large Ensemble (4 semesters)	4 credits
MU333	Conducting	2 credits
MU354	Music History and Literature I	3 credits
MU355	Music History and Literature II	3 credits
		Total: 22 credits

Music Course Descriptions:

MU100 Music Appreciation 3 credits

The course is designed for non-major students and stresses awareness of musical elements as an aid to perceptive listening. Western art music from the Middle Ages through modern periods is the prime vehicle of study. Study also includes ethnic music of many cultures. Origins, relationships to other art forms, and interdisciplinary relationships are also explored.

MU108 Aural Skills I (Fall) 1 credit

MU109 Aural Skills II (Spring) 1 credit

MU208 Aural Skills III (Fall) 1 credit

MU209 Aural Skills IV (Spring) 1 credit

Aural Skills is the development of sight singing and dictation skills through exercises in melody, harmony, and rhythm. The purpose of this course sequence is to develop the student's ability to look at a piece of music, hear it internally, and sing it; or after hearing it, to be able to transcribe it. Prerequisite: Each course requires successful completion of the previous level at a minimum of 70%.

MU111 Music Theory I 3 credits

Music fundamentals, including the written study of music notation, simple and compound meters, major and minor scales, simple intervals, diatonic triads, and triad function. (Fall)

MU112 Music Theory II 3 credits

Written study of four-part diatonic harmony, inversions, harmonic motion and normal progression. Prerequisite: MU111. (Spring)

MU170, 270, 370, 470 Private Woodwind Lessons *	1-2 credits
Flute, Clarinet, Oboe, Bassoon, Saxophone	
MU171, 271, 371, 471 Private Brass Lessons *	1-2 credits
Trumpet, Trombone, Lower Brass, Horn	
MU172, 272, 372, 472 Private Percussion Lessons *	1-2 credits
MU173, 273, 373, 473 Private String Lessons *	1-2 credits
Guitar, Violin, Viola	

Private instrumental lessons include breathing (where applicable) and study of technique, working toward proficiency sufficient to interpret representative works of the past and present.

MU174, 274, 374, 474 Private Piano Lessons *	1-2 credits
Private piano lessons are tailored to the individual's background and will include literature by composers of the Baroque, Classical, Romantic, and Twentieth Century eras, as well as hymns or hymn settings, technique, sight-reading, and other activities deemed appropriate. Purchase of selected books and materials is required. Instructor Permission required.	

MU175B Class Piano I (Fall)	1 credit
MU175C Class Piano II (Spring)	1 credit
MU275B Class Piano III (Fall)	1 credit
MU275C Class Piano IV (Spring)	1 credit

Designed specifically for Music and Music Education majors to help them complete MU260 Piano Proficiency (0 credit). Individuals must interview directly with the piano faculty to determine the class in which they should enroll and must enroll until the Piano Proficiency is successfully completed. MU260 must be passed prior to the semester of the Senior Recital/Project. Prerequisite: Successful completion of the previous level.

MU177, 277, 377, 477 Private Voice Lessons *	1-2 credits
Instruction for voice building and strengthening through proper breath control, tone production, and use of articulation. Study of song interpretation, poise, balanced repertoire, and communication skills.	

** In addition to tuition, a private lesson fee is charged. See Schedule of Charges, page 10.*

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

MU201 Field Experience in Music Education 2 credits

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

MU213 Music Theory III 3 credits

Written study of four-part harmonic motions including all diatonic seventh chords, non-chord tones, cadences, phrases and periods. Prerequisite: MU112. (Fall)

MU214 Music Theory IV 3 credits

Explores the written and aural Fundamentals of Music theory, focusing on the literature of the Classical, Romantic, Post-romantic, Impressionistic, Early Twentieth Century, and Modern periods. Prerequisite: MU213.

MU243A Elementary Music Methods for the Non-Music Major 2 credits

A study of music curriculum, materials, and teaching techniques for the development of experiences which contribute to children's understanding of music in the elementary school. This course is for the Elementary Education major.

MU243B Elementary Music Methods 3 credits

This course is designed to present an introduction to the general music program in a K-6 setting. Its purpose is to acquaint prospective music educators with the elementary music student, content, materials, management, and methods of instruction. Prerequisites: ED195 and ED219.

MU249A Woodwind Methods (Fall, Odd Years) 1 credit

MU249B Brass Methods (Spring, Even Years) 1 credit

MU249C Percussion Methods (Spring, Odd Years) 1 credit

MU249D String and Guitar Methods (Fall, even years) 1 credit

Instrumental methods courses concentrate on essential information, hands-on experience, and teaching each instrument. Developing ability to transpose on musical instruments at sight is stressed. Fundamentals are covered and applied in performance. Pedagogy is stressed with attention to trouble-shooting and problem-solving in light of fundamentals and correct playing skills. Reflex development approach to skills is taught along with methods and materials. Includes instrument maintenance and basic repair.

MU257 Advanced Keyboard Skills**2 credits**

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

MU260 Piano Proficiency**0 credit**

Study of scales, classical literature, improvisation, transposition, and sight-reading. This requirement can be fulfilled in one of two ways: private piano lessons or MU175/275 Class Piano. The private piano instructor(s) supervise all majors in this area. Registration in this course should occur when the student is ready to complete the proficiency requirements. MU260 MUST be passed prior to the semester of the Senior Recital/Project.

MU261 Music Seminar/Concert Attendance**0 credit**

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

MU285 Choral Ensembles**1 credit**

MU285 (A) – The Sterling Chorale serves as the primary choral performing ensemble of the institution. Students will audition for this ensemble and it will represent Sterling College on several small tours (out and back the same day) throughout the fall semester and one large tour in the spring semester. International travel will occur at least once every four years.

MU285 (B) – The Concert Choir is an open ensemble, and any Sterling College student will be allowed to participate. The choir will perform both on and off-campus several times throughout the academic year. Incoming freshman and students new to the music program will join this choir during their first year at Sterling College.

MU286 Instrumental Ensemble**0.5 credit**

Small mixed ensembles performing chamber, percussion, and jazz music. These groups service the campus and local churches. Ensembles offered are contingent

on student interest and may include Percussion Ensemble, Flute Choir, Chamber Ensemble and Athletic (Pep) Band.

MU287 Highland Singers 0.5 credit

Opportunity for participation in a smaller vocal ensemble. Currently, the Highland Singers serve the college, churches, and schools by making three mini-tours each year. Must be a member of the Sterling Chorale to audition.

MU288 Community Concert Band 1 credit

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

MU291 Independent Study 1 credit

By consent of instructor and department chair. Prerequisites: completion of all required course work in the subject area.

MU317 Arranging 2 credits

Application of music theory to practical aspects of writing for various combinations of voices/instruments. Instrumental and choral ranges, transposition, various clefs, and particular idioms and problems will be presented and practiced. (Writing Intensive.) Prerequisite: MU112.

MU321 Piano Literature I 3 credits

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

MU322 Piano Literature II 3 credits

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

MU333 Conducting 2 credits

Beginning conducting includes study and mastery of the mechanics of conducting: patterns, attacks, releases, phrasing, left hand techniques, tempo, mood, and other

interpretive considerations that are directly conveyed through the conducting gesture with and without the baton, utilizing both choral and instrumental scores.

MU335 Choral Methods for the Classroom 3 credits

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

MU336 Instrumental Methods for the Classroom 3 credits

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

MU340 Supervised Teaching 3 credits

This course will be offered to piano majors who are interested in learning to teach piano lessons. They will teach one or two piano students each semester, will video tape the lessons and write a critique for departmental review. Departmental faculty will observe each lesson and meet on-on-one to discuss teaching techniques.

MU342 Vocal Pedagogy and Literature 3 credits

An examination and evaluation of methods and literature used for teaching voice at all levels. A study of teaching techniques through both observation and teaching of private students. Designed to give students a practical working knowledge of a profession that is in demand. Prerequisite: Junior or senior standing, minimum of four semesters of private voice lessons, and consent of instructor.

MU354 Music History and Literature I 3 credits

A detailed study of composers, genres, forms, and cultural values that shaped music during the Ancient, Medieval, Renaissance, and Classical eras. (Writing Intensive.)

MU355 Music History and Literature II 3 credits

A detailed study of the styles, forms, personalities, and cultural values that shaped music from the 1800s until the present. (Writing Intensive.)

MU359 Hymnody 2 credits

This course will cover the historical developments of hymnody in the church, especially as it can be traced in Protestantism. Special emphasis will be placed on important composers, religious movements, and events that played a vital role in the development of congregational music. Attention will be given to theological and musical aspects of hymnody, as well as to modern and contemporary issues surrounding the subject.

MU379 Junior Recital 0 credits

Students pursuing a BA in music with an emphasis in performance must perform a 40 minute recital in the spring semester of their junior year. Students must enroll in two credits of private lessons during the semester prior to, and the semester of, the recital.

MU391 Independent Study 2 credits

Similar to MU291 but with even more in-depth study. Prerequisite: MU291

MU440 Worship Arts 3 credits

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

MU451 Piano Pedagogy I 3 credits

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

MU452 Piano Pedagogy II 3 credits

This course deals primarily with adult and intermediate level piano instruction. Intermediate level repertoire will be discussed at length, as will the teaching of

technique and functional musicianship skills to intermediate level students. Various adult methods and group piano texts will be analyzed, followed by a discussion of appropriate teaching techniques. The semester will conclude with an in-depth discussion of learning theories, professional organizations, and competitions. (Writing Intensive.)

MU479 Senior Recital /Senior Project 0 credits

Students pursuing a BA in music with an emphasis in performance must perform a 50-minute senior recital in the spring of their senior year. Students seeking a BS in music education must perform a 30-minute recital during their senior year (not while student teaching). All students must enroll in two credits of private lessons during the semester prior to and the semester of the recital. Students pursuing a BA in music with an emphasis in other areas, such as composition with a composer's project or ministry with a church internship, must fulfill the Senior Project in consultation with the department chair.

MU480 Internship - Music Ministry Practicum 2 credits

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

Physics

Physics courses supplements the requirements for general education and certain majors and minors. There is no Physics major, minor, or Education Licensure.

Physics Course Descriptions:

PH108 Introduction to Physical Science 3 credits

A survey course in physical science which meets the general education requirement for physical science. A broad range of topics will be discussed, including the scientific method of problem solving, astronomy, heat, machines, electricity, waves, chemical reactions, meteorology, and the future (and past) of science. This is a non-lab course and does not meet the physical science course requirement for biology or chemistry education. (Spring)

- PH110 Physical Science 5 credits**
An integrated course covering aspects of physics, chemistry, Earth science, and astronomy. Meets one of the general education requirements for a lab science. This course meets twice a week in a lecture/lab setting. (Fall)
- PH210 Physics I 5 credits**
An introduction to the concepts and application of physical laws of physical systems. The first course includes an introduction to mechanics and thermodynamics. Four lecture classes and one laboratory session per week. Prerequisite: MA150. (Fall)
- PH211 Physics II 5 credits**
A continuation of PH210. Topics include an introduction to wave phenomenon, sound, electricity, and magnetism. Prerequisite: PH210. (Spring)
- PH212 Physics III 4 credits**
A continuation of PH211. Topics include optics, electromagnetic radiation, and relativity. Prerequisite: PH211. (As announced.)
- PH220 Applications of Calculus to Physics I 1 credit**
An addition to PH210 for students wishing to take a five-hour Engineering Physics course. Meets one hour, one day per week. Concurrent enrollment in PH210 required. Prerequisite: MA200. (As announced.)
- PH221 Applications of Calculus to Physics II 1 credit**
An addition to PH211 for students wishing to take a five-hour Engineering Physics course. Meets one hour, one day per week. Concurrent enrollment in PH211 required. Prerequisite: MA200. (As announced.)
- PH394 Directed Readings in Earth and Space Science 1-3 credits**
Prerequisite: Junior standing or consent of instructor. (As announced.)

Theology and Ministry

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

THEOLOGICAL STUDIES MAJOR (BA)

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

Core Requirements:

TM230	Introduction to New Testament Greek I and	3 credits
TM232	Introduction to New Testament Greek II	3 credits
OR		
TM203	Learning to Read Hebrew I and	3 credits
TM204	Learning to Read Hebrew II	3 credits
TM281	Church History and Missions I	3 credits
TM282	Church History and Missions II	3 credits
TM286	Research Methods	1 credit
TM348	Biblical Hermeneutics	3 credits
TM392	Service Component	1 credit
TM471	Apologetics	3 credits
TM484	Contemporary Christian Thought	3 credits
TM499	Senior Thesis	2 credits
Electives:	Any additional four TM Department courses apart from the General Education requirements	12 credits Subtotal: 37 credits

Specialization: (choose one)

Biblical Studies

Language: Greek Reading I and Greek Reading II <i>or</i>	6 credits
Hebrew Exegesis and an Advanced OT elective	6 credits
New Testament Elective (200 level or above)	3 credits
Old Testament Elective (200 level or above)	3 credits
	Subtotal: 12 credits

Philosophy

TM231	Logic	3 credits
TM238	History of Philosophy	3 credits
TM470	Philosophy of Christian Thought	3 credits
TM439	Ethics	3 credits
	Subtotal: 12 credits	
	Total: 49 credits	

THEOLOGICAL STUDIES MINOR

A minor is also available in Theological Studies. Because this minor is specifically designed for each individual, no specific course list is required. The minor consists of any six TM courses apart from the General Education courses required for graduation, totaling at least 18 credits. Interested students should contact the Theology and Ministry department's chair for the planning of the minor. No more than three courses for this minor may be transferred in. The approved plan for the minor must be filed with the Registrar's office at the time of declaration.

CHRISTIAN MINISTRIES MAJOR (BA)

The Christian Ministries major at Sterling College challenges students practically as well as intellectually. The CM major is not only an exercise in academic rigor, it also explores our living faith in Jesus Christ and provides students with opportunities to serve. As a result, students in this program receive more than just a quality education; they embark upon four years of discipleship, experiencing growth in their personal devotional life and develop the skills necessary to serve as leaders. Five areas of concentration are available to the Christian Ministries major: Youth, Mission, Educational Leadership, Worship Leadership, and Urban Ministry. Students exiting this program will be prepared to assume leadership roles in churches, Christian schools, worship ministry, youth ministry, camps, para-church ministries, missions, missionary organizations, and Christian publishing companies, as well as pursue various avenues of graduate study. The training and placement of tomorrow's Christian leaders lies at the heart of the CM major and is the ultimate goal of the program.

Core Requirements:

TM214	Biblical Prophecy	or	
TM217	Wisdom Literature and Poetry		3 credits
TM245	Homiletics		3 credits
TM247	Instructional Bible Study		3 credits
TM254	Spiritual Formation		3 credits
TM272	Jesus	or	TM277 Paul
			3 credits
TM282	Church History and Missions II		3 credits
TM286	Research Methods		1 credit
TM348	Biblical Hermeneutics		3 credits
TM360	Internship in Christian Ministries		2-3 credits
TM392	Service Component		1 credit
TM439	Ethics		3 credits

TM466	Senior Project: Curriculum Design	or	
TM499	Senior Thesis		2 credits
			Subtotal: 30-31 core credits

Specialization Areas - Students must choose at least one of the following:

Youth Concentration:

ES253	Recreational Leadership	3 credits
CT263	Interpersonal Communication	3 credits
TM321	Adolescent Culture and the Gospel	3 credits
TM325	Theology of Family Life	3 credits
TM340	Gender and Ethnic Issues in Ministry	3 credits
TM357	Youth and Family Ministry	3 credits
Subtotal: 18 credits		

Educational Leadership Concentration (formerly Christian Education):

CT365	Gendered/Intercultural Communication	3 credits
TM120	Introduction to Christian Education	2 credits
TM279	Leadership and Administration	3 credits
TM340	Gender and Ethnic Issues in Ministry	3 credits
TM356	Children's Ministry	2 credits
TM357	Youth and Family Ministry	3 credits
Subtotal: 16 credits		

Mission (or Cross-Cultural) Concentration:

TM107	Cross Cultural Ministry (Missions trip required)	3 credits
TM263	Theology of Religions	3 credits
HI272	International Relations	3 credits
TM279	Leadership and Administration	3 credits
TM284	Introduction to Missions	3 credits
TM327	Doctrine of the Holy Spirit	3 credits
Any language course including Greek I or Hebrew I		3 credit
Subtotal: 21 credits		

Worship Leadership Concentration:

MU111	Music Theory I	3 credits
MU333	Conducting	2 credits
Private lessons or classes (1 semester Instrumental and 1 semester Vocal)		2 credits
TM260	Contemporary Trends in Worship	3 credits
TM321	Adolescent Culture and the Gospel	3 credits

TM327	Doctrine of the Holy Spirit	3 credits
TM328	Biblical Foundations and Theology of Worship	3 credits
		Subtotal: 19 credits

Urban Ministry Concentration:

TM107	Cross Cultural Ministry	3 credits
TM209	Urban Entry	3 credits
TM252	Urban Leadership	3 credits
TM322	Urban Ministry	3 credits
TM340	Gender and Ethnic Issues in Ministry	3 credits
TM358	Global Urbanization	3 credits
		Subtotal: 18 credits
		Total: 46-51 credits

CHRISTIAN MINISTRIES MINOR

A minor is also available in Christian Ministries. Because this minor is specifically designed for each individual, no specific course list is required. The minor consists of any six courses from the CM Core or concentration listings, apart from the General Education courses, totaling at least 18 hours. Interested students should contact the department’s chair for the planning of the minor. No more than three courses for this minor may be transferred in. The approved plan for the minor must be filed with the Registrar’s office at the time of declaration.

FAMILY STUDIES MINOR

Family Studies is designed to provide students with information about the family as a central unit in society. This information will be useful to students as they plan and develop their own nuclear family units and/or as they prepare to work in family services as volunteers or professionals.

Courses cover the following topics: the nuclear family, changes in the family, intra-family relationships, problems in the family, and Christian family values. Courses will present current data and trends about the family, applications of relevant principles, theories about the family in society, and research interpretation skills.

This program is supported by an endowed professorship that was established through the generosity of Margaret A. Newcomb in honor of her parents and family whose lives were motivated by their love of God, love of family, and love of

the arts and of learning. Christian Ministry majors wishing to earn a minor in this discipline must consult the department's chair.

Core Requirements:

BS225	Developmental Psychology	3 credits
TM325	Theology of Family Life	3 credits
		Subtotal: 6 credits

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

BU201	Microeconomics	3 credits
CT263	Interpersonal Communications	3 credits
TM321	Adolescent Culture and the Gospel	3 credits
TM357	Youth and Family Ministry	3 credits
TM394	Directed Readings (to explore a topic related to family)	3 credits
TM439	Ethics	3 credits
		Subtotal: 12 credits
		Total: 18 credits

Theology and Ministry Course Descriptions:

TM102 Introduction to the Old Testament 3 credits

This course examines the major themes of the Hebrew and Aramaic Scriptures through the study of selected passages, ranging from Genesis to Malachi. It provides an overview of the respective covenants of the Old Testament and its different genres. Meets the General Education requirement. (Every semester)

TM103 Introduction to the New Testament 3 credits

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

TM107 Cross-Cultural Ministry 1-3 credits

This course examines the area of the global interconnectedness of Christian ministry, exploring the challenges of multi-ethnic cultural diversity. The focus is on preparing students for cross-cultural ministry opportunities, in the United States and abroad. Through a theological and anthropological study of key dimensions of cultural differences, students are enabled to foster international relations and better avoid cross-cultural conflict. (Spring)

- TM120 Introduction to Christian Education** **2 credits**
This course provides an overview of Christian Education as a mission of the church. Foundations are laid for further study in the field and the student is encouraged to examine a variety of vocational options open to Christian educators. (Spring/Odd Years)
- TM203 Learning to Read Hebrew I** **3 credits**
Introduces students to the grammar, syntax, and vocabulary of Biblical Hebrew. Students will begin to read elementary texts from the Hebrew Old Testament scriptures. (Fall/Even Years)
- TM204 Learning to Read Hebrew II** **3 credits**
A continuation of the work started in Learning to Read Hebrew I, developing further skills in grammar, syntax, and vocabulary of Biblical Hebrew. Students will read a variety of Hebrew texts from the Old Testament. (Spring/Odd Years)
- TM209 Urban Entry** **3 credits**
Through a variety of teaching methods, this course prepares students for internships with the Denver Urban Semester by raising students' awareness of urban realities, their inner responses to these realities, and models of Christian response to urban issues. (Spring)
- TM214 Biblical Prophecy** **3 credits**
This course focuses on the background, content and purpose of the Old Testament prophets, coupled with some exposure to New Testament prophecy. Prerequisites: TM102 and Sophomore standing or consent of instructor. (Spring/Even Years)
- TM217 Wisdom Literature and Poetry** **3 credits**
This course is an introduction to the wisdom literature and poetry of the Old Testament. Particular attention is given to Psalms, Proverbs, Ecclesiastes, and Job. Prerequisites: TM102 and Sophomore standing or consent of instructor. (Spring/Odd Years)
- TM230 Introduction to New Testament Greek I (LL230)** **3 credits**
This course equips students with a fundamental understanding of grammar, syntax and vocabulary of biblical Greek. (Fall/Odd Years)
- TM231 Logic** **3 credits**
Introduces the student to the basic components of sound argumentation. Students explore the use and meaning of language in order to differentiate between cognitive and emotive responses to ideas. Employing principles of logic, the student will

learn to identify false logic, critique arguments, show proofs that are coherent and consistent, and use symbols and formulas of logic.

TM232 Introduction to New Testament Greek II (LL232) 3 credits

Continuation of TM230 equipping students with a fundamental understanding of grammar, syntax and vocabulary of biblical Greek. (Spring/Even Years)

TM238 History of Philosophy 3 credits

This course examines the development of philosophical thought from Socrates to the present. Reading and discussion of individual philosophers is compared and contrasted against the backdrop of a Christian perspective. Prerequisite: consent of instructor. (Fall/Odd Years)

TM245 Homiletics 3 credits

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

TM247 Instructional Bible Study 3 credits

Beginning at ground level, this course reviews the basic importance of individual Bible study with the aim of teaching others. Instruction and discussion develop three key steps to effective study: observation, interpretation, and application. (Fall/Even Years)

TM252 Urban Leadership 3 credits

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

TM253 Spirituality and Prayer 3 credits

This course enables students to take responsibility for their own spiritual growth and to empower others to do the same by introducing them to a variety of tools, both ancient and contemporary, used to foster spiritual growth. Prayer in its myriad forms is a central focus of the course. The learning environment will be practical and experimental as well as theoretical. (Fall/Odd Years)

TM254 Spiritual Formation 3 credits

This course prepares students for a ministry directed toward facilitating spiritual maturity. An emphasis is placed on spiritual formation of both minister and

congregation, and to their interrelatedness. Focused consideration is given to biblical principles and processes, including the teachings of Jesus and the work of the Holy Spirit, as well as to the dynamics of discipleship. Students will examine the process of spiritual formation in three movements: Upward (relationship with God), Inward (relationship to ourselves), and Outward (relationship to others). (Fall/Even Years)

TM260 Contemporary Trends in Worship 3 credits

This course examines contemporary trends in Christian worship. In a comparative study styles such as liturgical, traditional (hymn-based), revivalist, contemporary, charismatic, seeker-sensitive, blended, and emerging church worship styles are probed, valued, and discussed from a Trinitarian perspective. Students are expected to assess the broad scope of present-day approaches. (Fall/Even Years)

HI260 History of Monasticism 3 credits

See description under the History Department

TM263 Theology of Religions 3 credits

This course examines the major non-Christian religions of the world from a Christian perspective and probes the issue of the salvific uniqueness of Jesus Christ. (Spring, Even Years)

TM266 Basic Christian Doctrine 3 credits

This course considers the major tenets of the Christian faith, their biblical basis and present relevance to life. Topics such as God, revelation, angels, humanity, sin, Christ, the Holy Spirit, salvation, the Church, the sacraments, and the future are studied. Meets the General Education requirement. Prerequisites: TM102 and TM103 or consent of instructor. (Every semester)

TM272 Jesus 3 credits

A study of the different perspectives of the four gospel writers concerning Jesus and His ministry. Consideration is given to how and why the gospel writers wrote and to the “historical Jesus” debate. Prerequisites: TM103 and Sophomore standing or consent of instructor. (Fall/Odd Years)

TM277 Paul 3 credits

In this course, letters of the apostle Paul are examined with respect to their historical and literary context in order to determine their respective purposes. Prerequisites: TM103 and Sophomore standing or consent of instructor. (Fall/Even Years)

- TM279 Leadership and Administration** **3 credits**
 Attention is given to the spiritual qualities a Christian leader must possess, different leadership styles, and the recruitment and training of lay leaders for various ministries in the church (e.g. education, worship, pastoral, etc.). (Spring/Odd Years)
- TM281 Church History and Missions I** **3 credits**
 This course provides a chronological overview of the spread and progress of Christianity from Apostolic times up to the Protestant Reformation, with its doctrinal developments and missionary activities. (Fall/Odd Years)
- TM282 Church History and Missions II** **3 credits**
 This course continues a survey of the key figures and movements that have contributed to the spread and progress of Christianity from the Protestant Reformation to the present, with its doctrinal developments and missionary activities. (Spring/Even Years)
- TM284 Introduction to Missions** **3 credits**
 This course examines the biblical foundation of Christian mission, its history and practice. It focuses on communicating the Gospel of Jesus Christ in the contemporary world, incorporating the challenge of issues of culture, worldview, ethnicity, and different religions. (Fall/Even Years)
- TM286 Research Methods** **1 credit**
 This course is required for all TM and CM majors, as it exposes students to the research skills and methodologies needed to conduct significant and appropriate research in biblical and theological studies. (Spring)
- TM295 Topics** **1-3 credits**
 Specialized studies for various purposes. (As needed)
- TM321 Adolescent Culture and the Gospel** **3 credits**
 This course revolves around three sets of challenging questions: (1) What is the nature of culture, generally, and pop and youth culture more specifically? (2) How do the systems of contemporary culture affect young people in our society? (3) How can we keep track of all that is going on in youth culture and apply our information to ministry? This course attempts to raise students' professionalism, their ability to respond to the needs of young people, and their effectiveness in communicating the Gospel. (Spring/Even Years; Interterm)

TM322 Urban Ministry**3 credits**

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

TM325 Theology of Family Life**3 credits**

This course seeks to provide a biblical and theological understanding of the family. Through lecture, discussion, reading, personal reflection and research students are encouraged to see how their own understanding and experience of family and other related systems affect who they are and how they operate. This process, in turn, will equip the student to be more effective in serving people in the name of Jesus Christ in a variety of ministry settings. (Spring/Odd Years)

TM327 Doctrine of the Holy Spirit**3 credits**

This course examines the biblical teaching on the Third Person of the Holy Trinity and explores the development of the doctrine of the Holy Spirit in the history of the Christian church. The major focus will be on systematic-theological reflection as well as contemporary issues such as charismatic gifts, discernment, Spirit-baptism, and religious experience. Prerequisites: TM102, TM103, and TM266. (Spring/Even Years)

TM328 Biblical Foundations and Theology of Worship**3 credits**

This course explores the biblical and historical foundations of worship. Old Testament worship, New Testament worship, and teaching concerning the ministry of Christ as the leader of Christian worship are examined. (Fall/Odd Years)

TM330 New Testament Greek Reading I (LL330)**3 credits**

This course provides an introduction to New Testament Greek syntax, exegesis and textual criticism, focused on creating an outline of a passage to be used for teaching or preaching. Prerequisite: TM230 and TM232 or consent of instructor. (Fall/Even Years)

TM332 New Testament Greek Reading II (LL332)**3 credits**

This course is a continuation of TM330 through the reading of a variety of New Testament and early Christian texts. (Spring/Odd Years)

TM340 Gender and Ethnic Issues in Ministry 3 credits

This course examines issues of gender, ethnic, and socioeconomic diversity as it pertains to leadership and ministry in the church. Course discussions focus on theological and practical concerns relating to the role of women in the church, the relationships that leaders maintain with members of the opposite sex, and the dynamics and pertinence of promoting ethnic diversity within vocational ministry. (Spring/Odd Years)

TM348 Biblical Hermeneutics 3 credits

This course deals with the art of interpretation and the principles of interpretation of biblical genres. Genres include law, poetry, narration, epistles, Gospels, prophecy, apocalyptic writings, parables, wisdom, and songs. Prerequisites: TM102, TM103, and Sophomore standing. (Writing Intensive.) (Fall)

TM356 Children's Ministry 2 credits

This course considers the foundational years--including needs, interests, skills and abilities--of the children to whom we minister. It also examines instructional methods and teaching resources. (Spring/Odd Years)

TM357 Youth and Family Ministry 3 credits

This course exposes students to various youth ministry models and introduces them to the practical, administrative duties that an effective youth minister must perform. Students will develop their own philosophical paradigm for ministering to youth. Sociological concerns, especially linked to issues of family dynamics, will be explored. (Spring/Even Years)

TM358 Global Urbanization 3 credits

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

TM360 Internship in Christian Ministries 2-3 credits

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

TM380 1 and 2 Timothy**3 credits**

1 and 2 Timothy are letters fraught with issues which are pertinent to today's context. In this course the student will become familiar with these issues, explore the various interpretative options to these issues and consider the practical implications. Prerequisite: TM277 or consent of instructor (Spring/Odd Years)

TM392 Service Component**1 credit**

Every student who is majoring in the department takes the initiative in creating, developing, and providing some form of hands-on voluntary service to an agency or ministry in which they can utilize the skills and insights acquired from their studies in the department. The departmental instructor for this course must approve in advance the proposed service. A pass/fail grade will be given.

Prerequisites: Senior standing and instructor permission. (Fall)

TM394 Directed Readings**1-3 credits**

Prerequisite: Junior standing.

TM397 Independent Study**1-3 credits**

Prerequisite: Junior standing. (As needed)

TM439 Ethics**3 credits**

This course provides an introduction both to ethical theory and moral decision-making. It examines philosophical and theological foundations of ethics as well as case studies in areas such as bio-medical, sexual and legal ethics. Prerequisite: Junior standing or consent of instructor. (Spring/Even Years)

TM440 Philosophy for Faith and Life**3 credits**

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

Prerequisite: Senior standing. (Every semester)

TM466 Senior Project: Curriculum Design**2 credits**

Through this course students are exposed to the fundamental issues pertaining to curriculum theory and development. The course intends to prepare students to develop and implement an integrated curriculum in church settings. Students work to design a proposed curriculum and critique various existing curricula. Emphasis is placed on the development of creative abilities. Prerequisite: Senior standing. (Fall)

TM470 Philosophy and Christian Thought **3 credits**
This course examines the close interaction between philosophical and theological thought. Traditional and current arguments for God's existence, the validity of religious experience, and problems foundational to the Christian faith are explored. An understanding of the effect of postmodern culture and thought is developed. Prerequisites: TM102, TM103, TM266, and Junior standing or consent of instructor. (Spring/Even Years)

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

TM484 Contemporary Christian Thought **3 credits**
An introduction to contemporary theological issues within the framework of Christian thought. Students study mostly twentieth century schools, such as: modernism, Pentecostalism, neo-orthodoxy, post-Vatican II Catholicism, future-oriented theologies, liberation theology, feminism, narrative theology, evangelicalism, post-modernity, charismatic theologies, and trends in majority-world thinking. Prerequisites: TM266 and Junior standing or consent of instructor. (Spring/Odd Years)

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

Sterling College Online Theological Studies Major (BA)

Course Requirements:

GD1051	Foundations of Servant Leadership	1 credit
TM1045	Introduction to Old and New Testament	5 credits
TM1075	Cross-Cultural Studies	5 credits
TM2155	Old Testament Studies	5 credits
TM2315	Introduction to New Testament Greek I and II	5 credits
TM2485	Methods in Bible Study	5 credits
TM2755	New Testament Studies	5 credits
TM2835	Church History and Mission I and II	5 credits
TM3055	Basic Christian Doctrine and the Holy Spirit	5 credits
TM3105	Philosophical Concepts and Christian Thought	5 credits

TM3923	Service Component	3 credits
TM4105	History of Philosophy and Christian Thought	5 credits
TM4395	Ethics	5 credits
TM4995	Research Methods and Thesis	5 credits
		Total: 64 credits

Sterling College Online Christian Ministries Major (BA)

Course Requirements:

GD1051	Foundations of Servant Leadership	1 credit
TM1045	Introduction to Old and New Testament	5 credits
TM1075	Cross-Cultural Studies	5 credits
TM2405	Christian Education and Leadership	5 credits
TM2485	Methods in Bible Study	5 credits
TM2745	Missions and Theology of Religions	5 credits
TM2835	Church History and Mission I and II	5 credits
TM3055	Basic Christian Doctrine and the Holy Spirit	5 credits
TM3105	Philosophical Concepts and Christian Thought	5 credits
TM3115	Worship: Theology and Trends	5 credits
TM3385	Youth Ministry	5 credits
TM3923	Service Component	3 credits
TM4395	Ethics	5 credits
TM4995	Research Methods and Thesis	5 credits
		Total: 64 credits

Theology and Ministry Online Course Descriptions:

TM1045 - Introduction to the Old and New Testament **5 credits**

This course examines the major themes for both the Hebrew Scriptures or Old Testament through the study of selected passages, ranging from Genesis to Malachi; and the major themes of the New Testament, ranging from Matthew to Revelation. Attention is paid to the covenant structure of the Bible and its different literary genres. *Meets General Education requirement.*

TM1075 - Cross-Cultural Studies **5 credits**

This course examines the area of the global interconnectedness of Christian ministry today, exploring the challenges of multi-ethnic cultural diversity. Through a theological and anthropological study of dimensions, such as our concepts of time,

event, space, reasoning, task, crisis, vulnerability, relationships, status, group-consciousness, etc., students are enabled to foster cross-cultural and international relations and better avoid conflict.

TM2155 - Old Testament Studies **5 credits**

Within the field of the Old Testament this course is focused on two areas: the background, content, and purpose of biblical prophets and their writings, and an introduction to the poetry and wisdom literature in books such as Psalms, Proverbs, Ecclesiastics, and Job.

TM2315 - Introduction to New Testament Greek I and II **5 credits**

This course equips students with a fundamental understanding of the grammar, syntax, and vocabulary of biblical Greek, leading to the reading of selected New Testament Greek texts.

TM2405 - Christian Education and Leadership **5 credits**

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

TM2485 - Methods in Bible Study **5 credits**

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

TM2745 - Missions and Theology of Religions **5 credits**

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

TM2755 - New Testament Studies **5 credits**

Within the field of the New Testament this course is focused on two areas: the life of Jesus, reflected in the differing perspectives of the four gospel writers, asking how and why they wrote and then considering the “historical Jesus” debate, and

secondly on the letters of the apostle Paul in their historical and literary contexts, probing their respective purposes and content.

TM2835 - Church History and Mission I and II **5 credits**

This course provides a chronological overview of the spread and progress of Christianity from Apostolic times to the present, reflection on the development of ideas, and on missionary activities.

TM3055 - Basic Christian Doctrine and The Holy Spirit **5 credits**

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

TM3105 - Philosophical Concepts and Christian Thought **5 credits**

Students are introduced to the basic divisions of philosophical thought such as cosmology, metaphysics, logic, epistemology, and ethics. The development of a Christian or biblical worldview is pursued. Students will also study contemporary expressions of Christian thought as expressed in twentieth century schools such as neo-Orthodoxy, Vatican II Catholicism, liberation theology, future-oriented theologies, feminism, narrative theology, Pentecostal and Charismatic theologies, and trends in majority-world thinking. *Meets General Education Requirement.*

TM3115 - Worship: Theology and Trends **5 credits**

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

TM3385 - Youth Ministry **5 credits**

This course reflects on the distinctive nature of contemporary youth cultures, their influence on society, and application to Christian ministry. The role of the youth minister is explored in relation to the needs of young people and the effective communication of the Gospel. Students are exposed to various models of youth

ministry and introduced to the practical, administrative duties involved. Issues of family dynamics are also explored.

TM3925 - Service Component

5 credits

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

TM4105 - History of Philosophy and Christian Thought

5 credits

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

TM4935 - Ethics

5 credits

This course provides an introduction to ethical theory and moral decision making, i.e. the reflection on ways how we as humans ought to live and the process of making good and right choices regarding our behavior and actions. Major ethical systems include Virtue ethics, Divine command, Natural law, Social contract theory, Duty and Utilitarianism. Areas of application may include matters such as abortion, cloning, euthanasia, capital punishment, war, sexuality, and the environment.

TM4995 - Research Methods and Thesis

5 credits

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

Sterling College Online

<http://online.sterling.edu>

email: cic@sterling.edu

Phone: 800-346-1017, 620-278-4461

FAX: 620-278-4486

Sterling College offers several degree completion majors through online delivery.

These include:

Theological Studies

Christian Ministries

Elementary Education

Two secondary (6-12) education fields:

History and Government

Mathematics

Professional Studies Program: This program is designed to assist students to obtain teaching licensure when they already have a Bachelor's degree in an area for which Sterling Teacher Education Program (STEP) is approved to provide licensure.

Some of the courses required for degrees leading to education licensure include a fieldwork component to be completed in your community.

Course Descriptions and Major Requirements

All course descriptions and degree requirements are listed in the appropriate departmental section of this catalog.

Academic Netiquette

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

Withdrawing from Courses and/or Programs

To officially withdraw from a course or program a student must obtain a withdrawal form from the Sterling College Online division of Sterling College. To obtain the form, the student should contact an Online Student Services Counselor. Financial aid and tuition and fees may be affected by withdrawal.

Spiritual Formation Requirements

Sterling College is deeply committed to the spiritual growth of students. Consequently, all online students must complete 11-13 credit hours of Theology and Ministry. For online the Bachelor of Arts degrees in Christian Ministries and Theological Studies, these credit hours are earned through the following courses:

GD105: Foundations of Servant Leadership

TM1045: Introduction to Old and New Testament

TM3055: Basic Christian Doctrine and The Holy Spirit

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

GD105: Foundations of Servant Leadership

TM102: Introduction to Old Testament

TM103: Introduction to New Testament

TM266: Basic Christian Doctrine

TM440: Philosophy for Faith and Life

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